



NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

---

# Professional Licensed Staff Appraisal

Packet #1

- The Evaluation Process -



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 sources 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

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

## **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: \_\_\_\_\_

<p>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.)</p>	<p>4. How do you plan to engage participants in the content? What will you do? What will the participants do?</p>
<p>2. What are your goals and objectives for this activity? Why are these goals suitable?</p>	<p>5. What instructional materials or other resources will you use?</p>
<p>3. How do these goals support the standards relevant to your role? (Ex: CCSS, ITPL, SEL, etc.)</p>	<p>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?</p>

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

Staff Member: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
Building: \_\_\_\_\_ Program/Grade Level: \_\_\_\_\_ Content Area: \_\_\_\_\_  
Pre-Observation Date: \_\_\_\_\_ Observation 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 1	Domain 2	Domain 3	Domain 4
<b>Describe:</b>	<b>Describe:</b>	<b>Describe:</b>	<b>Describe:</b>
<b>Additional Notes:</b>			
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 Initiation: \_\_\_\_\_ Date of Mid-Point Evaluation: \_\_\_\_\_ Date of Final 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 – Psychologist -

## **Domain 1 – Planning & 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 an instructional outcome that allows students to develop their understanding of how critical concepts relate to each other
- Establishing instructional 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' instructional level
- How to design instruction that allows students to progress through the content, is appropriate to the learning and organized to meet the learning needs of the students
- The ability to plan lessons and units that are clear and sequential and that meet the needs of all students
- Utilizing assessments that are aligned with learning expectations/instructional outcomes, are clearly defined and planned as part of the instructional process
- How to utilize assessment data to guide future instructional planning?

<b>Domain 1 – Planning &amp; Preparation – Component 1a: Demonstrating Knowledge of Content and Practice of School Psychology</b>				
<b>Components 1A</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Demonstrating Knowledge of Content and Practice of School Psychology</b>	School Psychologist displays no knowledge or familiarity with effective practices in curriculum, assessment, intervention, and data based decision making	School psychologist has basic understanding of current trends and effective practices in curriculum, assessment, intervention, and data based decision making.	School psychologist demonstrates a solid understanding of current trends and effective practices in curriculum, assessment, intervention, and data based decision making.	School psychologist demonstrates a deep and thorough understanding of current trends and effective practices in curriculum, assessment, intervention, and data based decision making.
<b>Critical Attributes</b>	<p>Does not demonstrate knowledge of curriculum, assessment, intervention and data decision making in their practice.</p> <p>Makes practice errors in curriculum, assessment, and data analysis.</p> <p>Unable to rationalize why one therapeutic strategy was chosen over another.</p> <p>Unfamiliar with the content and does not provide clear explanations of the content.</p> <p>Does not identify where students of same age/grade are functioning and is unaware of deficits related to</p>	<p>Demonstrate a limited knowledge of curriculum, assessment, intervention and data decision making in their practice.</p> <p>Is familiar with the concepts of the discipline but does not see conceptual relationships between disciplines.</p> <p>Plans for intervention reflect incomplete knowledge of principles and theories in relationship to practice.</p> <p>Can occasionally rationalize why one therapeutic strategy was chosen over another.</p>	<p>Identifies important concepts of discipline.</p> <p>Analyzes school wide data and uses data to identify school related interventions for students.</p> <p>Can rationalize why one therapeutic strategy was chosen over another.</p> <p>Consistently provides clear explanations of the content.</p> <p>Can identify where students of same age/grade are functioning and are aware of deficits related to disability in order to develop therapeutic interventions.</p>	<p>Identifies important concepts of discipline in the context of school functioning from a multi-disciplinary perspective.</p> <p>Interprets reporting from a multi-disciplinary perspective.</p> <p>Demonstrates principles in practice by providing mentorship or in-service to others.</p> <p>Utilizes intra- and inter-disciplinary content relationships in the development of treatment strategies.</p> <p>Proactive in uncovering student learning needs/style and addressing them before proceeding.</p>

	<p>disability in order to develop therapeutic interventions.</p>	<p>Is familiar with the content but inconsistently provides clear explanations of the content.</p> <p>Inconsistently identifies where students of same age/grade are functioning and has limited awareness of deficits related to disability in order to develop therapeutic interventions.</p>		<p>Stays current on theoretical models.</p>
--	--	---	--	---

**Domain 1 – Planning & Preparation – Component 1b: Demonstrating Knowledge of Students**

Components 1B	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
<p><b>Demonstrating Knowledge of Students</b></p>	<p>School psychologist demonstrates little or no knowledge of child and adolescent development, diverse learner characteristics, and/or disabilities that impact student functioning.</p>	<p>School psychologist demonstrates basic knowledge of child and adolescent development, diverse learner characteristics, and/or disabilities that impact student functioning. Knowledge is general and is applied inconsistently.</p>	<p>School psychologist demonstrates solid knowledge of child and adolescent development, diverse learner characteristics, and/or disabilities that impact student functioning.</p>	<p>School psychologist demonstrates extensive knowledge of child and adolescent development, diverse learner characteristics, and/or disabilities that impact student functioning. School psychologist is viewed as a resource by school community.</p>
<p><b>Critical Attributes</b></p>	<p>Does not apply knowledge of student needs to programming options available through the District or Cooperative.</p> <p>Does not understand child development characteristics and has unrealistic expectations for students.</p> <p>Does not take responsibility to learn about student’s interests or special needs.</p>	<p>Has a limited understanding of the varying student needs as it relates to programming within the Cooperative and/or District assigned.</p> <p>Inconsistently differentiates for individual student learning needs and/or inconsistently incorporates this knowledge when developing interventions.</p> <p>Is aware of the range of interests and special needs but rarely draws on their contributions when developing interventions.</p>	<p>Has an understanding of the varying student needs and programming with the Cooperative and/or District assigned.</p> <p>Is considered to be a resource to administrators, team members, teachers, and parents by providing specific information about individual student characteristics to assist with service delivery, programming to foster student learning and development.</p> <p>Differentiates for individual student learning needs and incorporates this knowledge when developing interventions.</p>	<p>School community and beyond seeks out School Psychologist for information on varying student needs.</p> <p>Actively seeks out information from various sources about students in order to effectively plan interventions.</p> <p>Is an available resource to others for applying child development to implementing interventions.</p>

			Is aware of the range of interests and special needs of students and incorporates this knowledge when developing interventions.	
--	--	--	---	--

**Domain 1 – Planning & Preparation – Component 1c: Demonstrating Knowledge of the Process, Procedures, and Standards Involved in the Conduct and Development of a Case Study Evaluation and an Individualized Education Plan, as well as State and Federal Procedures and Regulations**

Component 1C	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
<p><b>Demonstrating knowledge of the process, procedures, and standards involved in the conduct and development of a Case Study Evaluation and an Individualized Education Plan, as well as state and federal procedures and regulations.</b></p>	<p>School psychologist demonstrates a limited or outdated understanding of process, procedures and standards processes involved in a Case Study Evaluation and an Individualized Education Plan as well as state and federal procedures and regulations.</p>	<p>School psychologist demonstrates a basic understanding of components involved in a Case Study Evaluation, the policies, procedures and standards, and of their relevance to the process of completing the CSE/IEP, as well as state and federal procedures and regulations. Knowledge is general and applied inconsistently.</p>	<p>School psychologist demonstrates a solid understanding of components involved in a Case Study Evaluation, the policies, procedures and standards, and of their relevance to the process of completing the CSE/IEP, as well as state and federal procedures and regulations.</p>	<p>School psychologist demonstrates an extensive understanding of components involved in a Case Study Evaluation, the policies, procedures and standards, and of their relevance to the team process of completing the CSE/IEP, as well as state and federal procedures and regulations. School Psychologist understands processes used by other professionals and how that relates to the evaluation process as a whole.</p>
<p><b>Critical Attributes</b></p>	<p>Does not apply evaluation data to the criteria for special education eligibility.</p> <p>Violates special education laws.</p> <p>Disregards cooperative procedures.</p>	<p>Knows criteria for some special education eligibility categories but not others.</p> <p>Does not consistently apply laws and special education procedures.</p> <p>Does not stay current of new laws and special education guidelines.</p>	<p>Knows criteria for special education eligibility and can explain how student characteristics relate to these criteria.</p> <p>Consults with teacher and other team members prior to the IEP meeting to gain a better understanding of the student's needs.</p> <p>Assists staff in writing observable and measurable goals/objectives.</p>	<p>Actively facilitates team discussions regarding the criteria for special education eligibilities from a multidisciplinary perspective.</p> <p>Teacher and team members seek out School Psychologist for assistance in developing the IEP for students.</p> <p>Considers the applicability of resources outside of the school to aide in assessment.</p>

			<p>Follows all special education laws.</p> <p>Stays current of new laws and special education guidelines.</p> <p>Consistently applies laws and procedures to specific student needs.</p>	<p>Knows and understands criteria for outside agency services and conveys that information to the team.</p> <p>Shares new laws and special education guidelines with educational teams and is a resource to others.</p>
--	--	--	--	---



<b>Domain 1 – Planning &amp; Preparation – Component 1d: Demonstrating Knowledge of Resources and Policies Within and Beyond the School/District and Cooperative</b>				
<b>Component 1D</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Demonstrating knowledge of resources and policies within and beyond the school/District and Cooperative.</b>	School psychologist is unaware of resources and policies available within the Cooperative, school, and/or District.	School psychologist has a basic knowledge of resources and policies available within the Cooperative, school, and/or District.	School psychologist demonstrates solid knowledge of resources and policies available within the school community as well as some familiarity with resources outside the school, District and/or Cooperative.	School psychologist demonstrates extensive knowledge of resources and policies available within and beyond the Cooperative, school, and/or District.
<b>Critical Attributes</b>	<p>Does not seek out resources available to expand his/her own skills.</p> <p>Although aware of some student needs, does not inquire about possible resources.</p>	<p>Uses Cooperative resources only.</p> <p>Solely uses resources specific to staff member’s discipline.</p> <p>Rarely makes resources accessible to students and families.</p>	<p>Recommendations are in line with district policies, procedures and state law/guidance.</p> <p>Uses the various resources listed above.</p> <p>Uses multi-disciplinary resources.</p> <p>Makes resources accessible to students and families.</p>	<p>Seeks resources outside of what is provided by the school or district to enhance recommendations.</p> <p>Considers the applicability of resources outside of the school to aide in developing student interventions.</p> <p>Is sought out as a resource by students and families.</p> <p>Actively shares/promotes resources with others.</p>

<b>Domain 1 – Planning &amp; Preparation – Component 1e: Demonstrating Knowledge of Service Delivery Techniques, Research-Based Intervention and the Problem Solving Processes</b>				
<b>Component 1E</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Demonstrating knowledge of service delivery techniques, research-based intervention and the problem solving processes.</b>	School psychologist demonstrates little or no knowledge of service delivery techniques, research-based intervention and the problem solving processes.	School psychologist demonstrates basic knowledge of service delivery techniques, research-based intervention and problem solving processes.	School psychologist demonstrates solid knowledge of service delivery techniques, research-based intervention and problem solving processes and their relationship to the needs of the local agency.	School psychologist demonstrates a deep understanding of service delivery techniques, research-based intervention and problem solving processes and their relationship to the needs of the local agency. School Psychologist knows where to access additional information to support the needs of the local agency.
<b>Critical Attributes</b>	<p>Does not participate in the problem-solving process.</p> <p>Interventions are not well aligned to the outcomes for students.</p> <p>Activities provide no opportunity for problem solving and decision making by students.</p> <p>Groups and individual sessions do not address student needs.</p>	<p>Limited participation in problem-solving process.</p> <p>Interventions are moderately aligned to outcomes.</p> <p>Activities provide limited opportunity for problem solving and decision making by students.</p> <p>Groups and individual sessions lack organization.</p>	<p>Facilitates and assists staff in the problem-solving process.</p> <p>Interventions are aligned to outcomes.</p> <p>Activities provide opportunity for problem solving and decision making by students.</p> <p>Groups and individual sessions are organized to maximize student strengths.</p>	<p>Demonstrates knowledge of how to assist the problem solving process and how to access resources related to problem solving if not readily available.</p> <p>Applies knowledge and is sought out for knowledge about problem solving consultation and interventions.</p> <p>Interventions permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Interventions are differentiated for individual student needs.</p>

<b>Domain 1 – Planning &amp; Preparation – Component 1f: Demonstrating Knowledge of Assessments for Planning Student Services</b>				
<b>Component 1F</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Demonstrating knowledge of assessments for planning student services.</b>	School psychologist’s approach to assessment process is inaccurate and/or not linked to the various referral questions or desired outcomes.	School psychologist’s approach to assessment process is standardized, yet occasionally incorporates alternative forms of assessment and/or while addressing some aspects of the referral questions or desired outcomes. School psychologist recognizes common sources of assessment.	School psychologist’s approach to assessment is developmentally appropriate and tailored to the various referral questions and/or desired outcome of the process. Results are used to plan for student services. School psychologist has solid knowledge of multiple sources of assessment.	School psychologist’s approach to assessment is developmentally appropriate is tailored to the various referral questions and/or desired outcome, and incorporates data from multiple sources of assessment. School psychologist understands when and how to design and use alternate assessments, including formative, progress monitoring and summative tools.
<b>Critical Attributes</b>	<p>Chooses inappropriate assessments to measure student progress.</p> <p>Data collection methods are not adequate to assess goal progress.</p> <p>Does not assist others in developing and/or modifying appropriate progress monitoring tools.</p>	<p>Inconsistently chooses appropriate assessments to measure student progress.</p> <p>Inconsistently develops data collection methods in order to assess goal progress.</p> <p>Seldom assists others in developing and/or modifying appropriate progress monitoring tools.</p>	<p>Chooses appropriate assessments to measure student progress and has knowledge of when to use standardized and curriculum based assessment tools.</p> <p>Develops data collection methods in order to assess goal progress.</p> <p>Assists others in developing and/or modifying appropriate progress monitoring tools.</p> <p>Knowledge of how to interpret data, which is evidences through team discussions, IEP meetings and/or report writing.</p>	<p>Utilizes multiple data sources.</p> <p>Identifies and develops tools for formative, summative and progress monitoring assessments.</p> <p>Is a leader in streamlining data collection.</p> <p>Is viewed as a resource for designing assessments and/or progress monitoring tools.</p> <p>Progress monitoring tool is utilized by colleagues.</p>

			<p>Knowledge of developmental factors on student needs and selects appropriate assessment tools and procedures.</p> <p>Understands and utilizes data analysis to guide the decision making process.</p>	<p>Real world applications are considered when designing assessments.</p> <p>.</p>
--	--	--	---	--

## **Domain 2 – The Classroom 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
- Clear expectations for learning and achievement are evident
- Staff members ensure that students have pride in their work
- Group instruction is well managed; there is evidence that groups are structured for optimal learning
- Transitions between lessons and classes are well managed
- Materials and supplies are well managed and organized
- Non-instructional duties are done without interruption of instruction
- 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 class is organized and free of hazards
- Accommodations for students to make learning accessible for all students is evident

<b>Domain 2: The Classroom Environment – Component 2a – Establishing Rapport with Students, Staff and Community Members</b>				
<b>Component 2A</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Establishing rapport with students, staff and community members.</b>	School Psychologist’s interactions with students, staff or the community are negative or inappropriate; students and stakeholders appear uncomfortable within the setting.	School Psychologist’s interactions with students, staff, or the community are a mix of positive, negative and/or indifferent. School psychologist’s efforts at developing rapport are partially successful.	School psychologist’s interaction with students, staff and community members are positive and respectful; a positive rapport and working relationship is evident. School psychologist maintains a positive relationship with outside resources.	Students, staff and/or community members seek out the school psychologist, reflecting a high degree of comfort and trust in the relationship. Interaction between students and the school psychologist are highly respectful and sensitive to individual interests and needs. School psychologist maintains a positive relationship with outside resources.
<b>Critical Attributes</b>	<p>Uses disrespectful language toward students . Student body language may indicate feelings of hurt or insecurity.</p> <p>Students use disrespectful language toward each other with no response from the school psychologist.</p> <p>Displays no familiarity with or caring about individual students’ interests or personalities.</p> <p>Interactions with parents and/or school staff are disrespectful.</p>	<p>The quality of interactions between school psychologist and students, or among students, parents or school staff is inconsistent, with occasional disrespect.</p> <p>Inconsistently responds to disrespectful behavior among students.</p> <p>Makes minimal attempts to connect with individual students.</p>	<p>Interactions with students are mutually respectful during service delivery.</p> <p>Makes personal connections with individual students.</p> <p>Response to a student respects the student’s dignity.</p> <p>Establishes positive relationships with teachers and other team members.</p>	<p>Demonstrates knowledge and caring about individual students’ lives beyond school.</p> <p>Students seek out opportunities to work/meet with school psychologist.</p> <p>Is sought out by colleagues to assist with student(s) because of established rapport.</p> <p>Adjusts communication style in order to increase others’ comfort level and receptivity to the message.</p>

		Interactions with parents and/or team are reserved and rapport is tentative.	Establishes rapport with parents during team meetings or other interaction.	
--	--	--	---	--

<b>Domain 2 – The Classroom Environment – Component 2b: Establishing a Culture for Learning and Social-Emotional Well Being</b>				
<b>Component 2B</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Establishing a culture for learning and social –emotional well being</b>	School psychologist does not convey high expectations or genuine enthusiasm and does not create an environment for students to meet their maximum potential, including intellectual, social, and personal development. There is minimal evidence of attempts to engage students.	At times, school psychologist conveys high expectations, has genuine enthusiasm, and creates an environment for few students to meet their maximum potential, including intellectual, social, and personal development. Few students are actively engaged in learning.	School psychologist often conveys high expectations, has genuine enthusiasm, and creates an environment for most students to meet their maximum potential, including intellectual, social, and personal development. Staff member consistently ensures that most students are actively engaged in learning.	School psychologist consistently conveys high expectations, has genuine enthusiasm, and creates an environment for all students to meet their maximum potential, including intellectual, social, and personal development. Staff member consistently ensures that all students are actively engaged in learning.
<b>Critical Attributes</b>	<p>Conveys that the reasons for the work are external or trivializes the learning goals, assignments and social emotional well-being.</p> <p>Has conveyed to students that the work is too challenging for them.</p> <p>Does not match ability levels and expectations.</p> <p>While providing training for adults, school psychologist does not allow for participation or activities.</p>	<p>Energy/actions demonstrate neither a high level of commitment nor disinterest for student’s learning and social emotional well-being.</p> <p>Conveys modest expectations for students.</p> <p>Inconsistently matches ability levels and expectations</p> <p>While providing training for adults, school psychologist rarely seeks participation or incorporates any activities.</p>	<p>Establishes and communicates a positive culture of learning.</p> <p>Communicates the importance of learning and social emotional well-being.</p> <p>Demonstrates a clear understanding of each student’s capabilities.</p> <p>Consistently encourages student engagement in the learning process.</p> <p>While providing training for adults, staff member elicits current levels of understanding</p>	<p>Demonstrates enthusiasm for social emotional growth.</p> <p>Encourages students to work to their full potential based on their capabilities.</p> <p>Based on interactions with students, there is an obvious enthusiasm for learning and social emotional well-being.</p> <p>During a training, adult learners are actively participating in activities, asking questions, and contributing their insights.</p>



	<p>During group counseling session, school psychologist does not have process in place regarding feedback and respectful listening.</p>	<p>During group counseling session, school psychologist inconsistently enforces rules regarding feedback and respectful listening.</p>	<p>and identifies participant needs and adjusts accordingly.</p> <p>During a group counseling session, school psychologist has a system in place to ensure respectful listening so feedback among students can take place.</p>	<p>During a group counseling session, school psychologist creates a safe environment, which results in an increase in student participation regarding a difficult topic.</p> <p>Students refer friends for counseling.</p> <p>Students/parents submit follow-up thank you notes for SEL problem-solving support.</p>
--	---	--	--	--

<b>Domain 2 – The Classroom Environment – Component 2c: Establishing and Maintaining Clear Procedures</b>				
<b>Components 2C</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Establishing and maintaining clear procedures.</b>	Procedures, referrals, routines and schedules are non-existent, timelines for evaluations and services are routinely missed.	Procedures, referrals, routines and schedules are somewhat unclear to others and/or are disorganized or inconsistently implemented. Timelines for evaluations and services are sometimes missed.	Procedures, referrals, routines and schedules are organized and clear to all involved. Timelines for evaluations are routinely met.	Procedures, referrals, routines and schedules are clear and developed in consultation with team members. Responsibility is taken for communicating and resolving issues regarding the timelines for evaluations and services.
<b>Critical Attributes</b>	<p>Does not complete assessments, reports and paperwork within district established timeframe.</p> <p>Does not attend meetings.</p> <p>Transitions are unscheduled and disrupt the learning environment.</p> <p>Materials and supplies are not available.</p> <p>.</p>	<p>Inconsistently completes assessments, reports and paperwork within district established timeframe.</p> <p>Inconsistent attendance at meetings.</p> <p>Scheduled transitions are inconsistent and disrupt the learning environment.</p> <p>Materials and supplies are often not available or inadequate.</p>	<p>Completes assessments and performs daily responsibilities on time.</p> <p>Maintains an organized schedule.</p> <p>Arrives promptly at scheduled meetings. If unable to fulfill an obligation, makes proactive effort to notify those involved.</p> <p>Scheduled transitions within or out of the classroom function smoothly.</p> <p>Materials and supplies are readily available.</p> <p>Seamlessly moves within the classroom routine.</p>	<p>Takes leadership role in collaborating with school teams to manage and develop time lines that are sensitive to student needs.</p> <p>Uses problem solving techniques to reconcile conflicts in scheduling with colleagues and students.</p> <p>Responds to crisis and makes arrangements to schedule based on priority of student needs.</p>

<b>Domain 2 – The Classroom Environment – Component 2d: Utilization of Team</b>				
<b>Components 2D</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Utilization of team</b>	Team members have no clearly defined protocols and procedures and are not being used in an effective manner	Team members have some defined protocols and procedures related to activities but are not consistently used in an effective manner.	Team members are provided with protocols and procedures that are used in a consistently effective manner.	Team members have clearly defined protocols and procedures. The staff member facilitates and supports the team's contribution to the intervention activities.
<b>Critical Attributes</b>	Does not provide information for team members.  There are no protocols/interventions or they are not being carried out in the classroom environment.	Provides basic information for team members.  Team members are unclear on the interventions and protocols for the student.	Has clearly defined interventions within the classroom.  Provides in-service to the team members on appropriate interventions/protocols related to individual students.	Team members successfully implement protocols/intervention provided by school psychologist.  Provides supplemental materials and training.

<b>Domain 2 – The Classroom Environment – Component 2e: Establishing and Managing Student Behavior</b>				
<b>Component 2E</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Establishing and managing student behavior.</b>	School psychologist does not understand the process of developing an FBA and BIP, nor its relationship to the classroom and school-wide behavior systems.	School psychologist understands the process of developing an FBA and BIP. School psychologist has a basic grasp of classroom and school wide behavior management systems, but struggles to adapt the elements in response to limited student success.	School psychologist assists in the development of an FBA and BIP. School psychologist assists in the development and/or monitoring of school-wide, classroom and/or individual behavior processes. Uses data-based decision methods in the assessment of outcomes to drive plan modification in response to student need.	School psychologist is viewed as a resource in the development of school-wide, classroom and/or individual behavior processes. Uses data-based decision methods from a multidisciplinary perspective in the development and assessment of the outcomes to drive plan modification in response to student need.
<b>Critical Attributes</b>	Does not implement the Cooperative/program positive behavior support system by:  - not maintaining behavior expectations  - addressing student behavior using a number of techniques  - processing student behavior	Implements the Cooperative/program positive behavior support system by:  - inconsistently maintaining behavior expectations  - addressing student behavior using a limited number of techniques  - sporadically processing student behavior	Actively participates in problem-solving meetings with staff, students, and/or parents for the purpose of identifying behavioral concerns and developing a plan using relevant data specific to student needs.  Implements the Cooperative/program positive behavior support system by:	Demonstrates leadership during problem solving meetings with staff, students, and/or parents with the purpose of identifying behavioral concerns and developing a plan using relevant data specific to student needs.  Acts as a model for the implementation of the Cooperative/program positive behavior support system by:

	<ul style="list-style-type: none"> <li>- responding to behavior in a sensitive manner to meet individual student needs</li> <li>- participating in the development of behavior plans.</li> </ul>	<ul style="list-style-type: none"> <li>- inconsistently responding to behavior in a sensitive manner to meet individual student needs</li> <li>- infrequently participating in the development of behavior plans.</li> </ul>	<ul style="list-style-type: none"> <li>- maintaining clear behavior expectations with student participation</li> <li>- addressing student behavior using a variety of techniques</li> <li>- processing student behavior</li> <li>- responding to behavior in a sensitive manner to meet individual student needs</li> <li>- participating in the development of behavior plans that are monitored and utilized consistently</li> </ul>	<p>Monitors student behavior subtly and proactively</p>
--	--	--	--	---

<b>Domain 2 – The Classroom Environment – Component 2f: Organizing the Educational Environment</b>				
<b>Component 2F</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Organizing the educational environment.</b>	The school psychologist does not adjust the educational environment according to instructional activity for student needs; utilize available equipment, materials, and, resources to enhance individual student needs; provide an educational environment that is safe and conducive to learning <sup>7</sup> and, utilize physical resources, including technology.	The school psychologist infrequently adjusts the educational environment according to instructional activity and student needs; utilizes available equipment, materials, and, resources to enhance individual student needs; makes student access to the educational environment safe and conducive to learning; and, utilizes physical resources, including technology.	The school psychologist frequently adjusts the educational environment according to instructional activity and student needs; utilizes available equipment, materials, and, resources to enhance individual student needs; makes student access to the educational environment safe and conducive to learning; and, utilizes physical resources, including technology.	The school psychologist consistently proactively adjusts the educational environment according to instructional activity and student needs; seeks out additional equipment, materials, and, resources to enhance individual student needs; ensures student access to the educational environment is safe and maximizes learning; and, skillfully utilizes physical resources, including technology.
<b>Critical Attributes</b>	<p>There are physical hazards in the educational environment endangering student safety.</p> <p>The educational environment ignores available technology resources.</p>	<p>The educational environment is inaccessible for some students.</p> <p>The educational environment does not enhance learning.</p> <p>The educational environment is such that available technology is difficult to access and/or use by students.</p>	<p>The educational environment is safe and accessible to all students.</p> <p>The educational environment is arranged to support the instructional goals and learning activities.</p> <p>The educational environment is such that available technology is easily integrated into instruction for group as well as individual access.</p>	<p>Space used efficiently and welcoming to adults/students.</p> <p>Encourages student input for adapting the physical environment to enhance learning.</p> <p>Recognizes and adjusts the educational environment according to student need.</p>

**Domain 3 – Instruction**

**Professional Inquiry:**

Does the staff member demonstrate knowledge of:

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language
- Quality of questions
- Discussion techniques
- Student participation
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment/monitoring of progress
- Lesson adjustment
- Response to students
- Persistence

**Domain 3 – Instruction - Component 3a – Communicating, Collaborating, and Consulting**

Component 3A	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
<p><b>Communicating, collaborating, and consulting</b></p>	<p>School psychologist fails to collaborate/consult and/or communicates with students, staff, parents, and or community. School psychologist is unavailable for questions and planning of services and does not supply needed information. School psychologist actively resists participating in the school’s team and does not understand the processes established within them.</p>	<p>School psychologist collaborates/consults and/or communicates with students, staff, parents, and or community service providers on a sporadic basis that is not consistent with workload. School psychologist may only be able for questions and planning of services and supplying needed information when requested. School psychologist participates in the school’s teams, and, attempts to understand the processes established within them, but does not actively contribute and/or only attends when requested/required.</p>	<p>School psychologist consistently collaborates/ consults and/or communicates with students, staff, parents, and or community service providers by initiating contact regarding individual cases. School psychologist participates in the school’s teams, and understands the processes established within them.</p>	<p>School psychologist assumes leadership during collaboration and provides consistent follow-up. School psychologist actively participates in the school’s teams, and understands the processes established within them. The school psychologist leads in developing or adapting processes in response to changing needs. Teachers, students, and/or parents seek out the school psychologist as a resource to improve academic/behavioral systems.</p>
<p><b>Critical Attributes</b></p>	<p>Fails to assist teams with determining data collection needs; the data collected does not reflect the student’s needs; and, incorrectly utilizes, interprets or analyzes data in collaboration/consultation with others during problem-solving meeting or IEP meeting.</p>	<p>Inconsistently assists team with determining data collection needs; the data collected inconsistently reflects the student’s needs; and, inconsistently utilizes, interprets or analyzes data in collaboration/consultation with others during problem-solving meeting or IEP meeting.</p>	<p>Consistently assists team with determining data collection needs; the data collected reflects the student’s needs; and, effectively utilized, interprets and analyzes data in order to collaborate/consult with others during problem-solving meeting or IEP meeting.</p>	<p>School psychologist assists others in the development and implementation of new academic and/or behavioral interventions.</p>



	<p>Does not provide information regarding their evaluation findings to school staff prior to the IEP meeting.</p> <p>Does not use technology (i.e., e-mail, calendar, Google Drive, etc.) to communicate with others.</p>	<p>Sometimes provides information regarding their evaluation findings to school staff prior to the IEP meeting.</p> <p>Inconsistently uses technology (i.e., e-mail, calendar, Google Drive, etc.) to communicate with others.</p>	<p>Provides information regarding their evaluation findings to school staff prior to the IEP meeting.</p> <p>Uses technology (i.e., e-mail, calendar, Google Drive, etc.) to improve communication with others.</p>	
--	---	--	---	--

**Domain 3 - Instruction - Component 3b – Monitoring IEP Safeguards and Procedures Related to State and Federal Law**

Component 3B	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
<p><b>Monitoring IEP safeguards and procedures related to state and federal law.</b></p>	<p>School psychologist violates IEP safeguards and procedures relative state and/or federal law.</p>	<p>School psychologist inconsistently applies the IEP safeguards and/or procedures relative to state and federal law.</p>	<p>School psychologist consistently applies the IEP safeguards and/or procedures relative to state and federal law.</p>	<p>School psychologist is regarded as a resource, stays current, and consistently applies the IEP safeguards and/or procedures relative to state and federal law.</p>
<p><b>Critical Attributes</b></p>	<p>Does not adhere to the 60 day time line for case study evaluations and the majority of case study evaluations are beyond the 60 day time line.</p> <p>During the IEP meeting the school psychologist does not state an eligibility category for the student and applies guidelines for eligibility inaccurately.</p>	<p>Inconsistently completes evaluations with the 60 day time line for case study evaluations.</p> <p>During the IEP meeting the school psychologist inconsistently states an eligibility category for the student or inconsistently applies guidelines for eligibility.</p>	<p><i>Adheres to the 60 day time line for case study evaluations.</i></p> <p>During eligibility meeting the school psychologist lead or facilitates the IEP team discussion regarding several possible special education eligibility category and reviews criteria with respect to the data shared by multiple service providers.</p>	<p>Actively demonstrates and applies IEP safeguards and procedures and services during IEP meetings by explaining why or why not a student qualifies under the eligibility guidelines for special education..</p> <p>Demonstrates knowledge of the difference between 504 eligibility and special education eligibility.</p>

<b>Domain 3 Instruction - Component 3c - Engaging with Students in Therapeutic Services and Adults in Learning</b>				
<b>Component 3C</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Engaging with students in therapeutic services and adults in learning.</b>	Schools Psychologist uses inappropriate materials and/or resources in response to identified student t/adult needs. The structure and/or pace of student/adult interactions do not promote learning.	School psychologist inconsistently selects developmentally appropriate materials and/or resources in response to identified student/adult needs. The structure/pace of student/adult interactions with the school psychologist is only partially successful at engaging student/adult in learning.	School psychologist consistently selects developmentally appropriate materials and/or resources in response to identified student/adult needs. The structure/pace of the student/adult interactions with the school psychologist is consistently successful at engaging student/adult in learning.	In collaboration with team members, school psychologist consistently selects developmentally appropriate materials and/or resources in response to identified student/adult needs. The selected activities are creative, meaningful and relevant to identified learners, resulting in a higher level of engagement. School psychologist has a method to adapt, respond and include the student/adult in shaping choices to enhance learning.
<b>Critical Attributes</b>	<p>Does not choose materials that are developmentally appropriate and do not address the specific needs of the student.</p> <p>Makes comments that are negative and inappropriate.</p> <p>Students and adults do not seek out the school psychologist.</p> <p>Does not use or incorporate Cooperative/District social emotional curriculum into</p>	<p>Inconsistently chooses materials that are developmentally appropriate and will address the specific needs of the student.</p> <p>Interactions are generally positive but may be lacking in some instances.</p> <p>Students and adults inconsistently communicate with the school psychologist.</p>	<p>Chooses materials that are developmentally appropriate and will address the specific needs of the student and/or District/Cooperative.</p> <p>Comments consistently are positive and sensitive to difficult circumstances.</p> <p>Students and adults openly communicate with the school psychologist.</p>	<p>Collaboratively adapts selected resources to meet unique learner needs, resulting in a higher level of engagement and learner involvement in the process.</p> <p>Develops relationships and maintains communication and collaboration with outside agencies.</p> <p>Is a role model for crisis intervention and de-escalation.</p>

	<p>learning opportunities for students and adults.</p> <p>Does not intervene in crisis situation.</p>	<p>Inconsistently uses or incorporates. Cooperative/District social emotional curriculum into learning opportunities for students and adults.</p> <p>Rarely intervenes in crisis situation.</p>	<p>Uses and incorporates the Cooperative/District social emotional curriculum into learning opportunities for students and adults.</p> <p>Demonstrates skill and ability in crisis intervention and/or de-escalation of students.</p>	
--	---	---	---	--

<b>Domain 3 - Instruction - Component 3d: Assessment and Intervention</b>				
<b>Component 3D</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Assessment and Intervention</b>	School Psychologist fails to adequately collect, interpret and/or utilize information and data needed. Assessment does not correlate to developmental functioning or the referring concern. Results/interpretations are incorrect or not clearly delivered.	School psychologist inconsistently collects and interprets important information and data needed. Assessments are sometimes correlated to developmental functioning and referring concerns. School psychologist attempts to assist in intervention planning when specifically requested.	School psychologist collects and interprets important information and data needed, clearly delivers the results/interpretation, and assists in intervention planning. The school psychologist participates with the team in a problem solving process with a focus on improving student outcomes.	School psychologist consistently collects and interprets important information and data needed using multiple forms of assessment, and clearly delivers and links the intervention process. The school psychologist guides the team using a problem solving process with a focus on improving student outcomes.
<b>Critical Attributes</b>	Is unable to assist others to interpret data and draw connections between that data and the selection of appropriate interventions in the areas of academic skills, social-emotional learning and life skills.  Does not collaborate with staff in developing and/or using data to make intervention decisions in the problem solving team.	Is limited in their ability to assist others to interpret data and draw connections between that data and the selection of appropriate interventions in the areas of academic skills, social-emotional learning and life skills.  Inconsistently collaborates with staff in developing and/or using data to make intervention decisions in the problem solving team.	Is able to assist others to interpret data and draw connections between that data and the selection of appropriate interventions in the areas of academic skills, social-emotional learning and life skills.  Collaborates with staff in developing and using data to make intervention decisions in the problem solving team.  Administers appropriate assessments to students.	Has a broad repertoire and in-depth knowledge of many formal and informal assessment tools.  Able to interpret private psychological/neuropsychological evaluations and analyze the information as it relates to student learning.  Consults with outside school parties to coordinate interventions with both the home and community.

	<p>Chooses inappropriate assessments to administer to students.</p> <p>Does not administer assessments in accordance with standardization and does not document non-standard administration of the assessment.</p> <p>Does not assess level of student crisis and intervention plans do not refer to emotional regulation.</p> <p>Does not utilize, interpret and analyze data to plan effective student interventions.</p> <p>Does not use technology to improve service delivery to students.</p>	<p>Sometimes administers appropriate assessments to students.</p> <p>Inconsistently administers assessments in accordance with standardization and/or inconsistently documents non-standard administration of the assessment.</p> <p>Rarely assesses level of student crisis and intervention plans rarely refer to emotional regulation.</p> <p>Inconsistently utilizes, interprets and analyzes data to plan effective student interventions.</p> <p>Uses some technology but does not take advantage of all that is available.</p>	<p>Administers assessments in accordance with standardization and documents non-standard administration of the assessment.</p> <p>Assesses level of student crisis and intervention plans include appropriate interventions.</p> <p>Effectively utilizes, interprets and analyzes data to plan effective student interventions.</p> <p>Utilizes technology to improve service delivery to students.</p>	
--	---	---	---	--

<b>Domain 3 - Instruction - Component 3e: Demonstrating Flexibility and Responsiveness</b>				
<b>Component 3E</b>	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Demonstrating flexibility and responsiveness</b>	School psychologist is not flexible to the changing needs and demands of students, stakeholders and the school environment.	School psychologist can be flexible but may struggle to adapt plans to the changing needs and demands of students, and/or the school environment	School psychologist is flexible in addressing the changing needs and demands of students, and the school environment.	School psychologist continually adapts to the changing needs and demands of the students and school community and works with stakeholders to plan and/or develop programming/treatment.
Critical Attributes	<p>Little or no involvement in meetings to discuss student progress and/or assistance with adjustments of interventions.</p> <p>Does not follow a schedule and/or does not inform others of any changes.</p> <p>Prioritizes tasks ineffectively.</p> <p>Does not attend required meetings (team, problem-solving, IEP, district, and</p>	<p>Inconsistently tracks the progress of students participating in intervention groups, therapeutic services and/or behavior plans and inconsistently assists in the adjustment of interventions.</p> <p>Has difficulty managing or following a schedule.</p> <p>Has difficulty in prioritizing tasks.</p>	<p>Tracks the progress of students participating in intervention groups, therapeutic services and/or behavior plans and assists in the adjustment of interventions as appropriate.</p> <p>Follows schedule and informs others when there is a change.</p> <p>Prioritizes tasks effectively.</p> <p>Attends all required meetings (team, problem-solving, IEP,</p>	<p>Tracks data trends for entire school community and recommends change to service delivery to address those changes.</p> <p>Tracks impact of specific sub-groups (i.e., ELL, SES, truancy, etc.) on student performance and seeks resources and supports to address these issues.</p>

	<p>cooperative). If unable to attend, never provides information to another member to present.</p>	<p>Attends some required meetings (team, problem-solving, IEP, district, and cooperative). If unable to attend, sometimes provides information to another member to present.</p>	<p>district, and cooperative). If unable to attend, provides information to another member to present.</p>	
--	--	--	--	--



#### **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 instructional 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 – Professional Responsibilities**

	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Professional Responsibilities</b>	School psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	School psychologist’s reflection on practice is accurate and objective without citing specific examples.	School psychologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Suggestions are made regarding specific changes in practice.	School psychologist reflection is highly accurate and perceptive, citing specific positive and negative examples, and resulting in a plan to enact specific changes in practice.
<b>Critical Attributes</b>	<p>Does not identify strengths or growth areas. Does not pursue opportunities for growth.</p> <p>Does not initiate activities or does not follow through with starting activities to enhance overall programming for students.</p> <p>Resists discussing performance with supervisors or colleagues.</p>	<p>Has a general sense of need for growth but does not seeks out professional development.</p> <p>Rarely initiates or is instructed to start activities to enhance overall programming for students.</p> <p>Does not ask or reluctantly accepts feedback from supervisors or colleagues.</p>	<p>Accurately assesses activities and identifies specific ways in which practice might be improved.</p> <p>Initiates activities in schools/programs in order to enhance overall programming for students.</p> <p>Seeks feedback from supervisors and colleagues.</p>	<p>Identifies areas of development needed and seeks relevant professional opportunities.</p> <p>Identifies opportunities for building or systems improvement and gives suggestions.</p> <p>Assists others in the use of technology to improve services.</p>

<b>Domain 4: Professional Responsibilities – Component 4b – Maintaining Accurate Records</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Maintaining accurate and confidential records</b>	School psychologist’s records are in disarray; they may be missing, illegible and/or not stored securely.	School psychologist’s records are rudimentary and only partially effective. Records may be secure, but are inadequate or inefficient, occasionally late, and are not stored securely.	School psychologist’s records are accurate and legible, well organized, and stored securely. Confidentiality is maintained.	School psychologist’s records are accurate and legible, well organized, and stored securely. Confidentiality is maintained. Records are written to be understandable to another qualified professional.
<b>Critical Attributes</b>	<p>No evidence for a system in place for records.</p> <p>Records are left out in public location and/or not returned or lost.</p> <p>Does not follow district/cooperative polices and/or does not completes required paper work within allotted timeframes.</p>	<p>Some system in place but inconsistent.</p> <p>Records are in an unlocked cabinet or on desk in private office.</p> <p>Computer/laptop is not password protected or password is clearly identifiable.</p> <p>Inconsistently follows district/cooperative polices and inconsistently completes required paper work within allotted timeframes.</p>	<p>Maintaining confidentiality and student privacy.</p> <p>Records are secured in a locked cabinet.</p> <p>Computer/laptop is secured and password is not accessible to others.</p> <p>Follows district/cooperative polices and completes required paper work within allotted timeframes.</p>	<p>Reminds others of the inadvisability of sharing student information via the Internet, or on public sites.</p> <p>Records are understandable to professionals that might have access to records in case of absence.</p>

<b>Domain 4: Professional Responsibilities – Component 4c – Communicating with Families</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Communicating with families</b>	School psychologist provides minimal information regarding assessment results, school services or student progress. School psychologist does not respond or responds insensitively to parent concerns. Reports are incorrect or not clearly delivered.	School psychologist provides basic information regarding assessment results, school services or student progress, but information may be unclear and/or confusing. Communication may not be culturally sensitive to families. Written and/or oral reports may be unclear and fail to address the referring concerns.	School psychologist provides sufficient information regarding assessment results, school services or student progress, and integrates this information into a cohesive, accessible format. Response to family concerns is handled with cultural sensitivity and respect. Written and/or oral reports are clear and address the referring concerns.	School psychologist provides in-depth, integrated information regarding assessment results, school services or student process. School psychologist pre-actively shares resources with school or parents regarding student concerns, which are handled with cultural sensitivity, respect and confidentiality. Written and/or oral reports are a model for other school psychologists to follow.
<b>Critical Attributes</b>	<p>Does not communicate with families regarding student progress, respects cultural norms and is available as needed.</p> <p>No regard for understanding family reaction to sensitive findings</p> <p>Does not return phone and/or e-mail contacts within 24 hours.</p> <p>Lengthy and inaccurate summarization of assessment results.</p> <p>No use of visuals or examples when explaining results.</p>	<p>Inconsistently communicates with families regarding student progress, respects cultural norms and is available as needed.</p> <p>Inconsistent or limited regard for understanding family reaction to sensitive findings.</p> <p>Inconsistently returns phone and/or e-mail contacts within 24 hours.</p> <p>Inconsistent and confusing summarization of assessment results.</p>	<p>Communicates with families regarding student progress, respects cultural norms and is available as needed.</p> <p>Prepares family for sensitive findings.</p> <p>Returns phone and/or e-mail contacts within 24 hours.</p> <p>Summarizes assessment results so that the listener understands what is being conveyed.</p> <p>Uses visuals when explaining assessment results.</p>	<p>Seeks out and/or initiates communication in order to support ongoing collaboration. Respects cultural norms and is available as needed.</p> <p>Contacts parents to discuss particular assessment findings prior to an IEP meeting.</p> <p>Provides written and oral reports that are a model for others to follow.</p>

	<p>Does not sends reports to parents prior to the IEP meeting.</p> <p>Provides written and oral reports that contain inaccurate information and are not well written.</p>	<p>Inconsistent use of visual or examples when explaining results.</p> <p>Sometimes sends reports to parents prior to the IEP meeting.</p> <p>Provides written and oral reports that contain minimal information and are not well written.</p>	<p>Sends home a report to parents prior to the eligibility meeting.</p> <p>Provides written and oral reports that are professional.</p>	
--	---	--	---	--

<b>Domain 4: Professional Responsibilities – Component 4d – Participating in a Professional Community</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Participating in a professional community</b>	School psychologist avoids becoming involved in activities, committees or projects.	School psychologist participates in activities, committees or projects when specifically asked and/or makes minimal contributions.	School psychologist volunteers to regularly participate in activities committees or projects.	School psychologist actively participates in activities, committees or projects. School psychologist makes a substantial contribution and seeks to assume a leadership role. Relationships are characterized by mutual support and cooperation.
<b>Critical Attributes</b>	<p>Does not attend school community (i.e., open houses, curriculum nights, parent-teacher conferences, extra-curricular, etc.) activity.</p> <p>Does not participate on district or cooperative committee.</p> <p>Does not attend school psychology cooperative meetings.</p>	<p>Attends one school community (i.e., open houses, curriculum nights, parent-teacher conferences, extra-curricular, etc.) activity per school year.</p> <p>Participates on district or cooperative committees only when asked.</p> <p>May attend school psychology cooperative meetings but rarely contributes.</p>	<p>Is an active member of school community by attending open houses, curriculum nights, parent-teacher conferences or extra-curricular activity.</p> <p>Initiates involvement in joining cooperative or district committees (i.e., RtI, School Improvement, PBIS, Curriculum, etc.) and is an active participant.</p> <p>Actively contributes school psychology cooperative meetings.</p>	<p>Is an active member of school community and assumes a leadership role.</p> <p>Initiates committees based on student, staff and building needs.</p> <p>Leads/facilitates committee meetings.</p> <p>Participates in professional organizations through holding an office, committee work, or presenting at conferences. Serving as a mentor for a new employee or supervising an intern.</p>

<b>Domain 4: Professional Responsibilities – Component 4e – Growing and Developing Professionally</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Growing and developing professionally</b>	School psychologist engages in no professional development activities to enhance knowledge or skill. School psychologist makes no effort to share knowledge with others or to assume professional responsibilities.	School psychologist participates in professional activities to a limited extent when they are convenient and/or specifically requested.	School psychologist regularly participates in professional development and implements new knowledge in their practice and regularly shares with peers/stakeholders to integrate new learning into practice. .	School psychologist actively participates and takes a leadership role in opportunities for professional development
<b>Critical Attributes</b>	<p>Does not attend professional development opportunities.</p> <p>Does not shares professional development learning with others.</p> <p>Is not a member of local, state or national professional organization.</p> <p>Does not read professional journals/publications or research topics on the internet to share with others.</p>	<p>Attends only required professional development activities or attends professional development that is only generally related to the profession.</p> <p>Rarely shares professional development learning with others.</p> <p>Is a member of local, state or national professional organization but rarely reads professional journals/publications or researches topics on the internet to share with others.</p>	<p>Seeks out opportunities for professional development by consulting with other related service staff in cooperative.</p> <p>Attends professional development activities outside of district/cooperative.</p> <p>Shares professional development learning with others.</p> <p>Is a member of local, state or national professional organization and reads professional journals/publications or research topics on the internet to share with others.</p>	<p>Develops and presents professional development for others in the district/cooperative.</p> <p>Provides learning opportunities in their field that contribute to their profession (i.e., teaching a college level course).</p>





<b>Domain 4: Professional Responsibilities – Component 4f – Demonstrating Professionalism</b>				
	<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>
<b>Demonstrating professionalism</b>	School psychologist displays dishonest interactions with colleagues, students, and/or public. The school psychologist is not aware of and does not display appropriate professional conduct and standards.	School psychologist is honest in interactions with colleagues, students, and/or the public. The school psychologist is somewhat aware and inconsistently displays appropriate professional conduct and standards.	School psychologist honesty, integrity, and confidentiality in interactions with colleagues, students, and the public in accordance with NASP standards and cooperative policies.	School psychologist consistently adheres to the highest standard of professional practice and can interpret for others questions of professional conduct and ethics. They can service as a resource to instruct others in the understanding of ethical issues and conduct.
<b>Critical Attributes</b>	<p>Does not communicate with administration regarding possible unethical situations.</p> <p>Does not adhere to the NASP Principles for Professional Ethics.</p> <p>Does not adhere to district/cooperative policies and procedures.</p> <p>Does not adhere to state and federal laws with regard to education.</p>	<p>Infrequent communication with administration regarding possible unethical situations.</p> <p>Inconsistent adherence to the NASP Principles for Professional Ethics.</p> <p>Inconsistent adherence to district/cooperative policies and procedures.</p> <p>Inconsistent adherence to state and federal laws with regard to education.</p>	<p>Maintains frequent and ongoing communication with administration regarding possible unethical situations.</p> <p>Adheres to the NASP Principles for Professional Ethics.</p> <p>Follows all district/cooperative policies and procedures.</p> <p>Follow all state and federal laws with regard to education.</p>	<p>Facilitates and encourages the highest standards of ethical responsibility and respect with students, staff and parents.</p> <p>Is a member of the NASP Ethical and Professional Practices Committee.</p>



NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #4

Related Service

- 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		

**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**

a: \_\_\_\_\_  
b: \_\_\_\_\_  
c: \_\_\_\_\_  
d: \_\_\_\_\_  
e: \_\_\_\_\_  
f: \_\_\_\_\_

**Descriptor rating for Domain 2**

- Unsatisfactory**
- Needs Improvement**
- Proficient**
- 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**

a: \_\_\_\_\_  
b: \_\_\_\_\_  
c: \_\_\_\_\_  
d: \_\_\_\_\_  
e: \_\_\_\_\_  
f: \_\_\_\_\_

**Descriptor rating for Domain 4**

- Unsatisfactory**
- Needs Improvement**
- Proficient**
- Excellent**



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: _____		<b>Domain Ratings (Based on Domain Rubric)</b> <ul style="list-style-type: none"> <li>• <b>Excellent:</b> <i>Excellent</i> ratings in the majority of the components of the domain, with the remaining components rated no lower than <i>Proficient</i> <ul style="list-style-type: none"> <li>○ For Excellent rating, a majority of the components shall be defined as               <ol style="list-style-type: none"> <li>1) Domain 1: 4 of 6 rated excellent</li> <li>2) Domain 2: 4 of 6 rated excellent</li> <li>3) Domain 3: 3 of 5 rated excellent</li> <li>4) Domain 4: 4 of 6 rated excellent</li> </ol> </li> <li>All) All remaining components in Domain rated no lower than Proficient</li> </ul> </li> <li>• <b>Proficient:</b> <ul style="list-style-type: none"> <li>○ Domains 1, 2, &amp; 4 earn a rating of <i>Proficient</i> if no more than 2 components are rated as <i>Needs Improvement</i>.</li> <li>○ Domain 3 earns a rating of <i>Proficient</i> if no more than 1 component is rated <i>Needs Improvement</i>.</li> <li>○ The remaining components must be rated at <i>Proficient</i> or higher.</li> </ul> </li> <li>• <b>Needs Improvement:</b> <ul style="list-style-type: none"> <li>○ Domains 1, 2, &amp; 4 earn a rating of <i>Needs Improvement</i> if 3 or more components are rated <i>Needs Improvement</i>.</li> <li>○ Domain 3 earns a rating of <i>Needs Improvement</i> if 2 or more components are rated <i>Needs Improvement</i>.</li> </ul> </li> <li>• <b>Unsatisfactory:</b> <b>Any</b> component rated as <i>Unsatisfactory</i>.</li> </ul>
<b>Domain 1 – Planning and Preparation</b> <b>Descriptor:</b> _____ <b>Domain 2 – Classroom Environment</b> <b>Descriptor:</b> _____ <b>Domain 3 – Instruction</b> <b>Descriptor:</b> _____ <b>Domain 4 – Professional Responsibilities</b> <b>Descriptor:</b> _____	<b>Overall Rating:</b> <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Proficient</b> <input type="checkbox"/> <b>Excellent</b>	
<b>Excellent = Excellent</b> ratings in at least 3 domains, with the remaining domain rated <i>Proficient</i> . <b>Proficient = All</b> domains rated as <i>Proficient</i> or higher. <b>Needs Improvement = 1</b> or more domains rated <i>Needs Improvement</i> . <b>Unsatisfactory = Any</b> domain rated <i>Unsatisfactory</i> .		
<b>Additional Comments:</b>		

**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.