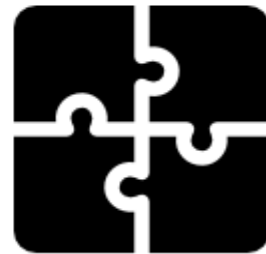


Paterson Public Schools



Student Assistance Coordinator (SAC) Practice Rubric

Professional Educator Performance Standards

1. Program Planning, Preparation & Management (x2)

- ❖ **The Student Assistance Coordinator (SAC) effectively plans, coordinates, implements, oversees, evaluates and manages programs and services consistent with established guidelines, policies, and procedures of a comprehensive student assistance program.**

2. Data Informed Decision-Making (x2)

- ❖ **The Student Assistance Coordinator (SAC) uses data for informed decision-making.**

3. Delivery Services (x3)

- ❖ **The Student Assistance Coordinator (SAC) delivers quality program services.**

4. Prevention, Intervention & Education/Instruction (x3)

- ❖ **The Student Assistance Coordinator (SAC) effectively utilizes prevention, intervention and education/instruction techniques with student staff and parents.**

5. School Environment (x2)

- ❖ **The Student Assistance Coordinator (SAC) establishes a culture that is conducive to student well-being and learning.**

6. Leadership (x2)

- ❖ **The Student Assistance Coordinator (SAC) has a responsibility for professional growth and positive leadership.**

7. Professional Responsibilities (x1)

- ❖ **The Student Assistance Coordinator (SAC) has a responsibility to the profession, district, parents, students and the public.**

PERFORMANCE STANDARD #1: PROGRAM PLANNING, PREPARATION & MANAGEMENT

The Student Assistance Coordinator (SAC) effectively plans, coordinates, implements, oversees, evaluates and manages programs and services consistent with established guidelines, policies, and procedures of a comprehensive student assistance program.

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 1a. Demonstrate knowledge of a comprehensive student assistance program.						
	Unsatisfactory	Progressing		Proficient		Exemplary	
Plans and manages	<input type="checkbox"/> The SAC rarely plans, coordinates, and manages services consistent with established guidelines, policies and procedures.	<input type="checkbox"/> The SAC attempts, but inconsistently plans, coordinates, and manages programs and services consistent with established guidelines, policies and procedures.		<input type="checkbox"/> The SAC effectively plans, coordinates, evaluates and manages programs and services consistent with established guidelines, policies and procedures.		<input type="checkbox"/> The SAC uses professional knowledge in an innovative manner to provide a variety of exceptional services for the school and community.	
Collaborates	<input type="checkbox"/> The SAC does not collaborate with the student assistance department and supervisor in the development and evaluation of program goals and action plans.	<input type="checkbox"/> The SAC inconsistently (sometimes) collaborates with the student assistance department and supervisor in the development and evaluation of program goals and action plans.		<input type="checkbox"/> The SAC continuously collaborates with the student assistance department supervisor in the development and evaluation of program goals and action plans.		<input type="checkbox"/> The SAC leads and collaborates consistently with the student assistance department supervisor and stakeholders in the development and evaluation of program goals and action plans.	
Coordinates and Implements	<input type="checkbox"/> The SAC does not coordinate nor implements a comprehensive student assistance program.	<input type="checkbox"/> The SAC inconsistently coordinates and implements a comprehensive student assistance program.		<input type="checkbox"/> The SAC consistently facilitates the coordination, implementation and monitoring – on an annual basis – and modifying components, activities and services of a comprehensive student assistance program.		<input type="checkbox"/> The SAC maintains a fully implemented student assistance program using data to evaluate and refine the program. Communicates and collaborates with stakeholders regarding the goals of the program.	
1a PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 1b. Use knowledge to develop a quality student assistance counseling program.			
	Unsatisfactory	Progressing	Proficient	Exemplary
Individual and Group Counseling	<input type="checkbox"/> The SAC demonstrates limited knowledge of student assistance counseling in planning for student support services..	<input type="checkbox"/> The SAC demonstrates knowledge of student assistance counseling and practices in development of the school student assistance program. Designs goals and objectives that are appropriate for individual and group counseling.	<input type="checkbox"/> The SAC incorporates knowledge of professional student assistance practices in the development of the school student assistance program. Individual and group counseling plans for students are designed to be inclusive of all-important aspects of delivering a comprehensive student assistance services in a school setting	<input type="checkbox"/> The SAC incorporates extensive knowledge of professional student assistance practices when developing the student assistance services program. Designs quality comprehensive goals and objectives that support and reinforce both individual and group counseling for students in the educational setting and within the community.
Knowledge of Resources	<input type="checkbox"/> The SAC demonstrates limited knowledge of high quality informational and programmatic resources, as well as multi-disciplinary and community resources.	<input type="checkbox"/> The SAC demonstrates some knowledge of high quality informational and programmatic resources, as well as multi-disciplinary and community resources.	<input type="checkbox"/> The SAC demonstrates adequate knowledge of high quality informational and programmatic resources, as well as multi-disciplinary and community resources	<input type="checkbox"/> The SAC demonstrates extensive knowledge of high quality informational and programmatic resources, as well as local, state and national resources. The SAC actively researches, utilizes and collaborates with other stakeholders to build capacity.
Demonstrates Knowledge of Counseling Theory	<input type="checkbox"/> The SAC demonstrates limited knowledge of counseling theory, best practices.	<input type="checkbox"/> The SAC demonstrates some knowledge of counseling theory, best practice, and techniques.	<input type="checkbox"/> The SAC demonstrates a working knowledge of counseling theory, best practice, and techniques.	<input type="checkbox"/> The SAC demonstrates extensive knowledge of counseling theory best practice, and techniques.

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 1c. Evaluate the comprehensive student assistance counseling program.			
	Unsatisfactory	Progressing	Proficient	Exemplary
Program	<input type="checkbox"/> The SAC has no plan to evaluate the program or resists suggestions that such an evaluation is important.	<input type="checkbox"/> The SAC has a basic plan to evaluate the student assistance counseling program.	<input type="checkbox"/> The SAC 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.	<input type="checkbox"/> The SAC evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Services & Outcomes	<input type="checkbox"/> The SAC fails to ensure continuous improvement of student assistance counseling services and outcomes.	<input type="checkbox"/> The SAC has a basic plan to improve student assistance counseling services and outcomes.	<input type="checkbox"/> The SAC ensures continuous quality improvement of student assistance counseling services and outcomes including improved student academic, social and emotional outcomes.	<input type="checkbox"/> The SAC uses professional knowledge in an innovative manner to provide an exceptional quality of improvement of student assistance counseling services and outcomes.

STANDARD #1 OVERALL RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Comments:

PERFORMANCE STANDARD #2: DATA INFORMED DECISION-MAKING

The Student Assistance Coordinator (SAC) uses data for informed decision-making.

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 2a. Focus on improving decision-making using data.						
	Unsatisfactory	Progressing		Proficient		Exemplary	
Data Collection	<input type="checkbox"/> The SAC relies on someone else to provide data..	<input type="checkbox"/> The SAC attempts to access data but is inconsistent in gathering, analyzing, and using data, and/or providing timely feedback.		<input type="checkbox"/> The SAC gathers, analyzes, and uses data to determine program needs, measure program progress, guide intervention, in order to provide timely feedback.		<input type="checkbox"/> The SAC consistently demonstrates a high level of performance and takes a leadership role in gathering analyzing and using data to guide program planning and provides time feedback..	
Assessment	<input type="checkbox"/> The SAC provides no evidence (even when data is provided) to make program decisions.	<input type="checkbox"/> The SAC attempts to make decisions linked to analysis of data, although inferences about the data may not be complete.		<input type="checkbox"/> The SAC makes accurate use of program data when making program decisions.		<input type="checkbox"/> The SAC accurately draws inferences from multiple data sources with which to make decisions about the program.	
Provide Appropriate Feedback	<input type="checkbox"/> The SAC poorly communicated information (data) regarding the needs of students. Does not follow-up with partners or families.	<input type="checkbox"/> The SAC communicates individual needs of students to appropriate school personnel. Occasionally follows-up with parents and school personnel.		<input type="checkbox"/> The SAC exchanges information from drug screenings and treatment (when appropriate) in a meaningful manner with child study teams, families and/or other school/district personnel. Written reports and documentation is both accurate and completed in a timely manner. Regularly follows up with parents, school, and district personnel regarding the effectiveness of recommendations.		<input type="checkbox"/> The SAC communicates with families and other professionals in a pro-active manner. Written reports are accurate, well organized and well written. Provides consistent follow-up with parents, school, and district personnel to determine effectiveness of recommendations	
2a. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 2a. Use technology to gather data and enhance the learning environment.						
	Unsatisfactory	Progressing		Proficient		Exemplary	
Use of Technology	<input type="checkbox"/> The SAC does not use technology (is not evident). Unaware of how to access or use electronic data management systems to retrieve student information and student plans, or generate reports. (Fusion, Genesis, Infinite Campus)	<input type="checkbox"/> The SAC demonstrates some technology skills that support service delivery. Has a working knowledge of how to access student information, student plans and is able to generate reports. (Fusion, Genesis, Infinite Campus)		<input type="checkbox"/> The SAC uses computer programs that assist with effectiveness of service delivery. Uses district electronic data management tools to access student information, student plans, achievement results and to generate reports. (Fusion, Genesis, Infinite Campus)		<input type="checkbox"/> The SAC assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in service delivery. Uses district electronic data management tools proficiently to create reports and analyzed progress-monitoring data. (Fusion, Genesis, Infinite Campus)	
2b. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

STANDARD #2 OVERALL RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Comments:

PERFORMANCE STANDARD #3: DELIVERY SERVICES

The Student Assistance Coordinator (SAC) delivers quality program services.

<i>Indicators of Effectiveness:</i>	<i>The Student Assistance Coordinator should know and be able to:</i> 3a. Deliver a quality student assistance program.						
	Unsatisfactory	Progressing		Proficient		Exemplary	
Professional Knowledge	<input type="checkbox"/> The SAC rarely uses professional knowledge to implement services to meet the needs of students.	<input type="checkbox"/> The SAC attempts to use professional knowledge to implement services, but efforts are inconsistent in addressing the needs of the students		<input type="checkbox"/> The SAC uses professional knowledge to implement a variety of services for the students		<input type="checkbox"/> The SAC uses professional knowledge in an innovative manner to provide a variety of exceptional services for the students.	
Staff and Students	<input type="checkbox"/> The SAC does not interpret policies, programs, and procedures related to the delivery of services to staff and students	<input type="checkbox"/> The SAC minimally interprets policies, programs, and procedures related to the delivery of services to staff and students.		<input type="checkbox"/> The SAC effectively interprets policies, programs, and procedures related to the delivery of services to staff and students.		<input type="checkbox"/> The SAC provides leadership skills in interpreting policies, programs, and procedures related to staff and students.	
Communication	<input type="checkbox"/> The SAC exhibits no evidence of communication and consultation with parents/guardians, teachers, guidance counselors, administrators, and community organizations to identify resources and make referrals, as needed.	<input type="checkbox"/> The SAC inconsistently communicates and consults with parents/guardians, teachers, guidance counselors, administrators, and community organizations to identify resources and make referrals, as needed.		<input type="checkbox"/> The SAC consistently communicates and consults with parents/guardians, teachers, guidance counselors, administrators, and community organizations to identify resources and make referrals, as needed.		<input type="checkbox"/> The SAC consistently models best practices that enhance communication and consultation with parents/guardians, teachers, guidance counselors, administrators, and community organizations to identify resources and make referrals, as needed.	
3a. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 3b. Use a variety of communication techniques with students..						
	Unsatisfactory	Progressing		Proficient		Exemplary	
Oral & Written Communication	<input type="checkbox"/> The SACs oral and written communication contains errors or is unclear or inappropriate.	<input type="checkbox"/> The SACs oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.		<input type="checkbox"/> The SAC communicates clearly and accurately to students, parents, and colleagues both orally and in writing.		<input type="checkbox"/> The SACs oral and written communication is clear and expressive, anticipating possible misconceptions.	
Questioning & Discussion	<input type="checkbox"/> SACs questions are of poor quality, lack accuracy, clarity, and/or substantive content. Students are not given time to think before responding.	<input type="checkbox"/> SAC questions are of adequate quality and invite inconsistent response patterns. SAC allows time for students to think before responding. Some discussion techniques are used.		<input type="checkbox"/> SAC questions are of high quality and characterized by accuracy, clarity, and substantive content. Adequate time is available for students to think before responding.		<input type="checkbox"/> SAC questions and discussion techniques are of uniform high quality. There is adequate time for students to think before responding. Students are actively engaged, and when appropriate, formulate questions related to content.	
3b. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

STANDARD #3 OVERALL RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Comments:

PERFORMANCE STANDARD #4: PREVENTION, INTERVENTION, EDUCATION/INSTRUCTION

The Student Assistance Coordinator (SAC) effectively utilizes prevention, intervention and education/instruction techniques with students, staff and parents.

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 4a. Conduct prevention, intervention, education/instruction activities.													
	Unsatisfactory		Progressing		Proficient		Exemplary							
Prevention	□ The SAC does not conduct prevention activities in the school or only conducts activities when asked.		□ The SAC conducts minimal prevention activities in the school, such as Red Ribbon, School Violence Awareness Week, Alcohol Awareness Month, etc.		□ The SAC always conducts prevention activities in the school such as Red Ribbon, School Violence Awareness Week, Alcohol Awareness Month etc.		□ The SAC serves as a role model by conducting prevention activities above and beyond the required activities in the school.							
Intervention	□ . The SAC is unavailable to participate in collaborative meetings (I&RS and crisis intervention) and does not provide guidance regarding procedures and resources.		□ The SAC is unavailable to participate in collaborative meetings (I&RS and crisis intervention) and does not provide guidance regarding procedures and resources		□ The SAC always participates in collaborative meetings (I&RS and crisis intervention) and provides guidance regarding procedures and resources.		□ The SAC leads the collaborative meetings (I&RS and crisis intervention), always provide guidance regarding procedures and resources and acts as the case manager during crisis interventions.							
Education & Instruction	□ The SAC does not educate nor instruct students, staff, parents and the community about school policy on alcohol, tobacco, other drugs, disruptive behavior and violence, and student assistance services		□ The SAC sometimes educate and instruct students, staff, parents and the community about school policy on alcohol, tobacco, other drugs, disruptive behavior and violence, and student assistance services		□ The SAC always educates and instructs students, staff, parents and the community about school policy on alcohol, tobacco, other drugs, disruptive behavior and violence, and student assistance services.		□ The SAC does not educate nor instruct students, staff, parents and the community about school policy on alcohol, tobacco, other drugs, disruptive behavior and violence, and student assistance services.							
4a. PERFORMANCE RATING	□ Unsatisfactory		□ Progressing I		□ Progressing II		□ Proficient I		□ Proficient II		□ Proficient III		□ Exemplary	
	1 - Ineffective		2 - Partially Effective				3 - Effective				4 - Highly Effective			
Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 4b. Implements intervention with fidelity and adjusts interventions based on results.													

	<i>Unsatisfactory</i>	<i>Progressing</i>		<i>Proficient</i>		<i>Exemplary</i>	
Response to Intervention	<input type="checkbox"/> The SAC sometimes educate and instruct students, staff, parents and the community about school policy on alcohol, tobacco, other drugs, disruptive behavior and violence, and student assistance services.	<input type="checkbox"/> The SAC assumes minimal responsibility in the intervention process and sometimes consults with supervisor or treatment providers to support students		<input type="checkbox"/> The SAC participates fully in the intervention process, adhering to building department protocols and consults with supervisor and treatment providers to support student needs		<input type="checkbox"/> The SAC assumes an active role as a member in the intervention process working collaboratively with supervisor, district personnel and service providers to support students with unique needs	
Intervention Implementation	<input type="checkbox"/> The SAC does not collaborate with the student assistance department and supervisor in the development and evaluation of program goals and action plans.	<input type="checkbox"/> The SAC sometimes makes an effort to implement interventions or maintain fidelity to the intervention model for students referred.		<input type="checkbox"/> The SAC implements interventions for students while maintaining fidelity to the intervention model for those referred.		<input type="checkbox"/> The SAC strategically implements and manages various research-based interventions for multiple students while maintaining fidelity to the intervention model(s) for students referred.	
Progress Monitoring	<input type="checkbox"/> The SAC has no available evidence of progress monitoring data .	<input type="checkbox"/> The SAC records minimal progress monitoring data (Daily Logs, Progress Notes, Case files, etc.)		<input type="checkbox"/> The SAC regularly records progress monitoring data to determine if interventions are effective. For students who require more intense interventions, the frequency of progress monitoring is increased (Daily Logs, Progress Notes, Case files, etc.).		<input type="checkbox"/> The SAC maintains progress monitoring data, and analyzes discreet data points to improve intervention effectiveness. Uses many forms of progress monitoring tools appropriately and accurately interprets results to adjust interventions accordingly	
4b. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

STANDARD #4 OVERALL RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Comments:

PERFORMANCE STANDARD #5: School Environment

The Student Assistance Coordinator (SAC) establishes a culture that is conducive to student well-being and learning.

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 5a. Contribute to a safe and orderly learning environment.			
	Unsatisfactory	Progressing	Proficient	Exemplary
Rules and Regulations	<p>□ The SAC disregards, defies, or ignores school behavioral rules and regulations. Student safety is compromised by teacher's lack of compliance with emergency procedures. Is non-compliant and/or negligent with regard to supervision of students inside and outside the office setting.</p>	<p>□ The SAC does not consistently reinforce school behavioral rules and regulations and/or is not clear about established procedures in emergency situations. Supervision of students inside and outside the office setting lacks an appropriate level of attention.</p>	<p>□ The SAC complies with school behavioral rules and regulations and established emergency procedures to insure student safety needs are met. The supervision of students both inside and outside the office is at an appropriate level of attention.</p>	<p>□ The SAC implements and continually reinforces all school behavioral rules and regulations and established emergency procedures to insure student safety needs are consistently met. Is fully engaged at all times with active supervision of students both inside and outside the office setting. There is evidence of students as active partners in assuming responsibility for enforcement of school rules.</p>
Safe & Organized Environment	<p>□ The SAC's office arrangement is either unsafe or the use of space impedes learning.</p>	<p>□ The SAC creates an environment that is safe, but has a "neutral" feel to it. Limited attention has been given to use of space. The office arrangement, while not causing significant management problems, does not contribute to varied learning possibilities.</p>	<p>□ The SAC's office environment is safe, organized and designed to support a student focus on learning purposes. Makes efficient use of available space.</p>	<p>□ The SAC establishes a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. Maximizes efficient use of all available space to support a variety of purposes.</p>

Physical Resources	<input type="checkbox"/> The SAC uses physical resources (e.g., furniture arrangement, technology, etc.) poorly and is not accessible to some students.	<input type="checkbox"/> The SAC use of physical resources (e.g., furniture arrangement, technology,) limits engagement and do not necessarily promote learning activities that are accessible to all students.		<input type="checkbox"/> The SAC use of physical resources (e.g., furniture arrangement, technology,) contributes to all students being able to access learning opportunities.		<input type="checkbox"/> The SAC uses physical resources (e.g., furniture arrangement, technology,) optimally to ensure that all learning is equally accessible to all students. The physical arrangement of the office is flexible to maximize student engagement strategies. Takes into account individual needs of students when arranging the office environment (materials & posters).	
5a. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

STANDARD #5 OVERALL RATING	□ Unsatisfactory 1 - Ineffective	□ Progressing I	□ Progressing II	□ Proficient I	□ Proficient II	□ Proficient III	□ Exemplary
		2 - Partially Effective		3 - Effective		4 - Highly Effective	

Comments:

PERFORMANCE STANDARD #6: LEADERSHIP

The Student Assistance Coordinator (SAC) has a responsibility for professional growth and positive leadership.

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 6a. Contribute to a safe and orderly learning environment.							
	Unsatisfactory		Progressing		Proficient		Exemplary	
Learning Skills	❑ SAC allows others to fulfill the goals and priorities outlined in the Building Action Plan.		❑ SAC works collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and /or Building Action Plan.		❑ SAC actively participates in positively contributing to fulfillment of the goals and priorities outlined in the District, Department and/or Building Action Plan.		❑ SAC takes an active leadership role in collaboratively fulfilling the goals and priorities outlines in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.	
Collegial Partnerships	❑ SAC avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events projects (e.g. District Health Fair).		❑ SAC maintains relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school, department and/or district events or projects when specifically asked.		❑ SAC provides mutual support and cooperation with colleagues and administrators that contributes to improving the functioning of the school.		❑ SAC initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents and others to contribute to the effective functioning of the school and/or programs within the district.	
6a. PERFORMANCE RATING	❑ Unsatisfactory		❑ Progressing I		❑ Proficient I		❑ Proficient III	
	1 - Ineffective		2 - Partially Effective		3 - Effective		4 - Highly Effective	

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 6b. Continue professional growth.						
	Unsatisfactory	Progressing		Proficient		Exemplary	
Life-Long Learning	<input type="checkbox"/> SAC rarely engages in professional growth opportunities or rarely applies learning from professional development in a way that contributes to the profession (other than for licensure renewal).	<input type="checkbox"/> SAC participates in professional development opportunities to gain new skills. Seeks to improve counseling practices.		<input type="checkbox"/> SAC actively reflects on improving counseling practices, seeking new professional development opportunities in the areas of substance abuse prevention, violence prevention, crisis intervention and mental health which contribute to the department and profession.		<input type="checkbox"/> SAC is a professional role model for others, engages in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession. Evidence of life-long learning is integrated into counseling practices enhancing effectiveness.	
Mentorship and Peer Feedback	<input type="checkbox"/> SAC does not seek or accept feedback from mentors or peers.	<input type="checkbox"/> SAC seeks and accepts support from a mentor and/or peers.		<input type="checkbox"/> SAC positively impacts the work of other educators through mentorship and/or peer feedback.		<input type="checkbox"/> SAC serves as a skilled mentor for other SACs. Takes leadership role in peer feedback and/or establishes mentorship opportunities for students.	
Performance Goal Setting	<input type="checkbox"/> SAC sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	<input type="checkbox"/> SAC develops individual performance goals and monitors as required.		<input type="checkbox"/> SAC establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals.		SAC establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/building action plan and monitors own progress in reaching these goals.	
6b. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory 1 - Ineffective	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
		2 - Partially Effective		3 - Effective		4 - Highly Effective	

STANDARD #6 OVERALL RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Comments:

PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES

The Student Assistance Coordinator (SAC) has a responsibility to the profession, district, parents, students and the public.

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 7a. Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) policies, and school rules.							
	Unsatisfactory		Progressing		Proficient		Exemplary	
Legal and Professional Responsibilities	□ The SAC disregards or has no awareness of legal and professional responsibilities pertaining to student assistance.		□ SAC has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to student assistance.		□ SAC understands and abides by the legal and professional responsibilities pertaining to student assistance.		□ SAC fully understands, abides by and supports the legal and professional responsibilities pertaining to student assistance. The SAC acts proactively in seeing that staff comply with standards of excellence.	
Compliance	□ SAC does not comply with school rules, district policies and procedures and substance abuse policy and procedures.		□ SAC inconsistently complies with school rules, district policies and procedures and substance abuse policy and procedures.		□ SAC complies fully with school rules and district policies and procedures and substance abuse policy and procedures. □		□ SAC complies with school rules and district policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.	
Confidentiality	□ SAC disregards the legal and professional aspects of confidentiality practices.		□ SAC seeks clarification and understanding of confidentiality practices. Takes initiative to do research, ask questions, and communicates with colleagues about best practice with regard to confidentiality laws.		□. SAC maintains the legal and professional aspects of confidentiality practices. Has a working knowledge of the law as evidenced by the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.		□ SAC demonstrates respect for and prohibits others from sharing confidential information inappropriately. Acts in reinforcing ways to support decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	
7a. PERFORMANCE RATING	□ Unsatisfactory		□ Progressing I		□ Progressing II		□ Proficient I	
	1 - Ineffective		2 - Partially Effective		3 - Effective		4 - Highly Effective	

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 7b. Demonstrate professionalism.						
	Unsatisfactory	Progressing		Proficient		Exemplary	
Respect Workplace	<input type="checkbox"/> SAC exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors. <input type="checkbox"/>	<input type="checkbox"/> SAC interactions with students, parents, staff and the community are neutral. Complies with respectful workplace behaviors.		<input type="checkbox"/> SAC consistently models respect for others when interacting with students, parents, staff and the community. Models respectful workplace behaviors. <input type="checkbox"/>		<input type="checkbox"/> SAC promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors.	
Honesty and Integrity	<input type="checkbox"/> SAC displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.	<input type="checkbox"/> SAC uses poor judgment when dealing with students, parents and/or colleagues.		<input type="checkbox"/> SAC deals with students, parents and/or colleagues with honesty and integrity.		<input type="checkbox"/> SAC displays the highest level of ethical and professional conduct acting honestly and with integrity when dealing with students, parents, colleagues and/or the community.	
Maintenance of Records	<input type="checkbox"/> SAC reports, records, and documentation are missing, late, inaccurate, or falsifies (fabricates) information resulting in accuracy and confusion and/or noncompliance with District, Department policies and procedures.	<input type="checkbox"/> SAC reports, records, and documentation are generally accurate, timely but are occasionally late.		<input type="checkbox"/> SAC reports, records, and documentation are accurate and compliant with District, Department policies and procedures for maintaining records and are submitted as directed.		<input type="checkbox"/> SACs approach to record keeping is highly accurate, systematic, comprehensive efficient and compliant, and serves as a model for colleagues.	
7b. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Indicators of Effectiveness:	The Student Assistance Coordinator should know and be able to: 7c. Effectively communicates and solves problems.						
	Unsatisfactory	Progressing		Proficient		Exemplary	
Communication	<input type="checkbox"/> SAC poorly communicates to students, staff, families, colleagues and/or the community. Communication neither is accurate, understandable nor is it sent in a timely fashion.	<input type="checkbox"/> SAC communicates information adequately using oral, written and/or electronic methods.		<input type="checkbox"/> SAC consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.		<input type="checkbox"/> SAC effectively communicates with diverse audiences in a manner that supports the welfare and success of students and the organization. Communication serves to advance understanding in challenging situations.	
Conflict Resolution and Decision Making	<input type="checkbox"/> SAC has minimal involvement in identifying and seeking solutions to issues. Solutions may even have an adverse impact.	<input type="checkbox"/> SAC makes limited contributions when identifying and seeking solutions to effectively addressing building or department issues.		<input type="checkbox"/> SAC actively participates to identify and seek solutions using conflict resolution strategies that effectively address building or department issues.		<input type="checkbox"/> SAC facilitates and models strategies for identifying and seeking solutions to building/district level professional issues.	
Communicating with Families	<input type="checkbox"/> SAC provides no information to families, either about the student assistance program as a whole or about individual students.	<input type="checkbox"/> SAC provides limited though accurate information to families about the student assistance program as a whole and about individual students.		<input type="checkbox"/> SAC provides thorough and accurate information to families about the student assistance program as a whole and about individual students.		<input type="checkbox"/> SAC is proactive in providing information to families about the student assistance program as a whole and about individual students through a variety of means	
7c. PERFORMANCE RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

STANDARD #7 OVERALL RATING	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	