



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

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

Professional Development Plan (PDP) for Tenured Professionals

Premise

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

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

Purpose

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

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

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

The Professional Development Plan for tenured professionals will include:

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

Changes can be made to a PDP that is in process as long as the administrator and staff member agree to such changes.

At the end of a PDP, the evaluator will schedule a formal observation to complete a summative evaluation. If the summative evaluation identifies new areas of concern (rating of “needs improvement”), the PDP process will be initiated for those areas.

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

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

Remediation Plan

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

1. The Remediation Phase will be discussed at an initial meeting to be held within 5 school days of the summative evaluation conference.
2. The Remediation Plan must be implemented within 30 school days after receipt of an unsatisfactory evaluation.
3. The Remediation Plan must continue for 90 school days.
4. The consulting staff member shall participate in the development of the plan.
5. A “consulting staff member” is defined in the statute as a staff member with reasonable familiarity with the subject area of the staff member under remediation, has been rated “excellent” on his/her most recent evaluation, and has at least 5 years experience. If no one within the cooperative meets these criteria, the statute allows the cooperative to request the regional superintendent to provide a list of such individuals.
6. An open-format form is included to reflect the issues unique to each staff member under remediation.
7. A staff member shall be issued a minimum mid-point and final evaluation using the Professional Practice Rubric while on remediation. The mid-point evaluation must be within 45 school days of the start date of the remediation plan and the final evaluation must be provided within 10 school days after conclusion of the remediation plan. Each evaluation must assess the staff member’s performance during the time period since the prior evaluation. The final evaluation shall also include an overall evaluation of the staff member’s performance during the remediation period. The evaluator will use the forms provided for the annual evaluation of staff in the cooperative’s evaluation plan.
8. If the staff member fails to complete the remediation period with a rating equal to or better than “proficient”, he/she must be dismissed per Section 24-12 of the School Code.
9. If a staff member receives a proficient or an excellent rating, the evaluation cycle resumes at year one of the evaluation cycle and a summative evaluation the following year which will include a minimum of 3 observations, two of which must be formal.



NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #2 - Evaluation Process Forms -

NDSEC
SPECIAL EDUCATION CERTIFIED STAFF PRE-OBSERVATION PLANNING RECORD

Staff Member: _____ Evaluator: _____
 Building: _____ Program/Grade Level: _____ Content Area: _____
 Pre-Observation Date: _____ Observation Date: _____ Post-Observation Date: _____

<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
Describe:	Describe:	Describe:	Describe:
Additional Notes:			
Beginning Date:		End Date:	

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

 Staff Member Signature Date Evaluator Signature Date

II. Professional Development Plan Form

Name: _____ Supervisor/Evaluator: _____

Date of Meeting: _____ Approximate Start Date: _____

Approximate End Date: _____

PDP Priorities:

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

III. Signature Section

Duration of the PDP is determined in Section I.

PDP Initial Signatures

Evaluator:		Staff Member:	
Date:		Date:	

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

Evaluator:		Staff Member:	
Date:		Date:	
Comments:			

Administrator's Signature: _____

Date: _____

Staff Member's Signature: _____

Date: _____

Distribution List: Personnel File
Staff Member
Building Administrator/Evaluator

North DuPage Special Education Cooperative Remediation Plan

Staff Member: _____ Evaluator/Supervisor: _____

Consulting Staff
Member _____

Date of 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 – Social Worker -

Domain 1 – Planning & Preparation

Professional Inquiry:

Does the staff member demonstrate knowledge of:

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

Domain 1 – Planning & Preparation – Component 1a: Demonstrating knowledge of content and practice of school based social work				
Component 1A	*Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of content and practice of school based social work	The School Social Worker demonstrates little or no knowledge or understanding of social work theory, practice, screening and evaluation according to IASSW.	The School Social Worker demonstrates basic knowledge and understanding of social work theory, practice, screening and evaluation according to IASSW.	The School Social Worker demonstrates a solid understanding of social work theory, current trends and practice, screening and evaluation according to IASSW and applies these in the educational setting.	The School Social Worker demonstrates extensive knowledge and understanding of social work theory, current trends and practice, screening and evaluation according to IASSW and shares this knowledge with other professionals in the educational setting.
1a: Critical Attributes	<ul style="list-style-type: none"> Does not have a theoretical framework for method of practice Makes practice errors Plans for treatment do not reflect knowledge of principles and theories in relationship to practice Plans for treatment use inappropriate strategies for the practice of social work 	<ul style="list-style-type: none"> Is familiar with theoretical framework but does not always apply it to method of practice Is familiar with the principles, but does not see conceptual relationships Plans for treatment reflect incomplete knowledge of principles and theories in relationship to practice Plans for treatment use limited strategies and some may not be suitable to the practice of social work 	<ul style="list-style-type: none"> Utilizes a theoretical framework and applies it to method of practice. Can identify important principles and their relationship to one another Plans for treatment utilize appropriate strategies Seeks out practice related professional development 	<p>In addition to the characteristics of “proficient”,</p> <ul style="list-style-type: none"> Demonstrates principles in practice and is a role model for others Shares theoretical framework with others Stays current on theoretical models

Domain 1 – Planning & Preparation – Component 1b: Demonstrating Knowledge of Students				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1b: Demonstrating Knowledge of Students	The Social Worker demonstrates little or no knowledge of child and adolescent psychopathology, how social, cultural and emotional factors impact student learning.	The School Social Worker demonstrates a basic knowledge of child and adolescent psychopathology, and how social, cultural and emotional factors impact student learning, but has difficulty explaining how they will be addressed through therapy.	The School Social Worker consistently demonstrates knowledge of child and adolescent psychopathology, how social, cultural and emotional factors impact student learning and can clearly explain why they are relevant to the school environment, and how the given student compares to a typically developing, same aged child.	The School Social Worker extensively demonstrates and actively seeks ways to integrate student specific cultural factors, learning styles, modes of communication, and/or interests into therapeutic planning and treatment and total functioning in school environment.
1b: Critical Attributes	<ul style="list-style-type: none"> • Does not understand child development and has unrealistic expectations for students • Does not try to ascertain varied ability levels among students in the class • Takes not responsibility to learn about student’s medical or special learning needs 	<ul style="list-style-type: none"> • Cites developmental theory but does not seek to integrate it into treatment planning • Aware of the different ability levels but does not integrate it into delivery of service • Aware of medical issues and special learning needs with some students but does not seek to understand the implications of that knowledge 	<ul style="list-style-type: none"> • Knows and understands child developmental stages and integrates it into treatment planning • Aware of the medical issues and special learning needs and understands the implications for educational planning • Implements interventions that integrate developmental stages • Uses ongoing methods to monitor students’ abilities and implements interventions appropriately 	<p>In addition to the characteristics of “proficient”,</p> <ul style="list-style-type: none"> • Maintains a system of updates in student records regarding medical issues and developmental changes, and incorporates new information for interventions • An available resource to others for applying child development to implementing interventions

Domain 1 – Planning & Preparation – Component 1c: Demonstrating knowledge of District, State, & Federal Regulations & Guidelines as they apply to school based social work practices

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1c: Demonstrating knowledge of District, State, and Federal Regulations and Guidelines as they apply to school based social work practices	The School Social Worker rarely demonstrates knowledge and understanding of District, State, and Federal Regulations and Guidelines as related to social work school practices.	The School Social Worker inconsistently demonstrates knowledge and understanding of District, State, and Federal Regulations and Guidelines and inconsistently identifies relationship to social work school practices.	The School Social Worker consistently demonstrates knowledge and understanding of District, State, and Federal Regulations and Guidelines and consistently applies them to school based social work practice.	The School Social Worker demonstrates extensive knowledge and understanding of District, State, and Federal Regulations and Guidelines and is able to communicate these to identified stakeholders, and can serve as a resource for school personnel.
1c: Critical Attributes	<ul style="list-style-type: none"> • Violates special education laws. • Disregards Cooperative procedures. 	<ul style="list-style-type: none"> • Occasionally seeks additional information and guidance on special education laws and Cooperative procedures. • Does not consistently apply laws and procedures to specific students' needs 	<ul style="list-style-type: none"> • Follows all special education laws and Cooperative procedures • Student needs are met utilizing special education laws and Cooperative procedures • Stays current of new laws and special education guidelines 	<p>In addition to the characteristics of "proficient",</p> <ul style="list-style-type: none"> • Shares new laws and special education guidelines with educational teams and is a resource to others

Domain 1 – Planning & Preparation – Component 1d: Knowledge of School and Community Resources Available to Assist Students and Families and Empowers Students and Families to Gain Access and Effectively Utilize Resources

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1d: Knowledge of School and Community Resources Available to Assist Students and Families and Empowers Students and Families to Gain Access and Effectively Utilize Resources	The School Social Worker demonstrates little or no knowledge of school and community resources available to assist students. The School Social Worker makes no effort to empower students and families to gain access to resources.	The School Social Worker demonstrates basic knowledge of school and community resources available to assist students and families. The School Social Worker sometimes demonstrates effort to empower students and families to gain access to resources.	The School Social Worker seeks and demonstrates thorough knowledge of school and community resources available and utilizes this information to assist students and families. The School Social Worker consistently empowers students and families to gain access to resources.	The School Social Worker seeks and demonstrates extensive knowledge of school and community resources available and utilizes information to assist students and families.
1d: Critical Attributes	<ul style="list-style-type: none"> • Unaware of available resources. • Does not seek out available resources. • Communication with family does not include discussion about resources. 	<ul style="list-style-type: none"> • Is aware of some resources but does not always utilize them. • Does not seek to expand knowledge of resources. • Communication with students and families sometimes includes information about resources. • Needs direction in understanding available resources. 	<ul style="list-style-type: none"> • Is aware of resources and seeks out more resources when there is a need. • Makes resources accessible to students and families (i.e., verifies that resource is current and family qualifies for service). • Identifies and differentiates appropriate resources. • Conducts follow-up to facilitate effective use of resources. 	<p>In addition to the characteristics of “proficient”,</p> <ul style="list-style-type: none"> • Creates partnerships with school and community resources in order to meet students’ and families’ needs. • Serves as a resource to others within and outside of the Cooperative. • Actively shares/promotes community resources.

Domain 1 – Planning & Preparation – Component 1e: Designing Social-Emotional Instruction/Interventions				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1e: Designing Social-Emotional Instruction/Interventions	Activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active social/emotional activity and have unrealistic time allocations. Activities offer no variety.	Some of the activities and materials are aligned with the outcomes and represent moderate challenge, but with no differentiation for different students. Groups partially support the activities, with some variety. The activity or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations	Most of the activities are aligned with the outcomes and follow an organized progression suitable to groups of students. The activities have reasonable time allocations; they represent significant appropriate challenge, with some differentiation for different groups of students and varied use of groups/interventions.	The sequence of activities follows a coherent sequence, is aligned to goals, and is designed to engage students in high-level social/emotional activity. These are appropriately differentiated for individual learners. Interventions are varied appropriately, with some opportunity for student choice.
1e: Critical Attributes	<ul style="list-style-type: none"> • Activities are not well aligned to the student goals. • Materials are not engaging or do not meet instructional outcomes. • Interventions do not support learning. • Plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Interventions are random, or they only partially support learning objectives. • Learning structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The staff member provides a variety of appropriately challenging materials and resources. • Groups/interventions are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the activity or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • The staff member provides a variety of appropriately challenging resources that are differentiated for students. • Lesson plans differentiate for individual student needs.

Domain 1 – Planning & Preparation – Component 1f: Designing Student Assessments				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1f: Designing Student Assessments	Assessment procedures are not congruent with student needs. The staff member has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with student needs. Assessment criteria and standards have been utilized, but they are not clear. The staff member's approach to using formative assessment is rudimentary, including only some of the student outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The therapist has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the therapeutic outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as staff member use of the assessment information.
1f: Critical Attributes	<ul style="list-style-type: none"> Assessments do not match student needs; there is no evidence of using assessment tools. Assessments have no criteria. No formative assessments have been designed. Assessment results do not align to student needs/program planning. 	<ul style="list-style-type: none"> Only some of the student outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design instructional plans for groups of students but are not individualized. 	<ul style="list-style-type: none"> Assessment types match student needs. Plans indicate modified assessments when they are necessary for some students. Assessment criteria are clearly written. Plans include formative assessments to use during instruction, when appropriate. 	<p>In addition to the characteristics of "proficient",</p> <ul style="list-style-type: none"> Assessments provide opportunities for student choice. Staff member uses assessment results to assist staff in planning instruction for individual students. Staff member-designed assessments are authentic with real world applications, as appropriate.

Domain 2 – The Environment

Professional Inquiry:

Does the school social worker 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 progress
- Transitions between lessons and classes are well managed
- Materials and supplies are well managed and organized
- Non-instructional duties are done without interruption of service
- Appropriate supervision of volunteers and paraprofessionals is evident
- Expectations for student behavior are evident and appropriate
- Monitoring of behavior is consistent for all students
- Responses to behavior are consistent with respect for student dignity and developmental levels
- The environment is organized and free of hazards
- Accommodations for students to make participation accessible for all students is evident

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

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2a: Creating an Environment of Respect and Rapport	The School Social Worker's interactions with students, staff, or the community are negative or inappropriate; students and stakeholders appear uncomfortable within the setting.	The School Social Worker's interactions with students, staff, or the community are a mix of positive, negative and/or indifferent. The Social Worker's efforts at establishing rapport and empathy are partially successful.	The School Social Worker's interactions with students, staff, and community members are positive and rapport are evident. The Social Worker maintains a positive relationship with outside resources.	Students, staff and/or community members seek out the Social Worker, reflecting a high degree of comfort and trust in the relationship. Interactions between students and the Social Worker are highly respectful and sensitive to individual interests and needs. The Social Worker seeks out opportunities with parents, staff, and/or community.
2a. Critical Attributes	<ul style="list-style-type: none"> • Does not respond to or initiate communication with stakeholders • Does not utilize communication to plan for delivery of service • Does not advocate with stakeholders about the needs of students and families 	<ul style="list-style-type: none"> • Infrequently incomplete or negative information is communicated to stakeholders • Does not involve all stakeholders • Does not incorporate communication with stakeholders when planning delivery of service • Inconsistently advocates with stakeholders about the needs of students and families 	<ul style="list-style-type: none"> • Consistently communicates with all stakeholders respectfully • Utilizes communication to improve delivery of service • Follows up and documents on all communication with stakeholders • Consistently advocates with stakeholders about the needs of students and families • Establishes positive relationships with teachers or other team members. Establishes rapport with parents during team meetings and other interactions. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Utilizes creative and varied methods of communication to stakeholders • Sought out as a resource

Domain 2 – The Classroom Environment – Component 2b: Establishing a Culture for Learning and Social – Emotional Well Being

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2b: Establishing a Culture for Learning and Social – Emotional Well Being	The School Social Worker 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, the Social Worker 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.	The School Social Worker often conveys high expectations or genuine enthusiasm and does not create 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.	The School Social Worker consistently conveys high expectations, has high 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.
2b: Critical Attributes	<ul style="list-style-type: none"> Conveys that the reasons for work are external or trivializes the learning goals, assignments and social emotional well-being. Has conveyed top students that the work is too challenging for them. Does not match ability levels and expectations While providing training for adults, school Social Worker does not allow for participation of activities. During group counseling session, school Social Worker does not have process in place regarding feedback and respectful listening. 	<ul style="list-style-type: none"> Energy/actions demonstrate neither a high level of commitment nor disinterest for student’s learning and social emotional well-being. Conveys modest expectations for students. Inconsistently matches ability levels and expectations. While providing training for adults, school Social Worker rarely seeks participation or incorporated any activities. During group counseling session, school Social Worker inconsistently enforces rules regarding feedback and respectful listening. 	<ul style="list-style-type: none"> Establishes and communicates a positive culture of learning. Communicates the importance of learning and social emotional well-being. Demonstrates a clear understanding of each student’s capabilities. Consistently encourages student engagement in the learning process. While providing training for adults, staff member elicits current levels of understanding and identifies participant needs and adjusts accordingly. During group counseling session, school Social Worker has a system in 	<ul style="list-style-type: none"> Demonstrates enthusiasm for social emotional growth. Encourages students to work to their full potential based on their capabilities. Encourages students to work to their full potential based on their capabilities. During a training, adult learners are actively participating in activities, asking questions, and contributing their insights. During a group counseling session, school Social Worker creates a safe environment, which results in an increase in student participation regarding a difficult topic.

			place to ensure respectful listening so feedback among students can take place.	<ul style="list-style-type: none">• Students refer friends for counseling.• Students/parents submit follow-up thank you notes for SEL problem-solving support.
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Domain 2 – The Environment – Component 2ci: Managing procedures, routines, and referrals within the context of the workload.

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2ci: Managing procedures, routines, and referrals within the context of the workload.	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 and services are routinely met.	Procedures, referrals, routines and schedules are clear and developed with a high degree of efficiency and follow-through. Consultation with team members regarding scheduling conflicts or changes occurs, when needed.
2ci: Critical Attributes	<ul style="list-style-type: none"> • Does not contribute to team meetings. • Does not communicate relevant information to the team. • Schedule is not established. • There are no established routines or procedures for groups. 	<ul style="list-style-type: none"> • Contributes only as requested. • Communicates with the team inconsistently. • Schedule is inconsistent. • Routines function unevenly leading to loss in instructional time. 	<ul style="list-style-type: none"> • Initiates and provides communication to all team members. • Maintains supportive and collaborative relationships with the team. • Schedule is consistent. • Routines function smoothly. 	<p>In addition to the characteristics of “Proficient,”</p> <ul style="list-style-type: none"> • Provides leadership. • Actively engages team members in the team process and works toward improving team cohesiveness.

Domain 2 – The Environment – Component 2d: Utilization of Team

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2d: Utilization of Team	Classroom teams have no clearly defined protocols and procedures or protocols and procedures are not utilized effectively in carrying out designed interventions.	Classroom teams have some defined protocols and procedures related to activities but are not consistently used in an effective manner.	Classroom teams are provided with clearly defined procedures and protocols.	Classroom teams have clearly defined procedures and protocols, and the social worker facilitates and supports the team's contribution to the intervention activities.
2di:Critical Attributes	<ul style="list-style-type: none"> • Social worker has not clearly defined expectations. • No written protocols and procedures are available for staff to reference. 	<ul style="list-style-type: none"> • Social worker has some defined duties for staff. • Few written procedures are available for staff to reference. 	<ul style="list-style-type: none"> • Social worker has clearly defined and detailed procedures for staff's participation/follow-through. 	<ul style="list-style-type: none"> • Social worker encourages staff to be active participants in the intervention.

Domain 2 – The Environment – Component 2e: Managing Student Behavior

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2e: Managing Student Behavior	During a social work session (group, classroom, individual/crisis), Social Worker does not establish or reinforce a clear standard of expectations.	During a social work session (group, classroom, individual/crisis), Social Worker does not consistently establish or reinforce a clear standard of expectations.	During a social work session (group, classroom, individual/crisis), Social Worker consistently establishes and reinforces a clear standard of expectations.	During social work sessions (group, classroom, individual/crisis), Social Worker consistently establishes/reinforces expectations, with student input, which are adjusted as needed. Has a system that assists students the self-monitoring their behavior and participation.
2e: Critical Attributes	<ul style="list-style-type: none"> • The environment is chaotic, with no apparent standards of conduct. • The staff member does not monitor student behavior. • Some students violate rules, without apparent staff member awareness. • When the staff member notices student behavior, there is no implementation of Cooperative/program positive behavior support system. 	<ul style="list-style-type: none"> • Staff member attempts to maintain order with individual students or the environment but with inconsistent results; standards of conduct are not evident. • The staff member's response to student misbehavior is inconsistent. • There is little evidence of use of Cooperative/program positive behavior support system. 	<ul style="list-style-type: none"> • Standards of conduct have been established. • The staff member monitors student behavior. • Staff member's response to student misbehavior is effective. • Behavior intervention plans are easily identified and consistently used. • Staff member consistently implements Cooperative/program positive behavior support system. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • The staff member monitors student behavior subtly and proactively. • The staff member serves as a model for the implementation of the Cooperative/program positive behavior support system.

Domain 2 – The Environment – Component 2F: Organization of the Education Environment

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2f: Organization of the Education Environment	The Social Worker's space is disorganized and not conducive to the processes conducted therein. Confidential materials are not stored securely.	The Social Worker's space is not well organized, but does allow for essential functions. Materials and files are inconsistently stored securely.	The Social Worker's space is well organized creating a comfortable and nurturing environment. Materials and files are stored in a secure fashion.	The Social Worker's space is well organized creating a comfortable and nurturing student centered environment, and adjusts for specific student needs. Materials and files are stored in a secure fashion.
2f: Critical Attributes	<ul style="list-style-type: none"> • There are physical hazards in the educational environment endangering student safety, • The educational environment is disorganized. 	<ul style="list-style-type: none"> • The educational environment does not enhance learning. 	<ul style="list-style-type: none"> • There is a safe and comfortable environment where attention is consistently paid to the physical and emotional safety of the student. 	<ul style="list-style-type: none"> • A safe and comfortable environment is provided where attention is almost always paid to physical and emotional safety of the student. • Social Worker makes accommodations based on student need. • Evidence that counseling space is student centered.

Domain 3 – Instruction/Delivery of Service

Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Expectations for student outcomes
- 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
- Therapeutic materials and resources
- Structure and pacing
- Assessment criteria
- Monitoring of student outcomes
- Feedback to students
- Student self-assessment/monitoring of progress
- Intervention adjustment
- Response to students
- Persistence

Domain 3 – Instruction - Component 3a – Communicating, collaborating, and consulting

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3a: Communicating, collaborating, and consulting	The School Social Worker fails to collaborate/consult and/or communicates with students, staff, parents, and or community. The school Social Worker is unavailable for questions and planning of services and does not supply needed information. The school Social Worker actively resists participating in the school's team and does not understand the processes established within them.	The School Social Worker collaborates/consults and/or communicates with students, staff, parents, and or community on a sporadic basis that is not consistent with the workload. The school Social Worker may only be available for questions and planning of services and supplying needed information when requested. The school Social Worker 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.	The School Social Worker consistently collaborates/consults and/or communicates with students, staff, parents, and or community by initiating contact regarding individual cases. The school Social Worker participates in the school's teams and understands the processes established within them.	The School Social Worker assumes leadership during collaboration and provides consistent follow-up. The school Social Worker actively participates in the school's teams, and understands the processes established within them. The school Social Worker leads in developing or adapting processes in response to changing needs. Teachers, students, and/or parents seek out the school Social Worker as a resource to improve academic/behavioral systems.
3a: Critical Attributes	<ul style="list-style-type: none"> • 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. • Does not provide information regarding their evaluation findings to school staff prior to the IEP meeting. • Does not use technology (i.e. e-mail, calendar, Google Drive, etc.) to communicate with others. 	<ul style="list-style-type: none"> • Inconsistently assists teams 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. • Sometimes provides information regarding their evaluation findings to school staff prior to the IEP meeting. • Inconsistently uses technology (i.e. e-mail, calendar, Google Drive, etc.) to communicate with others. 	<ul style="list-style-type: none"> • Consistently assists teams 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. • Provides information regarding their evaluation findings to school staff prior to the IEP meeting. • Uses technology (i.e. e-mail, calendar, Google Drive, etc.) to improve communication with others. 	<ul style="list-style-type: none"> • The school Social Worker assists others in the development and implementation of new academic and/or behavioral interventions.

Domain 3 – Instruction/Delivery of Service - Component 3b – Complete Social Developmental Studies (SDS), Individual Education Plans (IEP), Goals, Behavior Intervention Plans (BIP), and Functional Behavior Assessments (FBA) Resulting in Effective Interventions for Students

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3b: Complete Social Developmental Studies (SDS), Individual Education Plans (IEP), Goals, Behavior Intervention Plans (BIP), and Functional Behavior Assessments (FBA) Resulting in Effective Interventions for Students	The School Social Worker ineffectively completes assessments. Interventions are incongruent with student needs.	The School Social Worker completes basic assessments with limited professional impressions and recommendations. Recommended interventions are sometimes congruent with students' needs.	The School Social Worker completes quality assessments which offer appropriate professional recommendations. Interventions are consistently congruent with student needs and current "Best Practices".	The School Social Worker completes high quality assessments, synthesizes data collected, and offer professional impressions and recommendations. Interventions demonstrate a superior level of clinical knowledge and educational planning.
3b: Critical Attributes	<ul style="list-style-type: none"> Doesn't complete assessments effectively. Interventions are incongruent with students' needs. 	<ul style="list-style-type: none"> Inconsistently completes assessments effectively. Inconsistently provides professional impressions and recommendations that are congruent with student needs. 	<ul style="list-style-type: none"> Consistently completes assessments effectively. Consistently provides appropriate professional recommendations. Consistently provides interventions that are congruent with student needs. 	<p>In addition to the characteristics of "proficient".</p> <ul style="list-style-type: none"> Consistently and effectively completes high quality assessments. Interventions include a high level of clinical knowledge synthesized with educational planning. Consistently viewed as a model in completing assessments.

Domain 3 Instruction/Delivery of Service - Component 3c – Engaging with Students in Therapeutic Services and Adults in Learning				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3c: Engaging with Students in Therapeutic Services and Adults in Learning.	The School Social Worker uses inappropriate materials and/or resources in response to identified student/adult needs. The structure and/or pace of student/adult interactions do not promote learning. The school Social Worker lacks basic skill and/or ability to address crisis situations.	The School Social Worker 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 Social Worker is only partially successful at engaging student/adult in learning, The school Social Worker demonstrates basic skill and ability in crisis intervention and provides services as directed.	The School Social Worker consistently selects developmentally appropriate materials and/or resources in response to identified student/adult needs. The structure/pace of student/adult interactions with the school Social Worker is consistently successful at engaging student/adult in learning, The school Social Worker demonstrates skill and ability in crisis intervention and assesses level of crisis, and plans appropriate intervention.	In collaboration with team members, the school Social Worker 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. The school Social Worker has a method to adapt, respond and include the student/adult in shaping choices to enhance learning. The school Social Worker demonstrates high level of skill and ability in crisis intervention and initiative in team planning and intervention.

Domain 3 Instruction/Delivery of Service - Component 3c – Engaging with Students in Therapeutic Services and Adults in Learning

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3c: Critical Attributes	<ul style="list-style-type: none"> Does not choose material developmentally appropriate and do not address the specific needs of the student. Makes comments that are negative and inappropriate. Does not use or incorporate Cooperative/District social emotional curriculum into learning opportunities for students and adults. Does not intervene in crisis situation. Avoids assessing and assisting students/staff during a crisis situation. Doesn't contribute to managing crisis and/or makes things worse by intervening. 	<ul style="list-style-type: none"> Inconsistently chooses materials that are developmentally appropriate and will address the specific needs of the student. Interactions are generally positive but may be lacking in some instances. Students and adults inconsistently communicate with the school psychologist. Inconsistently uses or incorporates Cooperative/District social emotional curriculum into learning opportunities for students and adults. Requires assistance and guidance when dealing with a student crisis and planning appropriate interventions. 	<ul style="list-style-type: none"> Chooses materials that are developmentally appropriate and will address the specific needs of the student and/or District/Cooperative. Comments consistently are positive and sensitive to difficult circumstances. Students and adults openly communicate with the school psychologist. Uses and incorporates the Cooperative/District social emotional curriculum into learning opportunities for students and adults. Independently assesses level of crisis and plans appropriate interventions. 	<p>In addition to the characteristics "proficient",</p> <ul style="list-style-type: none"> Collaboratively adapts selected resources to meet unique learner needs, resulting in a higher level of engagement and learner involvement in the process. Develops relationships and maintains communication and collaboration with outside agencies. Is a role model for crisis intervention and de-escalation. Is considered a leader and resource by coworkers and administration in prevention intervention in dealing with students.

Domain 3 – Instruction - Component 3d: Assessment and Intervention

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3d: Assessment and Intervention	<p>The School Social Worker fails to adequately collect, interpret and/or utilize information and data needed. Assessment does not correlate to developmental functioning or the referring concern.</p> <p>Results/interpretations are incorrect or not clearly delivered.</p>	<p>The School Social Worker inconsistently collects and interprets important information and data needed. Assessments are sometimes correlated to developmental functioning and referring concerns.</p> <p>The school Social Worker attempts to assist in intervention planning when specifically requested.</p>	<p>The School Social Worker collects and interprets important information and data needed, clearly delivers the results/interpretation, and assists in intervention planning. The school Social Worker participates with the team in a problem solving process with a focus on improving student outcomes.</p>	<p>The School Social Worker consistently collects and interprets important information and data needed using multiple forms of assessment, and clearly delivers and links the intervention process. The school Social Worker guides the team using a problem solving process with a focus on improving student outcomes.</p>

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3d. Critical Attributes	<ul style="list-style-type: none"> • 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. • Chooses inappropriate assessments to administer to students. • Does not administer assessments in accordance with standardization and does not document non-standard administration of the assessment. • Does not assess level of student crisis and intervention plans do not refer to emotional regulation. • Does not utilize, interpret and analyze data to plan effective student interventions. • Does not use technology to improve service delivery to students. 	<ul style="list-style-type: none"> • Is limited in their ability to assist others to interpret data and draw connections between that 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. • Sometimes administers appropriate assessments to students. • Inconsistently administers assessments in accordance with standardization and/or inconsistently documents non-standard administration of the assessment. • Rarely assesses level of student crisis and intervention plans rarely refer to emotional regulation. • Inconsistently utilizes, interprets and analyzes data to plan effective student interventions. • Uses some technology but does not take advantage of all that is available. 	<ul style="list-style-type: none"> • 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. • Administers assessments in accordance with standardization and documents non-standard administration of the assessment. • Assesses level of student crisis and intervention plans include appropriate interventions. • Effectively utilizes, interprets and analyzes data to plan effective student interventions. • Utilizes technology to improve service delivery to students. 	<ul style="list-style-type: none"> • Has a broad repertoire and in-depth knowledge of many formal and informal assessment tools. • Able to interpret private social emotional 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. •

Domain 3 –Delivery of Service - Component 3e: Demonstrating Flexibility and Responsiveness				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3e: Demonstrating Flexibility and Responsiveness	The School Social Worker is not flexible to the changing needs and demands of students, stakeholders and the school environment.	The School Social Worker can be flexible, but may struggle to adapt plans to the changing needs and demands of students and/or the school environment.	The School Social Worker is flexible in addressing the changing needs and demands of students and the school environment.	The School Social Worker is continually proactive and seeks ways to meet the changing needs and demands of the students and school environment. The Social Worker persists in seeking effective approaches for students who need help and soliciting additional resources from the school or community. The Social Worker assists others in understanding the impact of changes on school functioning.
3e: Critical Attributes	<ul style="list-style-type: none"> • The Social Worker does not respond to changing needs of students, building, or community. • Staff member does not react to student response which indicates a need to change the instructional approach for greater student understanding. • Staff member does not take ownership for the lack of student success. 	<ul style="list-style-type: none"> • The Social Worker inconsistently responds to changing needs of students, building, or community. • Staff member recognizes student responses and modifies the lesson with limited success. • Staff member has a basic repertoire of strategies to ensure student success. 	<ul style="list-style-type: none"> • The Social Worker prioritizes and responds to the needs of students, building, and community, • The Social Worker is able to change aspects of service delivery based on needs of the students. • Staff member has a large repertoire of strategies and persists to ensure student success. 	<ul style="list-style-type: none"> • The Social Worker is proactive in prioritizing and responding to the needs of students, building, and community. • The Social Worker assists the staff members in understanding the impact of these changes on students and resulting implications for instruction.

Domain 4– Professional Responsibilities

Professional Inquiry:

Does the staff member demonstrate knowledge of:

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

Domain 4: Professional Responsibilities – Component 4a: Reflecting on Practice and Planning				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4a: Reflecting on Practice and planning	The Social Worker does not reflect on practice or the reflections are inaccurate or self-serving.	The Social Worker's reflection on practice is accurate and objective without citing specific examples.	The Social Worker's reflection provides an accurate and objective description of practice, citing specific strengths and areas of for growth. Suggestions are made regarding specific changes in practice.	The Social Worker's reflection of practice is ongoing, accurate, thoughtful, and perceptive, citing specific strengths and areas for growth, which results in a plan to enact specific changes in practice with students.
4a: Critical Attributes	<ul style="list-style-type: none"> Does not identify strengths or growth areas. The Social Worker does not pursue opportunities for growth. 	<ul style="list-style-type: none"> Has a general sense of need for growth. 	<ul style="list-style-type: none"> The Social Worker accurately assesses activities and identifies specific ways in which practice might be improved. 	<ul style="list-style-type: none"> The Social Worker identifies areas of development needed and seeks relevant professional opportunities. The Social Worker identifies opportunities for building or systems improvement and gives suggestions.

Domain 4: Professional Practice – Component 4b: Maintaining Accurate Records				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4b: Maintaining Accurate Records	The School Social Worker's records are in disarray; they may be missing, illegible, and/or not stored securely.	The School Social Worker's records are rudimentary and only partially effective. Records may be secure, but are inadequate or inefficient, occasionally late, and are not stored securely.	The School Social Worker's records are accurate and legible, well organized, and stored securely.	The School Social Worker's records are accurate and legible, well organized, and stored securely. Records are written to be understandable to another qualified professional.
4b: Critical Attributes	<ul style="list-style-type: none"> There is no evidence of a system in place for the records when scheduled to be there 	<ul style="list-style-type: none"> The Social Worker has some systems in place but inconsistent. 	<ul style="list-style-type: none"> The Social Worker maintains confidentiality and student privacy. 	<ul style="list-style-type: none"> Records are secured in a locked cabinet in a private office (when available). The Social Workers records are understandable to professionals that might have to access documentation in his/her absence.

Domain 4: The Environment – Component 4c: Communicating with Parents and Staff regarding assessment results, school services or student progress

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4c: Communicating with Parents and Staff regarding assessment results, school services or student progress	The Social Worker provides minimal information regarding assessment results, school services or student progress. The Social Worker does not respond or responds insensitively to parent concerns.	The Social Worker provides BASIC/NEEDS IMPROVEMENT 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.	The Social Worker provides sufficient information regarding assessment results, school services or student progress. When school or family concerns arise, the Social Worker is able to provide necessary resources or support with cultural sensitivity and respect.	The Social Worker provides in-depth, integrated information regarding assessment results, school services or student progress. The Social Worker proactively shares resources or provides support to school or parents regarding student concerns, which are handled with cultural sensitivity, respect, and confidentiality.
4c: Critical Attributes	<ul style="list-style-type: none"> • The Social Worker provides little or no information to parents. • The Social Worker engages in culturally inappropriate communication. 	<ul style="list-style-type: none"> • The Social Worker provides infrequent or incomplete information to parents. • The Social Worker communications are sometimes inappropriate to families' cultural norms. . 	<ul style="list-style-type: none"> • The Social Worker communicates with families and staff regarding student progress on an as needed basis, respects cultural norms and is available as needed. 	<ul style="list-style-type: none"> • The Social Worker communicates with families and staff regarding student progress on a regular basis, respects cultural norms and is available as needed. • The Social Worker proactively provides resources and support to staff and parents.

Domain 4: Professional Practice – Component 4d: Participating in a Professional Community				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4d: Participating in a Professional Community	The Social Worker avoids becoming involved in activities, committees or projects.	The Social Worker participates in activities, committees or projects when specifically asked and/or makes minimal contributions.	The Social Worker volunteers and actively participates in activities, committees or projects.	The Social Worker often participates in activities, committees or projects, and makes a substantial professional contribution. The Social Worker assumes a leadership role within the building or professional community.
4d: Critical Attributes	<ul style="list-style-type: none"> • The Social Worker avoids contributing to activities. • The Social Worker avoids involvement in school and cooperative community projects. 	<ul style="list-style-type: none"> • The Social Worker participates in activities when invited. • The Social Worker participates in school and cooperative community projects when asked. 	<ul style="list-style-type: none"> • The Social Worker is an active member of the school community. • The Social Worker participates on building level committees, i.e. PBIS, RTI. 	<ul style="list-style-type: none"> • The Social Worker is an active member of the school community and makes a substantial contribution or assumes a leadership role. • The Social Worker is sought out by the building or district level to present on SEL topic.

Domain 4: Professional Practice – Component 4e: Growing and Developing Professionally

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4e: Growing and Developing Professionally	The Social Worker engages in no professional development activities to enhance knowledge or skill. The Social Worker makes no effort to share knowledge with others or to assume professional responsibilities.	The Social Worker participates in professional activities to a limited extent when they are convenient and/or specifically requested.	The Social Worker actively participates in professional development and implements new knowledge in his/her practice.	The School Social Worker adheres to all prescribed laws and respective code of ethics regarding informal and formal confidentiality, and encourages other professionals to adhere to those laws.
4e: Critical Attributes	<ul style="list-style-type: none"> The Social Worker is not involved in any professional growth activities or resists invitations to join professional development activities. 	<ul style="list-style-type: none"> The Social Worker participates in professional growth activities when required. The Social Worker contributes in a limited fashion to professional development activities. 	<ul style="list-style-type: none"> The Social Worker seeks out opportunities for professional development. The Social Worker attends building and district level in-services. 	<ul style="list-style-type: none"> The Social Worker seeks out opportunities for professional development and takes leadership role in sharing information learned with parents or staff. The Social Worker shares knowledge and expertise with colleagues.

Domain 4: Professional Practice – Component 4f – Maintaining Professionalism				
	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4f: Maintaining Professionalism	The Social Worker displays dishonesty in interactions with colleagues, students, and/or the public. The Social Worker violates principles of confidentiality.	The Social Worker is honest in interactions with colleagues, students, and/or the public. The Social Worker inconsistently maintains principles of confidentiality.	The Social Worker displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and families in accordance with professional standards.	The Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and families in accordance with professional standards and district policies.
4f: Critical Attributes	<ul style="list-style-type: none"> • Staff member is dishonest. • Staff member does not notice the needs of students. • The staff member engages in practices that are self-serving. • The staff member rejects school Cooperative regulations. • Paraprofessional evaluations are not completed. • Absences are excessive. • Tardiness is excessive. 	<ul style="list-style-type: none"> • Staff member is honest. • Staff member notices the needs of students, but is inconsistent in addressing them. • Staff member makes decisions professionally, but on a limited basis. • Staff member complies minimally with school Cooperative regulations. • Paraprofessional evaluations are completed, but do not address areas of concern and/or are not within specific timelines. • Absences are frequent. • Tardiness is frequent. 	<ul style="list-style-type: none"> • The Social Worker displays standards of ethical responsibility and respect with interactions with students, staff, and parents. 	<ul style="list-style-type: none"> • The Social Worker facilitates and encourages the highest standards of ethical responsibility and respect with students, staff, and parents.



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

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

Staff Member Signature: _____ Conference Date: _____

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

Evaluator Signature: _____ Conference Date: _____

Additional Comments Attached: Yes No

Staff member comments must be received by the Director of Programs & Services within 10 working days.