MOLINE-COAL VALLEY SCHOOL DISTRICT

Teacher Professional Growth System

Raising the Bar and Closing the Achievement Gap for All Students

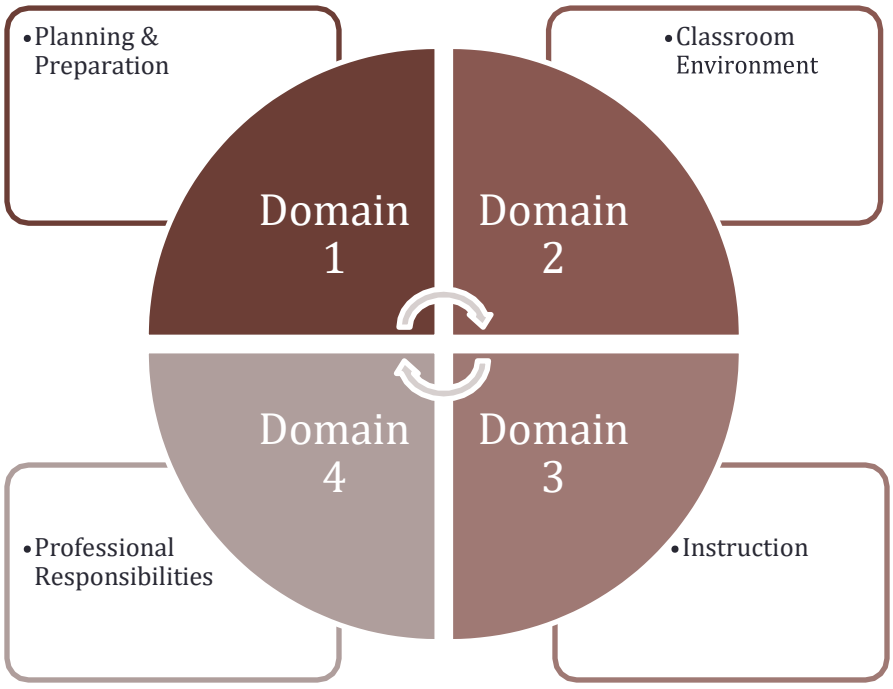

Table of Contents

Introduction

Part One: **Professional Practice Evaluation Protocols and Procedures**
Evaluation Protocols
Evaluation Cycles
Procedures

Part Two: **Student Growth**
Growth Model
Assessment Types for Student Growth

Part Three: **Calculation of Final Summative Rating**
Professional Practice
Student Growth
Final Summative Rating

Part Four: **Frameworks, Job Descriptions, and Forms**
Framework for Classroom Teachers
Job Description for Classroom Teacher
Framework for School Counselors
Job Description for School Counselor
Framework for School Psychologists
Job Description for School Psychologist
Framework for Library/Media Specialists
Job Description for Library/Media Specialist
Framework for Speech-Language Pathologists
Job Description for Speech-Language Pathologist
Framework for Therapeutic Specialists
Job Description for School Social Worker
Framework for School Nurses
Job Description for School Nurse
Framework for Instructional Specialists
Job Description for Head Special Education PK-MS
Job Description for Head Teacher, Hearing Impaired
Job Description for High School Special Education Coordinator/Case Manager
Job Description for Instructional Coach
Form A: Planning Conversation Form
Form B: Observation Documentation Form
Form C: Reflective Conversation Form
Form D: Teacher Self-Evaluation Form
Form E: Summative Evaluation Form for Classroom Teacher
Form F: Professional Development Planning Form for Teachers
Form G: Student Growth Objective Worksheet
Appendix A: Assessment Applications and Specialist Assessment Chart

Introduction

The Illinois *Performance Evaluation Reform Act* (PERA) governs teacher evaluation in the state of Illinois. *The Moline District No. 40 Teacher Professional Growth System* is designed as a guide to implement the law. It is not intended to reiterate every aspect of the law. Interested parties should refer to the actual law for further clarification of its requirements.

The Joint Committee on Teacher Evaluation was formed in the Fall of 2015 to incorporate student growth into teacher evaluations. The Joint Committee on Teacher Evaluation was composed of equal representation selected by the District and the Moline Education Association.

The Moline School District No. 40 Teacher Professional Growth System will be based on 70% Professional Practice and 30% Student Growth beginning in the school year 2016-17.

The Professional Practice component of the *Teacher Professional Growth System* is based on Charlotte Danielson's *Framework for Professional Practice*. The Danielson Model includes four domains (Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities). Twenty-two components are defined across the domains. Each component includes additional elements to further clarify professional teaching expectations. According to the model, teachers are rated as unsatisfactory, basic, proficient or distinguished in each subcomponent. These ratings categories have been modified to unsatisfactory, needs improvement, proficient, and excellent to be consistent with the provisions outlined in the law.

While summative evaluation is a required and necessary part of the *Moline School District No. 40 Teacher Professional Growth System*, supervision of instruction and corresponding professional development is designed to provide feedback and assist teachers in their journey to continuously improve their instructional effectiveness. Therefore, teachers and administrators should not view evaluation as a formal, summative evaluation that occurs at periodic, designated points in time, but rather, as an ongoing process of continuous reflection and improvement.

The Moline School District No. 40 Teacher Professional Growth System is divided into four sections: Professional Practice Evaluation Protocols and Procedures, Professional Practice Forms, Student Growth, and Calculation of Final Summative Rating.

Part One: Professional Practice Evaluation Protocols and Procedures

Evaluation Protocols for Formal Classroom Evaluations

Tenured If most recent evaluation is: -proficient -excellent	2 observations (minimum) -1 formal* -1 formal or informal and 1 informal (minimum) in the first of the two "off" cycle years	3 year cycle Summative rating submitted prior to the end of the school year
Tenured If most recent evaluation is: -needs improvement	3 observations (minimum) -2 formal* -1 formal or informal	Annual review Summative rating submitted at least once in the school year following the receipt of the rating of Needs Improvement
Tenured If most recent evaluation is: -unsatisfactory	3 observations (minimum) -2 formal* -1 formal or informal	Annual review Summative rating at least once in the school year following the receipt of the rating of Unsatisfactory
Non tenured	3 observations (minimum) -2 formal* -1 formal or informal	Annual review Summative rating submitted by February 20

*If an administrator chooses to include an informal observation as one of the minimum number of observations included in a teacher's evaluation, the teacher may request up to one additional formal observation. Administration may choose to conduct additional formal observations that exceed the minimum number outlined in each of the above categories and reserves the right to visit classrooms and conduct informal observations at their discretion.

Observations will include personal observations of the teacher in the classroom by an evaluator unless the teacher does not have classroom duties. If the teacher does not have any classroom duties, then personal observations conducted of the teacher may include, but are not limited to facilitation of small group or committee work, parent or group meetings, one-on-one instruction, or other activities pertinent to the employee's job responsibilities.

<u>Evaluation Cycles</u>

By the start of each school term (i.e. by the first day the students are required to be in attendance or within 30 days after a teacher contract is executed if the teacher is hired after the beginning

of the school term), the District must provide written notice (electronic or paper) that a

performance evaluation will be conducted in that school term to each teacher affected. The notice must include the following:

- a copy of the rubric used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
- a summary of the manner in which student growth and professional practice measures are used in the evaluation related to the evaluation ratings;
- a summary of the District's procedures related to the provision of professional development or remediation in the event the teacher receives a "needs improvement" or "unsatisfactory," including the evaluation tools to be used during the remediation period.

Evidence of professional practice shall be collected through the use of formal and informal observation(s) and be consistent with the rubric. An evaluator may designate another evaluator to conduct the observation if he/she cannot complete all of them or the observations cannot be completed in a timely manner.

Tenured Teachers

Tenured teachers shall be evaluated at least once in the course of every three (3) years.

Any tenured teacher whose performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such rating.

A tenured teacher may be evaluated more frequently in the discretion of a supervising administrator.

Professional Development Plan Process

A tenured teacher who receives an overall rating of "needs improvement" will be expected to meet the provisions of a professional development plan (PDP) developed by the evaluator in consultation with the teacher and their supervising administrator. The PDP must be developed and commenced within 30 school days after receiving a summative rating of needs improvement (See Form F).

The PDP must take into account the teacher's ongoing professional responsibilities including his/her regular teaching assignments. The PDP must be directed to the areas that need improvement and include supports that the District will provide to address the areas identified as needing improvement. Examples of support can include but are not limited to specific performance expectations based on administrator feedback; peer mentoring; completions of specific professional development within the district, externally, or online; or other activities. The PDP will be in accordance with legal requirements. Tenured teachers who are placed on a PDP will have until their next summative evaluation (i.e., the first evaluation in the school year following the receipt of the needs improvement rating) to satisfy the terms of the plan. If the teacher meets the provisions of his/her professional development plan and the teacher's overall summative evaluation rating is equal to or better than "proficient" in the school year following a rating of "needs improvement," the teacher shall be reinstated to the regular evaluation schedule. If the teacher's overall summative evaluation rating is "needs improvement," then the teacher

shall complete the PDP process described above again. If the teacher's overall summative evaluation rating is "unsatisfactory," the teacher shall complete the remediation process described below.

Remediation Plan Process

A tenured teacher who receives an overall rating of "unsatisfactory" will be placed on a remediation plan provided the deficiencies are deemed remediable in accordance with law. The following individuals will participate in the plan: the tenured teacher rated unsatisfactory, an evaluator, and a consulting teacher selected by the evaluator. The plan must be developed and commenced within 30 school days of the teacher receiving a rating of "unsatisfactory." The consulting teacher will participate in developing the plan, but the final decision as to the evaluation shall be done solely by the evaluator.

The consulting teacher who has been selected must meet the following criteria:

1. Received an "Excellent" rating in most recent evaluation,
2. Has at least five years of teaching experience,
3. Is an educational employee as defined in the Illinois Educational Labor Relations Act,
4. Has a reasonable familiarity with the assignment of the teacher being remediated.

The selection of the consulting teacher process consists of the following:

1. The MEA will submit to the District a roster of at least five (5) qualified teachers from which the consulting teacher shall be selected. Each teacher must meet the criteria as listed above.
   - If there are fewer than five (5) teachers available, then the MEA shall list the names of all teachers who are qualified.
   - In the event of a dispute between the District and the MEA as to qualifications, ISBE shall determine the qualifications.
2. If, and only if, the first option is not successful in finding a consulting teacher, the District may contact qualified teachers within the District.
3. If this is unsuccessful, the District shall request a qualified consulting teacher from the Regional Office of Education.

If the consulting teacher becomes unavailable during the course of the remediation plan, a new consulting teacher will be selected in the same manner as the initial teacher was selected. The consulting teachers shall not be compelled to testify at any dismissal hearing, either as to the rating process or for opinions about the teacher who is under remediation. The role of the consulting teacher is set by the *School Code*. The consulting teacher shall provide advice to the teacher on how to improve teaching skills and to successfully complete the remediation plan, but shall not be required to participate in the evaluation. The consulting teacher shall be informed, through conferences with the evaluator and the teacher, of the results of the periodic evaluations in order to continue to provide assistance to the teacher under a remediation plan.

Teachers will have 90 school days to meet the terms of the plan. There will be a mid-point and final evaluation during and at the end of the remediation period. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation. Each evaluation shall be in writing and include ratings in which any deficiencies in performance and recommendations for correction are identified. The final evaluation shall include an overall rating of the teacher's performance during the entire remediation period. Within 10 days upon completion of the mid-

point evaluations, a copy of a written evaluation with ratings shall be provided to and discussed with the teacher. Within 10 days after the conclusion of the remediation timeframe, a copy of the final written evaluation with ratings shall be provided to and discussed with the teacher. However, the District shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the remediation plan. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required to, use the forms provided for the annual evaluation of teachers in the *Teacher Professional Growth System*.

If a teacher completes the remediation plan with a rating of equal to or better than proficient in the school year following the rating of unsatisfactory the teacher shall be reinstated to the regular evaluation schedule. Any teacher who fails to complete a remediation plan with a rating equal to or better than proficient shall be dismissed in accordance with law.

Failure of strict compliance with the time requirements contained in 24A-5 of the School Code (105 ILCS 5/24A-5) shall not invalidate the results of the remediation plan.

Nothing prevents the immediate dismissal of a teacher for deficiencies which are deemed irremediable or for actions which are injurious to or endanger the health or person of students in the classroom or school.

Non-Tenured Teachers

Non-tenured teachers will be formally evaluated every year.

Nothing prevents the dismissal or non-renewal of a non-tenured teacher for any reason not prohibited by law.

<u>Procedures</u>

Formal Observation

A formal observation is a specific window of time that is scheduled between the teacher and the evaluator. At any point during that window of time, the evaluator will be able to directly observe professional practices in the classroom or in the school. Formal observations shall allow the evaluator to acquire evidence of the teacher's planning, instructional delivery and classroom management skills, and shall involve one of the following:

- an observation of the teacher in the classroom for a minimum of 45 minutes at a time;
- an observation during a complete lesson; or
- an observation during an entire class period

1. Pre-conference between teacher and evaluator – Prior to the conference, the teacher must submit to the evaluator a written lesson or unit plan and/or other evidence of planning for the instruction during the time the formal observation may occur and make recommendations for areas on which the evaluator should focus during the observation. During the conference they shall discuss the lesson/unit plan or

instructional planning and any areas on which the evaluator should focus during the observation (See Form A).
2. Observation
3. Post-conference between the teacher and evaluator to discuss the evidence collected about the teacher's professional practice (including areas of focus) and the judgments made – within seven (7) days of the observation – with written feedback (See Form B). During this conference the teacher shall reflect upon instruction and may provide additional information or explanation about the lesson to the evaluator (See Form D). The qualified evaluator shall provide feedback to the teacher about his/her professional practice, including evidence specific to the areas of focus designated during the pre-observation conference. Evidence collected shall be consistent with rubric. The qualified evaluator shall, during the conference, share with the teacher any evidence collected and judgments made.

Informal Observation

An informal observation of a teacher by an evaluator that is not announced in advance of the observation and not subject to a minimum time requirement.

1. Feedback will be given orally or in writing (electronic or paper). Written feedback must be given to the teacher in writing within three (3) school days if the information from the informal observation is to be used for evaluation purposes.
2. The teacher or evaluator can request a post conference.

Teachers may request an evaluator give a "to date" evaluation rating in writing. Evaluators are required to notify a teacher if evidence collected to date may result in the teacher receiving a "needs improvement" or "unsatisfactory" performance evaluation rating.

Teachers shall work with the evaluator or others to identify areas for improvement.

Summative Evaluation

Teachers will be rated as "Excellent," "Proficient," "Needs Improvement," or "Unsatisfactory." Each evaluation shall specify the strengths and weaknesses with supporting reasons for the comments made. A copy of the evaluation will be included in the teacher's personnel file and a copy of the evaluation will be provided to the teachers (See Form E).

Teachers who receive a summative rating of "Needs Improvement" will have the option of requesting an alternate evaluator for their next evaluation cycle.

<u>A principal shall not be prohibited from evaluating any teachers within a school during his or her first year as principal of such school. If a first-year principal exercises this option, then a new 3-year evaluation cycle must be established.</u>

<u>Self-Reflection</u>

Reflective practice is an important component of professional growth and a characteristic shared by highly effective teachers. Accordingly, Moline School District No. 40 strongly encourages all

teachers to participate in a formal self-reflective process to enhance their professional practice and promote ongoing growth and improvement (See Form C).

Tenured teachers who elect to participate in this portion of the evaluation system will meet with their evaluator **no later than October 1 of the school year immediately following their most recent summative evaluation conference** to discuss goals and focus areas. Teachers will collect evidence of work related to their specific goal areas and any other areas of the Danielson Framework that they wish to share with their evaluator. Tenured teachers who elect to participate in this portion of the evaluation process will complete a meeting with their evaluator to discuss the evidence they have collected by January 30 of the year in which their summative evaluation is due.

Non-tenured teachers who elect to participate in this portion of the evaluation system will meet with their evaluator **no later than October 1 of each school year** to discuss goals and focus areas. **Non-tenured teachers** who elect to participate in this portion of the evaluation process will complete a meeting with their evaluator to discuss the evidence they have collected by **December 15**.

Teachers who participate in this process will be able to demonstrate their capabilities and accomplishments to their evaluators in a more accurate and complete manner.

Part Two: Student Growth

Growth Model

The Student Growth Objective (SGO) will be written to measure either simple or adjusted growth for both Type II and Type III assessments and in rare cases when a Type I assessment replaces either a Type II or Type III assessment.

Growth Model	What	Examples
Simple Growth	● Typically used when there is no trend data or national norms for the data points. ● Commonly used with district-developed assessments. ● Common set growth target. ● Compares pre-test to post-test (or more data points).	● District common assessments ● Pre & post tests (classroom assessment sets) ● Identified group will grow by X%.
Adjusted Growth	● Used when there is trend data or national norms so that a baseline can be analyzed to form a prediction for growth. ● Commonly used with nationally normed tests. ● Sets a growth target of expected results. ● Based on baseline results, sets a growth target of expected results. Considers national norms.	● NWEA MAP, AIMSweb, EPAS ● Subgroup A will grow by Y% based upon trend data and performance against national norms. Subgroup B will grow Z% based upon trend data and performance against national norms.

Student Growth Objective Selection Timeline Protocol

The entire evaluation process spans three (3) school years with the third school year containing the summative evaluation. Student growth goals need to be identified and approved by October 1st of the first school year in the evaluation cycle. This deadline allows the person being evaluated to identify targeted student groups for growth goals in either year one or year two or year three of the evaluation cycle. For example, Teacher A may choose to have a student growth goal span the entire length of the first school year during the evaluation cycle. Teacher B, may choose a growth goal during the third year of the evaluation cycle. Since some summative evaluations must be completed and submitted to the district office prior to March 1st, Teacher B's student growth data collection would end by February 1st to allow for the summative evaluation to be completed by the evaluator.

For all nontenured teachers and tenured teachers who are required to be evaluated more frequently than every three years, the entire evaluation process spans one (1) school year. Student growth goals need to be identified and approved by October 1st. Student growth data

collection must be complete by December 15 to allow for the summative evaluation to be completed by the evaluator.

Student Growth applies to: All Classroom Teachers and All teaching Speech and Language Pathologists.

Note:

- Assessments for co-teachers will coincide with the general ed. teachers.
- Art, Music, and PE classroom teachers will use the same type of assessments as general education classroom teachers.
- All IEP's for students that have Assessment Accommodations (state, district, and classroom) must be followed.

Student Growth does not apply to: School Psychologists, Social Workers, Counselors, School Nurses, non-teaching Media Specialists, and non-teaching Speech and language Pathologists.

Assessment Types for Student Growth

Each evaluation must include two assessments as required by the School Code. One assessment must be a Type III assessment using the district Student Growth Objective (SGO) form. Examples of Type III assessments can include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject area in a school.

The second assessment must be created based upon a common district assessment using the district SGO form. A common district summative assessment is considered a Type II assessment. In the absence of a common district assessment, a second Type III (as mentioned above) will be utilized. In rare cases, a Type I assessment may be substituted for either a Type II or Type III assessment if mutually agreed upon between the evaluator and the teacher.

The teacher will present Student Growth Objectives (SGO's) to their qualified evaluator for approval (See Form G). In the event that a teacher and evaluator cannot come to agreement with regard to an appropriate level of student growth for each of the student learning goals, the teacher will have six (6) school days to revise their goal. If there is still no agreement or if the teacher chooses not to revise their goal(s), the matter will be turned over to and decided by the Assistant Superintendent for Administration and Human Resources and a representative from the Planning Committee, with their decision being final. The assessments and measurement models identified by the teacher shall align to the school's and district's school improvement goals.

Consideration has been given to special education, ELL, and other special area teachers. A chart with examples of the types of assessments that qualify in each category is included in Appendix A.

Part Three: Calculation of Final Summative Rating

Professional Practice Instructional Personnel

Summative Ratings within Domains

- Domains One and Four

EXCELLENT—Minimum of three components rated as excellent with no ratings of needs improvement or below.
PROFICIENT—Minimum of five components rated as proficient or better with no more than one rating of needs improvement and no ratings of unsatisfactory.
NEEDS IMPROVEMENT—A needs improvement in two components constitutes a rating of needs improvement, provided the other components are rated as proficient or excellent.
UNSATISFACTORY—A rating of unsatisfactory will result when one component is unsatisfactory and any additional component(s) is rated as needs improvement or unsatisfactory.

(Teacher attendance will be reflected in the final summative rating assigned to 4f, Showing Professionalism.)

- Domains Two and Three

EXCELLENT—Minimum of three components rated as excellent with no ratings of needs improvement or below.
PROFICIENT—Minimum of four components rated as proficient or better with no more than one rating of needs improvement and no ratings of unsatisfactory.
NEEDS IMPROVEMENT—A needs improvement in two components constitutes a rating of needs improvement, provided the other three components are rated as proficient or above.
UNSATISFACTORY— A rating of unsatisfactory will result when one component is unsatisfactory and any additional component(s) is rated as needs improvement or unsatisfactory.

*Note—If a teacher receives a needs improvement in the following components for consecutive evaluation cycles, their rating for that domain will be no higher than needs improvement:
1c: Setting Instructional Outcomes
1f: Designing Student Assessments
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
4d: Participating in a Professional Community
4e: Growing and Developing Professionally

Final Summative Rating (All Domains)

EXCELLENT—Minimum of two domains rated as excellent with no ratings of needs improvement or below
PROFICIENT—Minimum of three domains rated as proficient or better with no ratings of unsatisfactory

NEEDS IMPROVEMENT—Two or more domains rated as needs improvement with no ratings of unsatisfactory or a rating of unsatisfactory in one domain with three rated as proficient or better
UNSATISFACTORY—A rating of unsatisfactory in one domain and needs improvement in one or more additional domains or two or more ratings of unsatisfactory

Failure to Improve

If a teacher receives a needs improvement or unsatisfactory in one of the domains for consecutive evaluation cycles, their summative rating will be no higher than needs improvement.

Professional Practice Non-Traditional Instructional Personnel

Within domains, employees in non-traditional instructional categories will utilize the Danielson Framework appropriate for their job responsibilities. The summative ratings will be adapted in a similar manner such that ratings in domains with an even number of components equally split between proficient and excellent will be rounded up to excellent and domains with an odd number of components will require the majority of ratings to be excellent with no ratings of needs improvement or unsatisfactory. Similarly, an employee who receives two or more ratings of needs improvement cannot be rated higher than needs improvement, and an employee with an unsatisfactory and one or more ratings of needs improvement will receive a rating of unsatisfactory. Employees can be rated proficient with only one rating of needs improvement.

Summative ratings will be determined in the same manner as for instructional personnel.

Student Growth

Quantifying Summative Growth Ratings to Ensure Consistency:

1. Option 1: On assessments in which a percentage score is assigned, growth will be defined utilizing the "Half of 100" method (Wierda). On these assessments the pre-test score will be subtracted from 100 and students must grow by half of the remaining amount *(e.g. pre-test score of 30: 100-30=70; 70/2=35; minimum post-test score of 65 required to indicate growth).*
2. On performance assessments in which students receive a pre-test score of 1,2,3, or 4, growth will be defined as moving up one rating category. *(e.g., Writing assessment pre-test score of "2" (growth is indicated if post-test score is "3" or "4").*

Student Growth Performance Levels on Individual Assessments
(based on attainment levels of the goals indicated in SGO's)

Excellent (4)	76-100% of the students in the measured population demonstrate growth
Proficient (3)	51-75% of the students in the measured population demonstrate growth

Needs Improvement (2)	26-50% of the students in the measured population demonstrate growth
Unsatisfactory (1)	0-25% of the students in the measured population demonstrate growth

Additional Considerations:

- Teachers will round up when assigning final rating (e.g., 75.5%-76% and constitutes a rating of "Excellent").
- Teachers will round up when determining a post-test score (e.g., 64.6% in the above example would meet the 65% expectation.)
- Students who score in the highest category on a pretest (100% or a "4") will be included in the population for the purposes of assigning a growth rating to the teacher. However, teachers are expected to individualize instruction and promote growth for all students.
- In the event that an inordinate amount of students score high on a pretest or high scoring students regress on a post-test, the administrator and teacher will dialogue to identify possible reasons for these anomalies and remedy them wherever possible.

Mid-Point Reflective Conference

The teacher will meet with his/her evaluator at the mid-point in time during which Student Growth Objectives (SGO's) are being measured and discuss student progress toward attaining the specified objectives. This data discussed at this conference shall not be used in determining the final teacher's final performance rating.

Final Summative Rating

Matrices for Professional Practice

Minimum Required for Summative Rating of Excellent

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1			✓	
Domain 2			✓	
Domain 3				✓
Domain 4				✓

*Example is not Domain specific

Minimum Required for Summative Rating of Proficient

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1			✓	
Domain 2			✓	
Domain 3			✓	
Domain 4		✓		

*Example is not Domain specific

Minimum Required for a Summative Rating of Needs Improvement

	Unsatisfactory	Needs Improvement	Proficient	Excellent		Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1			✓		Domain 1			✓	
Domain 2			✓		Domain 2			✓	
Domain 3		✓			Domain 3			✓	
Domain 4		✓			Domain 4	✓			

*Example is not Domain specific

Domains One or Four

Minimum Required for a Domain Rating of Excellent in Domains One and Four

Domain 1 or 4	Unsatisfactory	Needs Improvement	Proficient	Excellent
Component a			✓	
Component b			✓	
Component c			✓	
Component d				✓
Component e				✓
Component f				✓

*Example is not Component specific

Minimum Required for a Domain Rating of Proficient in Domains One and Four

Domain 1 or 4	Unsatisfactory	Needs Improvement	Proficient	Excellent
Component a			✓	
Component b			✓	
Component c			✓	
Component d			✓	
Component e			✓	
Component f		✓		

*Example is not Component specific

Minimum Required for a Domain Rating of Needs Improvement in Domains One and Four

Domain 1 or 4	Unsatisfactory	Needs Improvement	Proficient	Excellent	Unsatisfactory	Needs Improvement	Proficient	Excellent
Component a			✓				✓	
Component b			✓				✓	
Component c			✓				✓	
Component d			✓				✓	
Component e		✓					✓	
Component f		✓			✓			

*Example is not Component specific

Domains Two or Three

Minimum Required for a Domain Rating of Excellent in Domains Two and Three

Domain 2 or 3	Unsatisfactory	Needs Improvement	Proficient	Excellent
Component a			✓	
Component b			✓	
Component c				✓
Component d				✓
Component e				✓

*Example is not Component specific

Minimum Required for a Domain Rating of Proficient in Domains Two and Three

Domain 2 or 3	Unsatisfactory	Needs Improvement	Proficient	Excellent
Component a			✓	
Component b			✓	
Component c			✓	
Component d			✓	
Component e		✓		

*Example is not Component specific

Minimum Required for a Domain Rating of Needs Improvement in Domains Two and Three

Domain 2 or 3	Unsatisfactory	Needs Improvement	Proficient	Excellent	Unsatisfactory	Needs Improvement	Proficient	Excellent
Component a			✓				✓	
Component b			✓				✓	
Component c			✓				✓	
Component d		✓					✓	
Component e		✓			✓			

*Example is not Component specific

Matrix for Student Growth

Each Student Growth Goal will count as 15% of the total final rating for the student growth portion of the final performance rating for a teacher. The goals will be combined using the chart below to determine which rating category will be assigned to the 30% of the final performance rating measuring student growth.

Student Growth Goal #1 (SGO #1)

Student Growth Goal #2 SGO #2

	Excellent	Proficient	Needs Improvement	Unsatisfactory
Excellent	Excellent	Excellent	Proficient	Needs Improvement
Proficient	Excellent	Proficient	Proficient	Needs Improvement
Needs Improvement	Proficient	Proficient	Needs Improvement	Needs Improvement
Unsatisfactory	Needs Improvement	Needs Improvement	Needs Improvement	Unsatisfactory

Final Summative Matrix

The 70% of a teacher's final performance rating representing professional practice and the 30% representing student growth will be combined to calculate the teachers final summative performance rating based on the chart below.

Student Growth Rating

	Professional Practice Rating			
	Excellent	**Proficient**	**Needs Improvement**	**Unsatisfactory**
Excellent	**Excellent**	**Excellent**	**Proficient**	**Needs Improvement**
Proficient	**Excellent**	**Proficient**	**Needs Improvement**	**Needs Improvement**
Needs Improvement	**Proficient**	**Proficient**	**Needs Improvement**	**Unsatisfactory**
Unsatisfactory	**Proficient**	**Proficient**	**Needs Improvement**	**Unsatisfactory**

Revised May 2018

The summative rating component at the student growth portion of the *Moline Teacher Professional Growth System* will be reviewed annually by the Joint Committee. This will allow for review and revision as the Assessments are put into place and more educated decisions can be made. The Joint Committee shall have the sole authority to modify the student growth

component of this evaluation plan; however, if the committee is unable to agree upon changes to the student growth component, the existing student growth component will remain unchanged.

Part Four
DOMAIN 1 FOR CLASSROOM TEACHERS: PLANNING AND PREPARATION

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Component	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Component	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

DOMAIN 2 FOR CLASSROOM TEACHER: THE CLASSROOM ENVIRONMENT

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 3 FOR CLASSROOM TEACHERS: INSTRUCTION

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e: **Demonstrating flexibility and responsiveness**	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

DOMAIN 4 FOR CLASSROOM TEACHERS: PROFESSIONAL RESPONSIBILITIES

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

LEVEL OF PERFORMANCE

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

JOB DESCRIPTION

Classroom Teacher

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Meets and instructs assigned classes in the location and at the time designated.

4. Plans a program of study within the curriculum that, as much as possible, meets the individual needs, interests, and abilities of the students.

5. Makes adequate preparation for daily instruction including plans for substitutes.

6. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

7. Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like enabling communication of these objectives to students.

8. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.

9. Reports suspected child abuse/neglect cases as required by statute and district policy.

10. Assesses the accomplishments of students on a regular basis and provides progress reports as required.

11. Works cooperatively with other school personnel in the identification, diagnosis, referral and remediation of individual students with specialized needs.

12. Attends staff meetings and in-service meetings as reasonably required.

13. Attends PTA meetings as reasonably designated by the building principal.

14. Meets, as required and within reason, with students, parents, and/or consultants.

15. Maintains accurate, complete, and correct records as required by law, district policy, or building procedures.

16. Assists the administration in implementing all policies and rules governing student life and conduct; and, for the classroom develops reasonable rules of classroom behavior and procedures, and is responsible for the maintenance of student discipline in the classroom in accordance with school board policy.

17. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

18. Strives to maintain and improve professional competence.

19. Meets accepted standards of The Professional Code of Ethics.

20. Participates on building, district or Moline Education Association committees.

21. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

JOB DESCRIPTION

Special Education Instructional Program Classroom Teacher

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Meets and instructs assigned classes in the location and at the times designated.

4. Plans a program of study within the curriculum that, as much as possible, meets the individual needs, interests, and abilities of the students.

5. Makes adequate preparation for daily instruction including plans for substitutes.

6. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

7. Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like enabling communication of these objectives to students.

8. Creates a classroom environment that is conducive to learning and appropriate to the maturity interests of the students.

9. Reports suspected child abuse/neglect cases as required by statute and district policy.

10. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

11. Assists in the identification and evaluation of students in the appropriate area of exceptionality.

12. Participates in all MDC/IEP conferences recommended by the case manager.

13. Completes required components of case study evaluation.

14. Consults with standard program teachers when student is integrated.

15. Assesses the accomplishments of students on a regular basis and provides progress reports as required.

16. Monitors progress of students on transition plan.

17. Meets, as required and within reason, with students, parents, and/or consultants.

18. Attends staff meetings and in-service meetings as reasonably required.

19. Attends PTA meetings as reasonably designated by the building principal.

20. Coordinates and supervises services of any aide assigned to the classroom.

21. Strives to maintain and improve professional competence.

22. Meets accepted standards of The Professional Code of Ethics.

23. Assists the administration in implementing all policies and rules governing student life and conduct; and, for the classroom develops reasonable rules of classroom behavior and procedures, and is responsible for the maintenance of student discipline in the classroom in accordance with school board policy.

24. Participates on building, district or Moline Education Association committees.

25. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

JOB DESCRIPTION

Special Education Resource Teacher

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Meets and instructs assigned classes in the location and at the time designated.

4. Plans a program of study within the curriculum that, as much as possible, meets the individual needs, interests, and abilities of the students.

5. Makes adequate preparation for daily instruction including plans for substitutes.

6. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs an capabilities of the individuals or student groups involved.

7. Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like enabling communication of these objectives to students.

8. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.

9. Reports suspected child abuse/neglect cases as required by statute and district policy.

10. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

11. Assists in the identification and evaluation of students in the appropriate area of exceptionality.

12. Participates in all MDC/IEP conferences recommended by the case manager.

13. Completes required components of case study evaluation.

14. Develops and implements interim plans when necessary.

15. Provides resource help for each student as specified in the IEP.

16. Assesses the accomplishments of students on a regular basis and provides progress reports as required.

17. Monitors progress of students on transition plans and those receiving consultative services.

18. Meets, as required and within reason, with students, parents, and/or consultants.

19. Attends staff meetings and in-service meetings as reasonably required.

20. Attends PTA meetings as reasonably designated by the building principal.

21. Coordinates and supervises services of any aide assigned to the classroom.

22. Strives to maintain and improve professional competence.

23. Meets accepted standards of The Professional Code of Ethics.

24. Assists the administration in implementing all policies and rules governing student life and conduct; and, for the classroom develops reasonable rules of classroom behavior and procedures, and is responsible for the maintenance and student discipline in the classroom in accordance with school board policy.

25. Participates on building, district or Moline Education Association committees.

26. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

JOB DESCRIPTION
Title I Teacher

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Meets and instructs assigned classes in the locations and at the times designated.

4. Directs the planning, implementation and evaluation of the Title I supplementary education program in his/her school.

5. Plans a program of study within the curriculum that, as much as possible, meets the individual needs, interests and abilities of the students.

6. Makes adequate preparation for daily instruction including plans for substitutes.

7. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

8. Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.

9. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.

10. Reports suspected child abuse/neglect cases as required by the statute and district policy.

11. Works cooperatively with other school personnel in the identification of individual students with specialized needs.

12. Assesses the accomplishments of students on a regular basis and provides progress reports as required.

13. Responsible for maintaining necessary school records for the Title I Program and sends requested information and reports to the Director of Title I in a timely and accurate manner.

14. Attends staff meetings and inservice meetings as reasonably required.

15. Attends PTA meetings as reasonably designated by the building principal.

16. Informs parents of Title I activities and cooperates with parents in promoting a desirable educational atmosphere for each Title I student.

17. Meets, as required and within reason, with children, parents, and/or consultants.

18. Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom develops reasonable rules of classroom behavior and procedures, and is responsible for the maintenance of student discipline in the classroom in accordance with school board policy.

19. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

20. Strives to maintain and improve professional competence.

21. Meets accepted standards of The Professional Code of Ethics.

22. Participates on building, district or Moline Education Association committees.

23. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

JOB DESCRIPTION

High School Computer Specialist

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Ensures maximum system availability for all users of instructional computing systems.

4. Provides software and hardware support to users.

5. Provides in-service training to staff members who use computers.

6. Works with hardware vendors in hardware problem determination and resolution.

7. Works with software vendors concerning system and application program problems.

8. Coordinates, plans, recommends and implements the use of new hardware and software.

9. Participates in training on computer operations and software as needed

10. Coordinates operations with the Information Systems Manager when appropriate.

11. Maintains instructional hardware and software inventory.

12. Strives to maintain and improve professional competence.

13. Meets accepted standards of The Professional Code of Ethics.

14. Participates on building, district or Moline Education Association committees.

15. Reports suspected child abuse/neglect cases as required by statute and district policy.

16. Attends staff meetings and inservice meetings as reasonably required.

17. Attends PTA meetings as reasonably designated by the building principal.

18. Meets, as required and within reason, with students, parents, and/or consultants.

19. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

20. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

JOB DESCRIPTION

Adaptive Physical Education Teacher

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Assures the quality of life of all handicapped students in the least restrictive environment of the physical education setting.

4. Evaluates students' gross-motor, fine motor, perceptual motor skills, physical fitness and health issues with standardized tests and informed assessment.

5. Assists in the writing of Individual Education Program for those students in the adapted physical education class.

6. Modifies activities within the adapted physical education class to meet the variety of student needs for greater student participation.

7. Promotes an understanding among parents, teachers, administrators and the public of the potential developed through adapted physical education.

8. Coaches Special Olympics events.

9. Strives to maintain and improve professional competence.

10. Meets accepted standards of The Professional Code of Ethics.

11. Participates on building, district or Moline Education Association committees.

12. Reports suspected child abuse/neglect cases as required by statute and district policy.

13. Attends staff meetings and in-service meetings as reasonably required.

14. Attends PTA meetings as reasonably designated by the building principal.

15. Meets, as required and within reason, with students, parents, and/or consultants.

16. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

17. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

Domain 1 for School Counselors: Planning and Preparation				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for School Counselors: The Environment				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3 for School Counselors: Delivery of Service				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for School Counselors: Professional Responsibilities				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

JOB DESCRIPTION
High School Counselor

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Reports suspected child abuse/neglect cases as required by statute and district policy.

4. Works cooperatively with other school personnel in the identification, diagnosis referral and remediation of individual students with specialized needs.

5. Attends staff meetings and in-service meetings as reasonably required.

6. Attends PTA meetings as reasonably designated by the building principal.

7. Meets, as required and within reason, with students, parents, and/or consultants.

8. Maintains accurate, complete, and correct records as required by law, district policy, or building procedures.

9. Prepares and submits reports as required by the school district.

10. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

11. Assists the administration in implementing all policies and rules governing student life and conduct; and maintains order in accordance with school board policy.

12. Counsels with individual students and with groups on personal, educational, social and adjustment problems.

13. Works with parents/families in intervention program.

14. Conducts case conferences with teachers (counselor initiated or requested by the teacher).

15. Acts as the referral source to outside agencies and as a liaison between the school and those outside agencies whose specialized services are beyond the competency of the counselor or where time does not allow the help to be given directly by the counselor.

16. Works with outside agencies (i.e. Mental Health, Child and Family Services, Youth Service Bureau, Police, Courts, etc.) as a representative of the school where students are involved.

17. Explores alternative educational opportunities with students who are transferring or withdrawing from the regular school program.

18. Assesses the accomplishments of students on a regular basis and provides progress reports as required.

19. Works with curriculum personnel in the evaluation of new and present courses from both the professional and student point of view.

20. Participates in action research such as follow-up studies, dropout studies, and other surveys necessary for improvement of the educational process in the school.

21. Organizes and disseminates guidance materials (occupational, educational, personal and social) and provides the staff with appropriate information.

22. Assists in the administration, interpretation, and development of the school testing program and serves as a resource to staff on student body ability level and individual needs.

23. Conducts an orientation program for students new to the school and cooperates with the faculty orientation program.

24. Provides information about students to colleges and potential employers.

25. Shares responsibility for supervision of materials to be placed in the pupil's cumulative folder.

26. Assists students in planning and selecting appropriate high school courses and in planning their educational and career goals.

27. Actively participates in a continuing program of inservice training to keep up-to-date on current practices and theory.

28. Strives to maintain and improve professional competence.

29. Meets accepted standards of The Professional Code of Ethics.

30. Participates on building, district or Moline Education Association committees.

31. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

JOB DESCRIPTION
Middle School Counselor

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Conducts annual Needs Assessment to determine service goals for the year.

4. Develops and implements group counseling as determined from Needs Assessment and referrals.

5. Implements prevention programs to improve school culture with orientation to counseling, Peer Helpers and Peer Mediators (conflict resolution).

6. Provides individualized plans for at-risk students.

7. Provides individual counseling to students that are referred by teachers, parents, staff, self, administrators and SAP team.

8. Develops and implements programs to assist academically challenged students by assessing and monitoring student progress and assist with tutoring plans as needed.

9. Provides classroom guidance as determined by classroom teachers.

10. Serves as a consultant to teachers and teaching teams, administrators and parents.

11. Assists students, counselors, teachers, parents, etc. with transition and articulation with the 6th grade to middle school and the 8th grade to high school.

12. Makes referrals to community agencies and coordinate a student plan when needed.

13. Assists interviewing for Special Education evaluation.

14. Reports suspected child abuse/neglect cases as required by statute and district policy.

15. Directs and implements services for attendance committee and crisis team.

16. Strives to maintain and improve professional competence.

17. Meets accepted standards of The Professional Code of Ethics.

18. Participates on building, district or Moline Education Association committees.

19. Attends staff meetings and inservice meetings as reasonably required.

20. Attends PTA meetings as reasonably designated by the building principal.

21. Meets, as required and within reason, with students, parents, and/or consultants.

22. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

23. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

JOB DESCRIPTION
Elementary School Counselor

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Counsels individuals and/or small groups of students with problems: conduct structured, goal-oriented counseling sessions in a systematic response to identified needs of individuals or groups of students. Session topics may include, but not limited to, academic failure, grief, family issues, self-concept, child abuse, behavior problems, substance abuse and other specific needs from building to building.

4. Consults with teachers, parents and staff regarding the developmental needs of students: conduct or coordinate in-service programs for faculty; act as a resource person for faculty, staff and parents; conduct conferences with teachers, students and/or parents; conduct or provide opportunities for parent education; assist families with school related problems.

5. Guides and counsels groups and individual students through the development of educational, personal and social plans: provide assistance in orientation of students new to the school, assist students in the transition from elementary to middle school, provide resources and information to assist in career awareness and career exploration activities.

6. Provides parents and students with information regarding special programs and/or community agencies: consult and coordinate with in-district and community-based specialists and/or resources.

7. Participates in activities that contribute to the development of a positive school climate: establish effective liaisons with all grade levels, act as an advocate for students as appropriate in conjunction with other staff, consult with school staff regarding the placement of students with special needs, participate with the administration and faculty as a building team member, promote communication between the school and community.

8. Provides intervention during crisis situations: develop, initiate, in-service and comply with the district's crisis intervention plan in conjunction with the administration and staff; provide appropriate facilities, materials, and services warranted by the specific incident. Crisis may include severe accidents or a sudden death as a result of homicide, suicide, accident or the fatal illness of a student, staff, or significant members within the school community district wide and individual buildings.

9. Serves as a member of building SAP teams.

10. Pursues professional growth: attend state and local staff development programs, become aware of professional associations, read professional journals, attend relevant workshops and conferences sponsored by professional organizations maintain awareness of contemporary counseling issues.

11. Strives to maintain and improve professional competence.

12. Meets accepted standards of The Professional Code of Ethics.

13. Participates on building, district or Moline Education Association committees.

14. Reports suspected child abuse/neglect cases as required by statute and district policy.

15. Attends staff meetings and in-service meetings as reasonably required.

16. Attends PTA meetings as reasonably designated by the building principal.

17. Meets, as required and within reason, with students, parents, and/or consultants.

18. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

19. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

Domain 1 for School Psychologists: Planning and Preparation				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for School Psychologists: The Environment				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for positive mental health throughout the school	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Domain 3 for School Psychologists: Delivery of Service				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3a: Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3d: Planning interventions to maximize students' likelihood of success	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3f: Demonstrating flexibility and responsiveness	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for School Psychologists: Professional Responsibilities				
COMPONENT	**LEVEL OF PERFORMANCE**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
4d: Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

JOB DESCRIPTION
School Psychologist

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Reports suspected child abuse/neglect cases as required by statute and district policy.

4. Through standardized and professionally accepted methods of evaluation and diagnosis, contributes to program planning for students requiring special education intervention.

5. Participates on MDC teams for intake, evaluation, and case studies for students referred.

6. Participates in the MDC/IEP conferences of student initially placed in special education instructional programs.

7. Provides re-evaluation and participates in other MDC/IEP conferences as appropriate.

8. Works cooperatively with other school personnel in the identification, diagnosis referral and remediation of individual students with specialized needs.

9. Maintains accurate and complete records as required by law, district policy, or building procedures.

10. Provides individual and group counseling to special education students as specified on the IEP.

11. Provides specific consultation services to teachers and administrators regarding referred students.

12. Meets, as required and within reason, with students, parents, and/or consultants.

13. Provides consultative and supportive services to parents of special education students, as recommended by IEP provisions.

14. Serves as liaison between parents, schools, administrators, and outside agencies in regard to students requiring specialized educational services.

15. Attends staff meetings and in-service meetings as reasonably required.

16. Attends PTA meetings as reasonably designated by the building principal.

17. Takes all necessary and reasonable precautions to protect students, equipment, material, and facilities.

18. Strives to maintain and improve professional competence.

19. Meets accepted standards of The Professional Code of Ethics.

20. Participates on building, district or Moline Education Association committees.

21. Performs other reasonable duties as may be assigned by the Assistant Superintendent for Pupil/Personnel Services that the employee is qualified to perform.

Domain 1 for Library/Media Specialists: Planning and Preparation

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the library/ media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.

1f: **Developing a plan to evaluate the library/media program**	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Library/Media Specialists: The Environment

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and – maintaining library – procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2e: **Organizing physical space to enable smooth flow**	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

Domain 3 for Library/Media Specialists: Delivery of Service

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: **Maintaining and extending the library collection in accordance with the school's needs and within budget limitations**	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: **Collaborating with teachers in the design of instructional units and lessons**	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: **Engaging students in enjoying literature and in learning information skills**	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

3d: **Assisting students and teachers in the use of technology in the library/media center**	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: **Demonstrating flexibility and responsiveness**	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Library/Media Specialists: Professional Responsibilities

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4f: **Showing professionalism**	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

JOB DESCRIPTION
Library/Media Personnel

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities in the district's philosophy of education and instructional goals and objectives.

3. Reports suspected child abuse/neglect cases as required by statute and district policy.

4. Works cooperatively with other school personnel in the identification, diagnosis, referral and remediation of individual students with specialized needs.

5. Attends staff meetings and in-service meetings as reasonably required.

6. Attends PTA meetings as reasonably designated by the building principal.

7. Meets, as required and within reason, with students, parents, and/or consultants.

8. Maintains accurate, complete, and correct records as required by law, district policy, or building procedures.

9. Promotes appropriate conduct of students using library facilities.

10. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

11. Organizes and supervises library for maximum usage by students and staff.

12. Maintains a comprehensive and efficient system for cataloging all library materials, and instructs teachers and students on use of the system.

13. Develops a positive climate that encourages students and teachers to make optimum use of the resources in the library/media center.

14. Provides library orientation and skill instruction program for students.

15. Arranges for frequent changes of displays, exhibits, and similar motivational devices likely to interest the library's patrons.

16. Selects materials, with the assistance of the teachers, based on the

curriculum, teaching strategies, learning activities, test results and students' interests.

17. Promotes school-wide utilization of library media facilities, resources and services.

18. Informs users of library/media center materials.

19. Provides staff development opportunities for teachers about the availability and utilization of local and district learning resources.

20. Works with teachers in planning those assignments likely to lead to extended use of library resources.

21. At the invitation of the teacher, presents and discusses materials with a class studying a particular topic.

22. Plans designs and produces instructional materials for use by students and staff.

23. Works cooperatively with classroom teachers to help students to develop habits of independent reference work and to develop skills in the use of materials in relation to planned assignments.

24. Counsels with and gives reading guidance to students who have special reading problems or unique intellectual interests.

25. Arranges for the repair and care of library books and materials.

26. Prepares and administers the library budget.

27. Supervises media aids and student helpers.

28. Strives to maintain and improve professional competence.

29. Meets accepted standards of The Professional Code of Ethics.

30. Assists the administration in implementing all policies and rules governing student life and conduct; and, for the classroom develops reasonable rules of classroom behavior and procedures, and is responsible for the maintenance of student discipline in the classroom in accordance with school board policy.

31. Participates on building, district or Moline Education Association committees.

32. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

Professional Practices of Speech-Language Pathologists for Domain 1: Planning and Preparation				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
1a: Demonstrating knowledge and skill in the speech-language pathology therapy area as evidenced through: o **Articulation** o **Phonology** o **Apraxia** o **Oral Motor** o **Language-Receptive and Expressive** o **Fluency** o **Voice**	Speech-Language Pathologist demonstrates little or no knowledge and skill in the therapy area; does not hold or maintain the necessary certificate or license.	Speech-Language Pathologist demonstrates basic knowledge and skill in the therapy area; maintains the necessary certificate or license.	Speech-Language Pathologist demonstrates thorough knowledge and skill in the therapy area; maintains the necessary certificate or license.	Speech-Language Pathologist demonstrates extensive knowledge and skill in the therapy area; maintains an advanced certificate or license and holds additional endorsements that could include ESL, Bilingual etc. .
1b: Establishing speech-language pathology plan appropriate to the students needs in the Least Restrictive Environment or school setting	Speech-Language Pathologist has no plan for individualizing **speech-language services that are appropriate to the student's needs or setting**	Speech-Language Pathologist has a plan for the therapy services that is rudimentary or partially suitable to the setting and to the needs of the students.	Speech-Language Pathologist 's has a plan for the therapy services this clear and appropriate to the setting of the school and to the needs of the students.	Speech-Language Pathologist 's has a plan for the therapy services that is highly appropriate to the school setting and to the needs of the students and have been developed collaboratively with different school stakeholders.

PROFESSIONAL PRACTICES OF SPEECH THERAPISTS FOR DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines for speech-language pathology	Speech-Language Pathologist demonstrates little or no knowledge of special education laws and procedures.	Speech-Language Pathologist demonstrates basic knowledge of special education laws and procedures.	Speech-Language Pathologist demonstrates thorough knowledge of special education laws and procedures.	Speech-Language Pathologist's knowledge of special education laws and procedures is extensive; Speech-Language Pathologist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Speech-Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates basic knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Speech-Language Pathologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Formulating an outline for the therapy services to meet the needs of individual students	Therapy services consists of a random collection of unrelated activities, lacking coherence or an overall structure and does not link to overall goal(s)/benchmark.	Speech-Language Pathologist 's outline has a guiding objective and includes a number of worthwhile activities, but does not meet the overall goal(s)/benchmark.	Speech-Language Pathologist has developed an outline that includes the important aligned activities that meet the overall goal(s)/benchmark.	Speech-Language Pathologist's outline is highly coherent and serves to support students individually and support carryover across educational or community settings.

1f: **Developing a plan to revise the therapy services in order to meet the needs of individual students**	Speech-Language Pathologist has no plan to revise the services and resists suggestions that such an revision is important.	Speech-Language Pathologist has a unclear plan and accepts and implements suggestions for revision of the plan.	Speech-Language Pathologist 's has a clear plan that is supported by evidence-based practice and quantitative and qualitative data.	Speech-Language Pathologist 's evaluation plan is highly sophisticated and includes multiple sources of evidence, necessary revisions of IEPs based upon quantitative and qualitative data.

Professional Practices of Speech Therapists for Domain 2 for Therapeutic Specialists: The Environment				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2a: Establishing rapport with students	Speech-Language pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting.	Speech-Language pathologist's interactions are a mix of positive and negative; the speech-language pathologist's efforts at developing rapport are partially established.	Speech-Language pathologist's interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting.	Speech-Language pathologist's interactions with the students are positive and respectful; the students are comfortable in the evaluation and therapy setting as evidenced by at least one of the following behaviors: seeking out the speech-language pathologist, cooperating during expected tasks, coming to scheduled therapy sessions (high school), and/or completing homework assignments.
2b: Organizing time effectively	Speech-Language pathologist has no organizational skills demonstrated by inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	Speech-Language pathologist has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on set therapy schedule, and completes some paperwork in a timely manner.	Speech-Language pathologist has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes paperwork in a timely manner.	Speech-Language pathologist is highly organized and meets deadlines for evaluating students and completing meetings, providing therapy and completing paperwork in a timely manner, as well as utilizing time for other duties that will assist in meeting the needs of students at their school.

PROFESSIONAL PRACTICES OF SPEECH THERAPISTS FOR DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT *(continued)*

	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2d: Establishing standards of conduct in the therapy session	Speech-Language pathologist has no clear set rules of conduct in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation or treatment.	Speech-Language pathologist has clear rules of conduct in the evaluation and therapy session that are inconsistently enforced and attempts to monitor and correct negative student behavior during evaluation and treatment with partial success.	Speech-Language pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful . Rules of conduct are posted and discussed with the students.	Speech-Language pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful. Rules of conduct are posted and discussed with the students. Students engage in self-monitoring of appropriate behavior.
2e: Organizing physical space for testing of students and providing therapy	The Speech-Language pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with students. Materials are not usually available.	The Speech-Language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is not rearranged or modified to meet each student's individual needs.	The Speech-Language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs.	The Speech-Language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs. The speech-language pathologist seeks out additional equipment, materials, and additional resources to enhance individual student-speech-language needs.

Professional Practices of Speech Therapists for Domain 3 for Therapeutic Specialists: Delivery of Service				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3a: Responding to referrals and evaluating student needs	The Speech-Language pathologist fails to make a referral decision upon receipt of the written referral within the mandated time frame.	The Speech-Language pathologist responds to a written referral within the mandated time frame but there is no clear explanation of planned interventions and/or assessment.	The Speech-Language pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment.	The Speech-Language pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment. Inservices are provided on the referral process/procedures and areas of communication disorders with appropriate stakeholders.
3b: Developing and implementing goals and benchmarks to maximize students' success	Speech-Language pathologist fails to follow the Speech-Language Department's format for writing goals and the goals do not correlate with the findings of the assessment.	Speech-Language pathologist partially follows the Speech-Language Department's format for writing goals and the goals partially correlate with the findings from the assessment.	. Speech-Language pathologist follows all requirements within the Speech-Language Department's format for goal writing and the goals correlate with the findings from the assessment,	Speech-Language pathologist follows the Speech-Language Department's format for goal writing, the goals correlate with the findings from the assessment, and finds creative ways to incorporate speech/language goals across the curriculum.
3c: Communicating with families	Speech-Language pathologist fails to communicate with parents/guardians and does not document attempts to communicate with the parents/guardians.	The Speech-Language pathologist communicates with parents/guardians but the information is not always relayed in a professional manner or take into consideration cultural, socio-economic, and linguistic factors.	The Speech-Language pathologist communicates with parents/guardians in a professional manner and takes into consideration cultural, socio-economic, and linguistic factors.	Speech-Language pathologist initiates communication with parents/guardians in a professional manner while being thoughtful of cultural, socio-economic, and linguistic factors and provides outside information on resources and training to address the student's communication needs.

PROFESSIONAL PRACTICES OF SPEECH THERAPISTS FOR DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3d: Collecting information; writing reports	Speech-Language pathologist does not follow Speech-Language Department best practices for evaluation procedures and does not address all communication areas including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor.	Speech-Language pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), minimally adjusts assessment to students' needs, and writes an evaluation report that includes test scores but does not include a description of strengths and weaknesses.	Speech-Language pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), uses a variety of assessment tools, and writes a clear evaluation report.	. Speech-Language pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), adjusts the battery of tests to address students' needs, seeks out and utilizes additional services when needed, and writes a clear and comprehensive evaluation report.
3e: Demonstrating flexibility and responsiveness	The Speech-Language pathologist adheres to the speech/language goals and benchmarks, in spite of evidence of its inadequacy. Minutes of service are not individualized to meet the student's needs.	The Speech-Language pathologist makes changes in the interventions and documents the changes in progress notes but does not amend the Individualized Education Plan when confronted with evidence of the need for change. Student's needs are considered when assigning minutes of service.	The Speech-Language pathologist amends the Individualized Education Plan when confronted with evidence of the need for change and makes revisions in the treatment program. Student's needs are considered when assigning minutes of service.	The Speech-Language pathologist amends the Individualized Education Plan when confronted with evidence of the need for change and makes revisions in the treatment program. Student's needs are considered when assigning minutes of service. Evidenced based practices are used to determine if adjustment in goals, benchmarks, and minutes are needed.

Professional Practices of Speech Therapists for Domain 4 for Therapeutic Specialists: Professional Responsibilities				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
4a: Reflecting on practice	The Speech-Language pathologist does not reflect on practice, or the reflections are inaccurate or self-serving.	The Speech-Language pathologist 's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	The Speech-Language pathologist 's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	The Speech-Language pathologist 's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	The Speech-Language pathologist is not available to staff for questions and planning and declines to provide background material when requested.	The Speech-Language pathologist is available to staff for questions and planning and provides background material when requested.	The Speech-Language pathologist initiates contact with teachers and administrators to provide information pertaining to students and documents consultation/collaboration in progress notes...	The Speech-Language pathologist seeks out teachers and administrators to confer regarding cases, provides information pertaining to students, solicits their perspectives on individual students, and documents consultation/collaboration in progress notes..
4c: Maintaining an effective data-management system	The Speech/Language pathologist data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	The Speech/Language pathologist inconsistently uses a data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	The Speech/Language pathologist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	The Speech/Language pathologist has developed a highly effective data-management system for creatively monitoring student progress that is in place in multiple environments and uses it to adjust treatment when needed. The speech-language pathologist uses the system to communicate with teachers/parents.

PROFESSIONAL PRACTICES OF SPEECH THERAPISTS FOR DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
4d: **Participating in a professional community**	Speech-Language Pathologist relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Speech-Language pathologist relationships with colleagues are cordial, and they participate in school and district events and projects when specifically asked to do so.	Speech-Language pathologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Speech-Language pathologist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: **Engaging in professional development**	Speech-Language pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Speech-Language pathologist participates in less than half the offered professional development activities provided by the speech department which are relevant to their caseload and discipline	Speech-Language pathologist participates in all professional development activities relevant to the discipline and the needs of students on their caseload and	Speech-Language pathologist actively pursues professional development opportunities by attending all relevant meetings for the profession/department/district requirements. and makes a substantial contribution to the profession through such activities as presenting relevant information to colleagues during workshops.
4f: **Showing professionalism, including integrity, advocacy, and maintaining confidentiality**	Speech-Language pathologist is not trustworthy or dependable in their interactions with colleagues, students, and the public, with more than two complaints and evidence of unprofessionalism documented towards the individual and violates norms of confidentiality.	Speech-Language pathologist is trustworthy and dependable in interactions with colleagues, students, and the public, with one or two complaints and evidence of unprofessionalism documented towards the individual. advocacy role for students, and does not violate norms of confidentiality.	Speech-Language pathologist is trustworthy and dependable,, and confidentiality in interactions with colleagues, students, and the public with no complaints or evidence of unprofessionalism documented and advocates for students when needed., and no violations of confidentiality.	Speech-Language pathologist is trustworthy and dependable with no complaints or evidence of unprofessionalism documented, and advocates for students when needed, takes a leadership role with colleagues.

JOB DESCRIPTION
Speech and Language Pathologist

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Reports suspected child abuse/neglect cases as required by statute and district policy.

4. Works cooperatively with other school personnel in the identification, diagnosis, referral and remediation of individual students with specialized needs.

5. Attends staff meetings and inservice meetings as reasonably required.

6. Attends PTA meetings as reasonably designated by the building principal.

7. Meets, as required and within reason, with students, parents, and/or consultants.

8. Maintains accurate, complete, and correct records as required by law, district policy, or building procedures.

9. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

10. Assists the administration in implementing all policies and rules governing student life and conduct; and, for the classroom, develops reasonable rules of classroom behavior and procedures, and is responsible for the maintenance of student discipline in the classroom in accordance with school board policy.

11. Screens kindergarten students, students new to District No. 40, and referred students to identify those who need further diagnostic testing.

12. Performs individual speech evaluations to differentially diagnose speech/language/hearing disorders.

13. Interprets test findings and makes appropriate recommendations.

14. Participates in intake staffings and multidisciplinary IEP conferences for students with speech/language/hearing disorders.

15. Rechecks and monitors the status of those students whose apparent communication disorders may change as a result of other variables.

16. Schedules individual or group therapy sessions for students diagnosed as requiring therapeutic intervention.

17. Provides therapeutic intervention as appropriate:
    a. Phonological/articulation problems
    b. Stuttering/dysfluency
    c. Voice disorders
    d. Language disorders

e. Communicative disorders resulting from permanent hearing impairment
f. Communicative disorders resulting from organic anomalies as appropriate.
a. IEP's
b. Child Count Update Reports
c. Referrals
d. Relevant matters involving the speech therapy program and students.
a. Development of letters, forms, etc.
b. Preparation and filing of any reports necessary and relevant to the position.

18. Makes classroom observations as appropriate.

19. Assists in providing information to parents regarding contacts with agencies and specialists in the community as appropriate.

20. Conducts conferences with parents as outlined in PL 94-142.

21. Assists and guides teachers in observing, describing, and referring suspected and identified speech and language impairments.

22. Consults with professional staff and other school personnel to obtain or provide information regarding an individual's communicative skills, associated behaviors and/or management of case.

23. Serves as a resource to school staff members.

24. Communicates with the appropriate district administrator regarding matters involving the speech pathologists and program.

25. Corresponds directly with the appropriate administrator regarding:

26. Completes required components of the case study evaluation.

27. Writes appropriate reports as necessary.

28. Maintains accurate files/records on students.

29. Begins student therapy as required on the student's IEP.

30. Schedules students efficiently and effectively.

31. Assists in district speech therapy program by:

32. Strives to maintain and improve professional competence.

33. Meets accepted standards of The Professional Code of Ethics.

34. Participates on building, district or Moline Education Association committees.

35. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

JOB DESCRIPTION
Head Teacher For The Speech/Language Pathology Program

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Assists, in cooperation with the building principal and Assistant Superintendent for Pupil/Personnel Services, in the screening, interviewing and recommending of personnel for the Speech/Language Program.

4. Assists the building principal and Assistant Superintendent for Pupil/Personnel Services with the training of new staff, evaluation of personnel, and development of remediation programs of personnel as needed.

5. In cooperation with the building principal and Assistant Superintendent for Pupil/Personnel Services, approves the placement of all student teachers assigned to the Speech/Language Pathology Program.

6. Assists the Assistant Superintendent for Pupil/Personnel Services in the preparation of the budget and reimbursement claims.

7. Schedules and holds regular meetings with the Assistant Superintendent for Pupil/Personnel Services and Speech/Language Pathology Staff.

8. Develops, reviews, and orders forms for speech pathology services as needed.

9. Collects data and write the State Referral Waiver.

10. Coordinates a Speech/Language Summer School Program annually.

11. Coordinates speech preschool services.

12. Coordinates private school speech services.

13. Reviews and develops department policy and procedures manual.

14. Coordinates district wide programs such as the referral program, kindergarten screening and severity rating system as time permits.

15. Teaches part time as well as perform the duties of Head Teacher.

16. Strives to maintain and improve professional competence.

17. Meets accepted standards of The Professional Code of Ethics.

18. Participates on building, district or Moline Education Association committees.

19. Reports suspected child abuse/neglect cases as required by statute and district policy.

20. Attends staff meetings and inservice meetings as reasonably required.

21. Attends PTA meetings as reasonably designated by the building principal.

22. Meets, as required and within reason, with students, parents, and/or consultants.

23. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

24. Performs other reasonable duties as may be assigned by the Assistant Superintendent for Pupil/Personnel Services that the employee is qualified to perform.

Domain 1 for Therapeutic Specialists: Planning and Preparation				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Therapeutic Specialists: The Environment				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3 for Therapeutic Specialists: Delivery of Service				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Therapeutic Specialists: Professional Responsibilities				
COMPONENT	**LEVEL OF PERFORMANCE**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

JOB DESCRIPTION
School Social Worker (will use Therapeutic Specialists Framework)

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Reports suspected child abuse/neglect cases as required by statute and district policy.

4. Works cooperatively with other school personnel in the identification, diagnosis, referral and remediation of individual students with specialized needs.

5. Attends staff meetings and inservice meetings as reasonably required.

6. Attends PTA meetings as reasonably designated by the building principal.

7. Helps to organize and/or participates in inservice training for staff and administration.

8. Meets, as required and within reason, with students, parents, and/or consultants.

9. Maintains accurate, complete, and correct records as required by law, district policy, or building procedures.

10. Prepares reports as required by the school or the district.

11. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

12. Provides individual social casework evaluation services to identify social and emotional problems of students as a part of case study evaluations.

13. Serves as liaison between personnel and families of students referred.

14. Provides appropriate counseling services for students and families as specified on the Individual Education Program.

15. Serves as liaison between students and their families with community mental health and social service agencies.

16. Provides consultation to the professional staff in the area of student behavior.

17. Participates in MDC staff conferences and the development and implementation of IEP's when appropriate.

18. Makes home visits as necessary.

19. Participates in the acquisition of needed community services.

20. Strives to maintain and improve professional competence.

21. Meets accepted standards of The Professional Code of Ethics.

22. Participates on building, district or Moline Education Association committees.

23. Performs other reasonable duties as may be assigned by the Assistant Superintendent for Pupil/Personnel Services that the employee is qualified to perform.

Domain 1 for School Nurses: Planning and Preparation

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
1b: Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the nursing program appropriate to the setting and the students served	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of government, community, and district regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

1f: **Developing a plan to evaluate the nursing program**	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for School Nurses: The Environment

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Creating an environment of respect and rapport	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
2c: Following health protocols and procedures	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
2d: Supervising health associates	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
2e: Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

Domain 3 for School Nurses: Delivery of Services

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: **Assessing student needs**	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: **Administering medications to students**	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
3c: **Promoting wellness through classes or classroom presentations**	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
3d: **Managing emergency situations**	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3e: **Demonstrating flexibility and responsiveness**	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.

3f: **Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs**	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

Domain 4 for School Nurses: Professional Responsibilities

	UNSATISFACTORY	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
4a: **Reflecting on practice**	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
4b: **Maintaining health records in accordance with policy and submitting reports in a timely fashion**	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
4c: **Communicating with families**	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
4d: **Participating in a professional community**	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.

4e: **Engaging in professional development**	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

JOB DESCRIPTION
Certified School Nurse

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Reports suspected child abuse/neglect cases as required by statute and district policy.

4. Works cooperatively with other school personnel in the identification, diagnosis referral and remediation of individual students with specialized needs.

5. Attends staff meetings and in-service meetings as reasonably required.

6. Attends PTA meetings as reasonably designated by the building principal.

7. Meets, as required and within reason, with students, parents, and/or consultants.

8. Maintains accurate, complete, and correct records as required by law, district policy, or building procedures.

9. Prepares and submits reports as required by the school district.

10. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

11. Assists the administration in implementing all policies and rules governing student life and conduct; and maintains order in accordance with school board policy.

12. Observes students, as appropriate, to detect health needs.

13. Implements policy on exclusion and readmission of students in connection with infectious and contagious diseases as stipulated by the Illinois Department of Public Health and board of education policies.

14. Visits student homes when necessary and/or requested by the building principal.

15. Assists in health instruction, family education and other health related topics as necessary or as requested.

16. Acts as a resource person of health information and services for students, staff and parents.

17. Reports to parents, school personnel, physicians, clinics, and other agencies on student health matters, as directed by the Director of Special Services.

18. Assumes authority, in the absence of a physician, for the care of a student or staff member who has suffered an injury or emergency illness.

19. Administers first aid in accordance with established first aid procedures.

20. Maintains up-to-date cumulative health records on all students.

21. Conducts and/or supervises school health services including assessing physical examinations and immunizations and administers health screening, i.e. hearing and vision.

22. Completes required health information component on case study evaluations.

23. Prepares mandated health and development work-ups on students referred for special education.

24. Participates in staffings as required.

25. Participates in in-service training programs.

26. Makes recommendations to building administrators and staff on health needs of individual students.

27. Meets accepted standards of The Professional Code of Ethics.

28. Strives to maintain and improve professional competence.

29. Participates on building, district or Moline Education Association committees.

30. Performs other reasonable duties as may be assigned by the Assistant Superintendent for Pupil/Personnel Services that the employee is qualified to perform.

Domain 1 for Instructional Specialists: Planning and Preparation

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1f: **Developing a plan to evaluate the instructional support program**	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Instructional Specialists: The Environment

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

Domain 3 for Instructional Specialists: delivery of service

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: **Collaborating with teachers in the design of instructional units and lessons**	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: **Engaging teachers in learning new instructional skills**	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: **Sharing expertise with staff**	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
3d: **Locating resources for teachers to support instructional improvement**	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

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

Domain 4 for Instructional Specialists: Professional Responsibilities

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d: Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

4f: Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

JOB DESCRIPTION
Head Teacher For The Special Education Programs
Grades Pre-Kindergarten Through Middle School

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Assists, in cooperation with the building principal and the Assistant Superintendent for Pupil/Personnel Services, in the screening, interviewing, and recommending of personnel for the special education programs.

4. Assists the building principal and the Assistant Superintendent for Pupil/Personnel Services with the training of new staff, evaluation of personnel, and development of remediation programs of personnel as needed.

5. Assigns the placement of all student teachers in the special education programs.

6. Assists the Assistant Superintendent for Pupil/Personnel Services in the preparation of the budget and reimbursement claims for the special education programs.

7. Serves as the Administrative Representative for IEP conferences when the building principal is not available.

8. Develops, reviews, and orders forms for the special education programs as needed.

9. Maintains and orders curriculum and test protocols for all special education programs and personnel.

10. Reviews and updates the special education handbook.

11. Schedules and holds meetings as needed with the special education personnel to disseminate information, update procedures, and allow a forum to share ideas and solutions.

12. Maintains accurate child count figures and recommends solutions to meet the needs of the students, which may include transferring special education personnel.

13. Coordinates a summer school annually.

14. Serves as case manager for all private school special education referrals.

15. Serves as representative for the Moline School District for interdistrict programs, which may include, observing students, meeting with parents to discuss programs, escorting parents while visiting appropriate programs, and attending the IEP conferences.

16. Coordinates all Medicaid Outreach and Fee-For-Services activities.

17. Attends BHASED Coordinator's meetings.

18. Assists and plans in-service training for the special education staff.

19. Collects data concerning the number of referrals, time spent testing, and number of students dismissed from resource programs.

20. Completes the Moline School District Needs Assessment information requested by BHASED.

21. Strives to maintain and improve professional competence.

22. Meets accepted standards of The Professional Code of Ethics.

23. Participates on building, district or Moline Education Association committees.

24. Reports suspected child abuse/neglect cases as required by statute and district policy.

25. Attends staff meetings and in-service meetings as reasonably required.

26. Attends PTA meetings as reasonably designated by the building principal.

27. Meets, as required and within reason, with students, parents, and/or consultants.

28. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

29. Performs other reasonable duties as may be assigned by the Assistant Superintendent for Pupil/Personnel Services that the employee is qualified to perform.

JOB DESCRIPTION
Head Teacher For The Hearing Impaired Program

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Assists, in cooperation with the building principal, in the screening, interviewing, and recommending of personnel for the hearing impaired program.

4. Assists the building principal and the Assistant Superintendent for Pupil/Personnel Services in the evaluation of personnel for the hearing impaired program.

5. In cooperation with the building principal and Assistant Superintendent for Pupil/Personnel Services, approves the placement of all students assigned to the hearing impaired program.

6. Assists the Assistant Superintendent for Pupil/Personnel Services in the preparation of the budget and reimbursement claims.

7. Plans and coordinates parent and teacher education in manual signing methods.

8. Is responsible for the general development, supervision, and scheduling of the hearing impaired program.

9. Teaches part time as well as perform the duties of head teacher.

10. Strives to maintain and improve professional competence.

11. Meets accepted standards of The Professional Code of Ethics.

12. Participates on building, district or Moline Education Association committees.

13. Reports suspected child abuse/neglect cases as required by statute and district policy.

14. Attends staff meetings and in-service meetings as reasonably required.

15. Attends PTA meetings as reasonably designated by the building principal.

16. Meets, as required and within reason, with students, parents, and/or consultants.

17. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

18. Performs other reasonable duties as may be assigned by the Assistant Superintendent for Pupil/Personnel Services that the employee is qualified to perform.

JOB DESCRIPTION
High School Special Education Coordinator/Case Manager

Responsibilities and Duties:

1. Adheres to the Board of Education policies and procedures.

2. Strives to implement by the performance of job responsibilities the district's philosophy of education and instructional goals and objectives.

3. Functions as administrator in charge of all Individual Education programs by coordinating the IEP process.

4. Consults with special education staff, parents, building teachers and administrators involved in the students' educational plan.

5. Periodically revises the education plan based on the progress of individual students.

6. Assesses students with a variety of learning problems preparing reports on the learner's strengths and weaknesses.

7. Trains other to measure and evaluate strengths and needs of students.

8. Participates as member of the Student Assistance Team and coordinate completion of case study referrals.

9. Assists teachers, when appropriate, in the development of IEP's and discipline plans for specific students.

10. Serves as liaison for parents, individual schools, administrators and other agency workers for students with an IEP (Phoenix program/Bethany, DCFS, YSB, Robert Young, etc.)

11. Develops supervises and maintains student records and provide required reports, as may be required/requested. (Child count, suspension and other state reports)

12. Coordinates accommodations documentation and testing for any required standardized testing.

13. Provides leadership in articulation between middle school and the high school special education programs.

14. Assists with transition and educational planning of Moline Phoenix program students.

15. Assists counselors, teachers and students by providing information and guidance for course selection.

16. Strives to maintain and improve professional competence.

17. Meets accepted standards of The Professional Code of Ethics.

18. Participates on building, district or Moline Education Association committees.

19. Reports suspected child abuse/neglect cases as required by statute and district policy.

20. Attends staff meetings and in- service meetings as reasonably required.

21. Attends PTA meetings as reasonably designated by the building principal.

22. Meets, as required and within reason, with students, parents, and/or consultants.

23. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

24. Performs other reasonable duties as may be assigned by the principal or designee that the employee is qualified to perform.

JOB DESCRIPTION
K-5 Instructional Coach

Responsibilities and Duties:

1. Provide direct instruction in the areas of reading and writing for identified groups and individual students, with an emphasis on emergent, beginning, and transitional readers.

2. Provide individualized, classroom-based support to implement comprehensive curriculum programs.

3. Model and coach instructional methods in a variety of settings and provide follow-up support.

4. Collaborate with and coach teachers on use of assessment data to plan instruction, and analyze instructional data and plan for future instructional needs.

5. Provide ongoing training and follow-up in the use of district instruction and assessment tools.

6. Participate in collaborative weekly instructional planning times with teachers. Help teachers design differentiation strategies for all learners.

7. Schedule classroom visits and provide feedback to teachers and administrators on instructional programs.

8. Serve as a liaison between the school and the Department of Curriculum and Instruction by attending meetings and disseminating information.

9. Maintain a comprehensive inventory of instructional materials and resources and provide professional development when appropriate.

10. Participate in parent conferences and provide instructional suggestions

11. Serve on building Problem Solving Team. Coordinate and Facilitate RTI in the building and attend meetings.

12. Perform other duties as assigned.

Form A: Planning Conversation Form

Educator: School:
Department/Grade Level(s): Subject(s):
Evaluator: Date:

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

Guiding Questions for Discussion between Educator and Evaluator:

1. Briefly describe the students in your class. Are there any special circumstances (i.e. IEP, 504, ELL, RtI, high achievers, etc.) of which the evaluator ought to be aware? What have you learned about your students this year that has gone into planning for this lesson? (1b)

2. Discuss how you planned and prepared for this lesson. What are the specific learning targets of the lesson (explain link to the district curriculum guide), and how will you communicate these to students? How does this "learning" fit in the sequence of learning for this class? (1a, 1b, 1c,&1e)

3. Discuss how you have organized the overall structure, pacing, and materials within this lesson to engage students in the learning process? What will you be doing? What will they be doing? (1d, links to 3b)

4. How have you organized the classroom to promote a respectful learning environment to help students be successful in your classroom? (Links to 2a, 2c, and 2d)

5. During the observation, I will be collecting evidence about your teaching directions, procedures, explanations, discussion process and learning expectations, transitions and closure. What specific information would you like me to collect about your instructional communication? (Links to 3a, 3c)

6. How have you differentiated and adjusted your teaching through questions, discussion, and activities? (Links to 3d)

7. How do you plan to assess and document evidence of your students' progress towards mastery of the identified learning targets? (1e, Links to 3c)

8. How has this lesson been influenced by collaboration with other teachers? How has involvement in different professional activities helped you to develop this lesson? (Links to 4d and 4e)

9. Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students? (Links to 1b, 4b, and 4c)

10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing? (Links to all Domains)

Form B: Observation Documentation Form

☐ Formal

☐ Informal

Educator: School:
Department/Grade Level(s): Subject(s):
Evaluator: Date:

Domain 2: Environment	*Domain 3: Instruction/Service Delivery*
2a – Creating an Environment of Respect and Rapport 2b – Establishing a Culture for Learning 2c – Managing Classroom Procedures 2d – Managing Student Behavior 2e – Organizing Physical Space	3a – Communicating with Students 3b – Using Questioning and Discussion Techniques 3c – Engaging Students in Learning 3d – Using Assessment in Instruction 3e – Demonstrating Flexibility and Responsiveness
Previously agreed upon additional focus:	

Time	Actions & Statements/Questions by Educator & Students	Component

What's Working:	Areas For Growth:
Educator's Next Steps:	Evaluator's Next Steps:

Evaluator Signature:_____ **Educator Signature:** _____

Form C: Reflective Conversation Form

Educator: School:
Department/Grade Level(s): Subject(s):
Evaluator: Date:

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

Guiding Questions for Discussion between Educator and Evaluator:

1. How do you think the lesson went? How do you feel about the lesson? Was it effective? How do you know? What evidence do you have that your lesson was successful? What does this evidence reveal about student engagement and understanding? (artifacts of student work) (3a, 3b, 3c, 4a)

2. To what extent did your classroom procedures and environment contribute to student learning? (2a, 2b, 2c, 2d, 2e)

3. What went well in this lesson that you will incorporate in future lessons? What did not go well that you do not plan to use again? What did you learn from this lesson that will help you? (4a, 4e)

4. Did you depart from your primary plan? If so, how, and why? (3d, 3e)

5. What would you like to share about the lesson you have taught? (1e, all domains

Form D: Teacher Self-Evaluation Form

Educator:_____ Date:_____

Evaluator(s): _____

Domain 1 – Planning and Preparation				
Components	U	NI	P	E
1a: Demonstrating Knowledge of Content and Pedagogy				
1b: Demonstrating Knowledge of Students				
1c: Setting Instructional Outcomes				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessment				

Domain 2 – Classroom Environment				
Components	U	NI	P	E
2a: Creating Environment of Respect and Rapport				
2b: Establishing a Culture for Learning				
2c: Managing Classroom Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				

Domain 4 – Professional Responsibilities				
Components	U	NI	P	E
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Participating in a Professional Community				
4e: Growing and Developing Professionally				
4f: Showing Professionalism				

Domain 3 - Instruction				
Components	U	NI	P	E
3a: Communicating with Students				
3b: Using Questioning and Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessments in Instruction				
3e: Demonstrating Flexibility and Responsiveness				

Form E: Summative Evaluation Form for Classroom Teacher

Name:_____School:_____Date: _____

Status: Part-Time ☐ (Temporary) 1st Year ☐ (Probation) 2nd Year ☐ (Probation) 3rd Year ☐ (Probation) 4th Year ☐ (Probation) Tenure ☐

Domain 1 - Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating Knowledge of Content and Pedagogy				
1b: Demonstrating Knowledge of Students				
1c: Setting Instructional Outcomes				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessment				
OVERALL PERFORMANCE IN AREA				
Comments:				

Domain 2 - Classroom Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating Environment of Respect and Rapport				
2b: Establishing a Culture for Learning				
2c: Managing Classroom Procedures				
2d: Managing Student Behavior				

2e: Organizing Physical Space				

OVERALL PERFORMANCE IN AREA				

Comments:

Domain 3 - Instruction	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Communicating with Students				
3b: Using Questioning and Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessments in Instruction				
3e: Demonstrating Flexibility and Responsiveness				
OVERALL PERFORMANCE IN AREA				

Comments:

Domain 4 - Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Participating in a Professional Community				
4e: Growing and Developing Professionally				

4f: Showing Professionalism				

OVERALL PERFORMANCE IN AREA				
Comments:				
V. Composite Evaluation of Areas I, II, III and IV				
VI. Comments (Strengths, Concerns, Recommendations and Signatures				

Teacher Final Performance Rating (70%):

_____Unsatisfactory _____Needs Improvement

_____Proficient _____Excellent

Teacher Final Growth Rating (30%):

_____Unsatisfactory _____Needs Improvement

_____Proficient _____Excellent

Teacher Final Summative Rating

_____ Unsatisfactory _____Needs Improvement

_____Proficient _____Excellent

Tenured Teacher Recommendation	Yes	No
1. Recommend for continued employment	☐	☐
2. Recommend for continued employment with annual evaluation	☐	☐
3. Recommend remediation status	☐	☐

Signature of Teacher _____ Date_____

Signature of Evaluator _____ Date _____

Moline School District No. 40
Summative Evaluation Form for Classroom Teacher

Probationary Teacher Recommendation	YES	NO
1. Recommend for renewal	☐	☐
2. Full time temporary contract but would recommend consideration for re-employment	☐	☐
3. Part-time temporary contract but would recommend consideration for re-employment	☐	☐

Formative Observations Completed by:

Name:_____ Date of Observation: _____

Name:_____ Date of Observation: _____

Name:_____ Date of Observation: _____

_____ _____

Principal/Administrator Date of Conference

I have seen this evaluation and received a signed copy.

_____ _____

Teacher's Signature Date

Form F: Professional Development Planning Form for Teachers

Teacher Name: _____

Evaluator Name: _____

Date of Receipt of Final Summative Evaluation: _____

Domain(s) in which "Needs Improvement" is indicated (circle all that apply):

Domain 1 Domain 2 Domain 3 Domain 4

Improvement Template

Specific component(s) and element(s) of concern	
Expectations of teacher to rectify concerns	
Suggestions for addressing the evaluator's expectations	
Supports and resources to assist teacher in meeting the evaluator's expectations	
Evidence that will be accepted that expectations are met	
Additional evaluator comments	

Chart may be expanded as needed.

Teacher Signature: _____

(Name) (Date)*

Evaluator Signature: _____

(Name) (Date)*

Signatures reflect that the meeting was held by the appropriate deadline and that the plan will be implemented. Teachers and evaluators are expected to mutually agree to the plan. In the event that they are not able to come to an agreement, the evaluating administrator reserves the right to direct the activities required of the teacher. The teacher is expected to sign the plan but may provide a written attachment for their file indicating areas in which they disagree with the evaluating administrator.

*Must be within 30 school days of receipt of final summative evaluation.

Form G: Student Growth Objective Worksheet (entire form)

Teacher Name:
Population: Who is being assessed? (Please attach a class roster[s])
Assessment Tool: Please explain why the tool was selected if not using a Common District Assessment (CDA)
Alignment: Please indicate the standards/skills being assessed
Interval - amount of time between data points:
Student baseline and analysis: Where are the students starting? What does this baseline data tell you?
Growth Target: How much growth is expected during the instructional interval?
Notes or comments:

_____ _____

Teacher Signature Date

_____ _____

Evaluator Signature Date

Appendix A: Assessment Applications and Specialist Chart

All nationally-normed tests such as ACT and MAP are considered Type I assessments and by law can be used as Type II or III assessments if mutually agreed to by the teacher and evaluator. District Common Assessments are considered Type II assessments and will be utilized for the purposes of developing one of the Student Growth Objectives (SGO's), where available. At least one of the Student Growth Objectives (SGO's) must be a Type III assessment such as a teacher-developed assessments or student work sample or portfolio as identified in the Section Assessment Types for Student Growth. This provision applies to all sub-categories of classroom teachers at all grade levels where growth is applicable.

Teacher Category	Type I Assessments	Type II Assessments	Type III Assessments
PK-5 (includes **all** core and specialists plus **all** non-core such as art, music, PE, etc.)	MAP, PARCC, etc.	CDA (Common District Assessments), Fountas and Pinnell	Teacher developed, textbook developed, etc.
6-8 (includes **all** core and specialists plus **all** elective area teachers such as industrial arts, computers, art, music, PE, etc.)	MAP, PARCC, etc.	CDA, common writing rubrics, etc.	Teacher developed, textbook developed, etc.
9-12 (includes **all** core and specialists plus **all** elective area teachers such as industrial arts, art, music, PE, World Languages, business, etc.)	MAP, ACT, etc.	CDA, common writing rubrics, etc.	Teacher developed, textbook developed, etc.

The chart below is intended to provide guidance to other certificated personnel to whom the growth provision applies who teach special populations of students.

Specialist Category	Type I Assessments	Type II Assessments	Type III Assessments
ESL	WIDA- "The model"	CDA Common Department Rubrics	Mirrored Classroom Assessments, Classroom Rubrics

Special Ed. • Life Skills	PARCC, DLM, MAP	Aimsweb, CDA, Common Department Rubrics	Mirrored Classroom Assessments, Peak, Classroom Rubrics F & P
• Autism	DLM, PARCC, MAP	Common Department Rubrics, Aimsweb, CDA	Peak, Classroom based Rubrics, Mirrored Classroom based Assessments F &P
• Severe/Profound	DLM, Brigance	Common Department Rubrics	Peak, Classroom based Rubrics, Mirrored Classroom based Assessments
• ED	PARCC, MAP	Department K-12 behavior rubric, Common Department Rubrics, Aimsweb, social academic rating scale (pre/post)	Peak, Classroom based Rubrics, Mirrored Classroom Assessments, F&P
• Early Childhood	Childhood outcome rating scale (pre/post)	Common Department Rubrics, preschool benchmarks (2-3 times per year), KIDS Common Department Rubrics, Aimsweb	Peak, Mirrored Classroom based assessments
• Resource	PARCC, MAP	Common Department Rubrics, CWS (correct word sequence)	Classroom based Rubrics. Mirrored Classroom Assessments, Peak, F & P
• D/HH	PARCC, DLM, Gallaudet SAT 10, MAP,		Classroom based Rubrics, reading running records,

• Speech/ Language	PARCC, DLM, MAP	Busy Bee Articulation Test,Common Department Rubrics, CDA, Expressive One Word Picture Vocab Test (EOWPVT), Boehm Test of Basic Concepts, LPT, Peabody Picture Vocabulary test (PPVT), Goldman-Fristoe Test of Articulation	Pre/post Classroom based Assessments, Transition self-assessment (secondary) F & P reading assessment Classroom based Rubrics (daily data collection), Pre-post vocabulary assessments, correct word sequence (for written language samples), baselining and re-assessment of phoneme errors in conversation samples, story retells with language rubric

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