

Evaluation Plan Certified Staff



Coal City Community Unit School District #1

Revised - July 22, 2025

Purpose

In keeping with our commitment to excellence in education, a comprehensive certified staff evaluation plan has been developed. The goals of this evaluation program are to promote professional development, to recognize individual excellence, and to provide support and assistance to all certified staff members in their effort toward professional growth and development. This plan is adapted from *Enhancing Professional Practice: A Framework for Teaching*, C. Danielson, 1996 and *The Framework for Teaching Evaluation Instrument*, C. Danielson, 2013 Edition.

Professional Objectives:

- Promote student learning through the highest quality of teaching, which includes a commitment to continual professional growth and development, professional dialogue and reflection, and collective inquiry
- Recognize, support, and reinforce effective teaching
- Assess adherence to standards of performance, which comply with the provisions of Section 24A The School Code of Illinois, PERA (Performance Evaluation Act of 2010), Senate Bill 7, and Illinois Professional Teaching Standards (IPTS), Senate Bill 28
- Build and foster collaborative relationships among all staff
- Provide a basis for employment retention decisions

Key Benefits:

- Common language
- Development of shared understandings
- Self-assessment and reflection on practice
- Structured professional conversation
- Articulated support for improvement

Job Descriptions:

Job descriptions will be reviewed annually and any change in job qualifications must be completed and communicated by May 10th to be in effect the following school year. All job descriptions will be posted on the CCCUSD#1 website.

Notification of the Evaluation Process

At the beginning of the evaluation cycle (March 1) or the start of the term, the school district shall provide a written notice (electronic or paper) that a performance evaluation will be conducted to each certified staff

member affected or, if the affected certified staff member is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:

- A copy of the instrument (rubric) to be used to rate the certified staff member against identified standards and goals and other tools to be used to determine a performance evaluation rating;
- The evaluator and certified staff member will agree on an evaluation date and time at least ten (10) school days prior to any formal evaluation;
- A summary of the district's procedures related to the provision of professional development or remediation in the event a certified staff member receives a Needs Improvement or Unsatisfactory rating, respectively, to include evaluation tools to be used during the remediation period.

The Framework for Teaching

The Framework is divided into 4 domains and 22 components. Each component is composed of several smaller elements, which further define the components. Please reference the additional rubrics for information on domains and components for other specific certified staff.

Domain 1: Planning and Preparation

- 1(a) Demonstrating knowledge of content and pedagogy
- 1(b) Demonstrating knowledge of students
- 1(c) Setting instructional outcomes
- 1(d) Demonstrating knowledge of resources
- 1(e) Designing coherent instruction
- 1(f) Designing student assessments

Domain 2: The Classroom Environment

- 2(a) Creating an environment of respect and rapport
- 2(b) Establishing a culture for learning
- 2(c) Managing classroom procedures
- 2(d) Managing student behavior
- 2(e) Organizing physical space

Domain 3: Instruction

- 3(a) Communicating with students
- 3(b) Using questioning and discussion techniques
- 3(c) Engaging students in learning
- 3(d) Using assessment in instruction
- 3(e) Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- 4(a) Reflecting on teaching
- 4(b) Maintaining accurate records
- 4(c) Communicating with families
- 4(d) Participating in the professional community
- 4(e) Growing and developing professionally
- 4(f) Showing professionalism

Professional Practice Levels of Performance

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

--	--	--	--

Domain 1: 6 Components

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 4
Proficient	None	No more than 1	All are Proficient and/or Excellent	
Needs Improvement	Combination of 1-4 NI and U, with no more than 1 being U.		Remainder are Proficient and/or Excellent	
Unsatisfactory	More than 4 of any combination		Any Combination	

Domain 2: 5 Components

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 3
Proficient	None	No more than 1	Remainder are Proficient and/or Excellent	
Needs Improvement	Combination of 1-3 NI and U, with no more than 1 being U		Remainder are Proficient and/or Excellent	
Unsatisfactory	More than 1 U or any combination of NI and U totaling more than 3		Any Combination	

Domain 3: 5 Components

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 3
Proficient	None	No more than 1	Remainder are Proficient and/or Excellent	
Needs Improvement	Combination of 1-3 NI and U, with no more than 1 being U		Remainder are Proficient and/or Excellent	
Unsatisfactory	More than 1 U or any combination of NI and U totaling more than 3		Any Combination	

Domain 4: 6 Components

Overall Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent	None	None	Remainder	At least 4
Proficient	None	No more than 1	Remainder are Proficient and/or Excellent	
Needs Improvement	Combination of 1-4 NI and U, with no more than 1 being U.		Remainder are Proficient and/or Excellent	
Unsatisfactory	More than 4 of any combination		Any Combination	

Summative Rating System for Certified Staff Members

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Excellent An Excellent rating in three or more of the Domains, with the remaining Domain rated as Proficient			Domain 1 Domains 1 and 4	Domains 1-4 3 Domains which include 2, 3 and 4 Domains 2 and 3
Proficient No more than one Domain rated as Needs Improvement		Any 1 Domain	Any Combination of Domains 1-4	
Needs Improvement More than one Domain rated as Needs Improvement		Any 2 Domains Any 3 Domains Any 4 Domains	Any Combination of remaining Domains Any Combination of remaining Domain	
Unsatisfactory Unsatisfactory in any Domain	Any Domain	Any Combination of remaining Domains		

Procedures for Non-Tenured (Probationary) Certified Staff

Non-tenured certified staff will be evaluated each year. There will be a minimum of three (3) observations, of which two (2) must be formal and include both pre-and-post observation conferences. There must be an identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject matter competency when determining the Summative Evaluation Rating. Non-tenured certified staff must have a summative rating of Proficient or Excellent in two (2) out of the last three (3) years of non-tenured status. Non-tenured certified staff that have summative ratings of Excellent during the first three (3) years are eligible for early tenure.

Non-tenured certified staff in their fourth year of non-tenured status must have a summative rating of Proficient or Excellent.

Procedures for Tenured Certified Staff

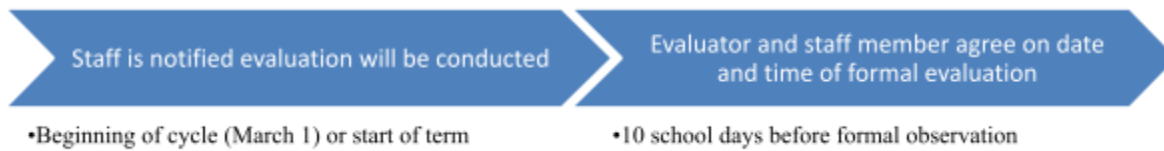
A minimum of two (2) observations shall be required each evaluation cycle, of which one (1) must be a formal observation and the formal observation must include both pre-and-post observation conference(s).

Tenured certified staff with a Needs Improvement rating will have a minimum of three (3) observations of which two (2) must be formal with pre-and-post observation conferences. There must be identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject competency when determining a Summative Evaluation Rating. A Professional Development Plan (PDP) must be developed within thirty (30) school days after a Summative Rating of Needs Improvement. The Needs Improvement cycle does not have a minimum or maximum timeframe. The PDP is developed by the evaluator in consultation with the certified staff member and takes into account the certified staff member's ongoing professional responsibilities including his/her regular assignments. The PDP includes evidence of progress/achievement of goal as well as supports that the district will provide to address the

performance areas needing improvement. If the certified staff member has corrected the performance areas and receives a rating of Proficient or Excellent, he or she is returned to the regular evaluation cycle.

Tenured certified staff members with an Unsatisfactory Rating will have a minimum of three (3) observations of which two (2) must be formal with pre-and-post observation conferences. There must be identification of strengths and weaknesses based upon formative feedback, planning and reflecting conversations, as well as attendance and subject competency when determining a Summative Evaluation Rating. A Remediation Plan must be developed within thirty (30) days after a summative rating of Unsatisfactory to correct deficiencies cited, provided the deficiencies are deemed remediable. The evaluator will select a consulting teacher (certified staff member). The consulting teacher will have at least five (5) years of experience, familiarity with the assignment, and an Excellent rating on the last evaluation. A remediation period of ninety (90) school days will be provided. There will be a mid-point and final evaluation during that timeframe. If the certified staff member has corrected the performance deficiencies and receives a rating of Proficient or Excellent, he or she is returned to the regular appraisal cycle. If, at the conclusion of the remediation period, the certified staff member has not corrected the performance deficiencies, the staff member is subject to dismissal.

Procedures for all certified staff



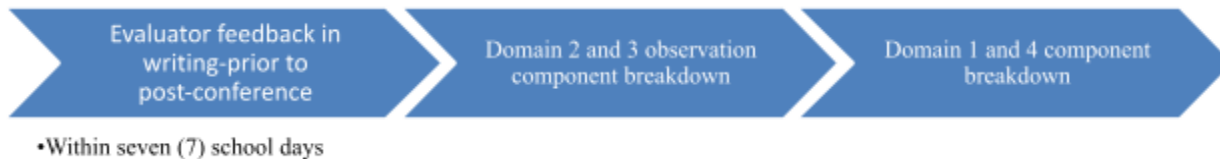
Pre-Observation Conference-Teacher submits the Pre-Observation Form in advance of the pre-conference with the evaluator for any formal evaluation. Evaluator will discuss and make recommendations for all domain areas.



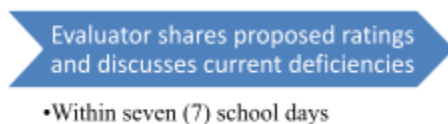
Observation-Evidence of professional practice is collected through the use of multiple observations that include formal and informal observations and focus upon acquiring evidence of the teacher's planning, instructional delivery, and classroom management skills. For other certified staff, observations will focus upon evidence of planning, environment, and delivery of services. For any formal evaluation, the evaluator and staff member will agree upon one of the following observations: a minimum of 45 minutes at a time, or a complete lesson, or an entire class period. Informal observations will be evidence-based and reflective of the rubric.



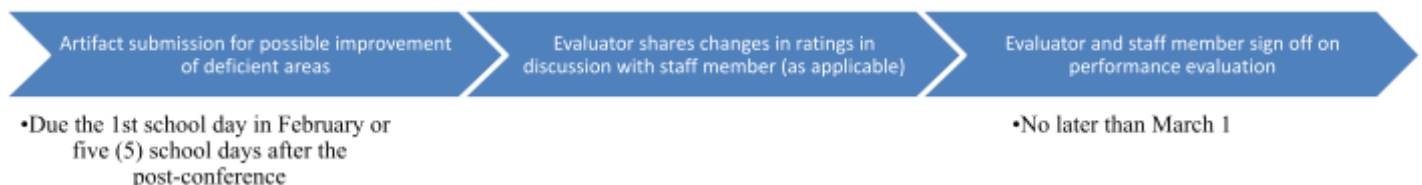
Documentation of Professional Practice-The evaluator will provide feedback following a formal observation to the teacher in writing (electronic or paper). Following an informal observation the evaluator will provide feedback orally or in writing (electronic or paper). If information from an informal observation is used for a summative evaluation, it must be submitted in writing to the certified staff member (electronic or paper). Feedback must be provided within 7 school days.



Post-Observation Conference-Following a formal observation, the evaluator shall meet with the certified staff member to discuss evidence collected, provide feedback, and discuss plan for growth/improvement. The staff member may provide additional information or explanation. The conference will take place within seven (7) school days after the formal observation.



Summative Meeting



Coal City Community Unit District #1



Pre-Observation Conversation

Teacher _____ School _____

Date _____ Subjects/Course _____

Observer _____ Date/Time of observation _____

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

1. To which part of your curriculum does this lesson relate? (1a, 1c, 1e)
2. Briefly describe your students, including those with special needs. How do you plan to teach to each students' level of understanding? (1b)
3. What are your learning targets for this lesson? What do you want the students to learn? (1a, 1b, 1c)
4. How do you plan to engage students in the content? What will you do? What will the students do? (1e)

5. What instructional materials or other resources, if any, will you use? (attach as appropriate) (1d)
6. Will the students work individually, in groups or part of a large group? How will you differentiate instruction for different individuals or groups of students in the class? (1b, 1e)
7. How do you plan to assess student achievement of the learning targets? What procedure will you use? (attach as appropriate) (1b, 1f)
8. How will you use the results of the assessment? (1f)
9. Is there anything that you would like me to specifically observe during the lesson? (1a-1f)
10. Reflect on your performance in the components of Domain 4. (4b-4f) (For example see p. 18 Domain 4: Professional Practice Rubric)
11. Complete a self-assessment using the Domain 1-4 rubrics.

Coal City Community Unit District #1

Post-Observation Conversation Form



Teacher _____
 Date _____
 Observer _____

School _____
 Subjects/Course _____
 Date/Time of observation _____

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

Please respond to the following questions. Be prepared to discuss your responses during the conference.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (4a)
2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future? (4a)
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (4a)
4. Did you depart from your plan? If so, how and why? (4a)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective? (4a)
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (4a)
7. In looking at your Domain 1 and 4 breakdown, discuss your plan to show supportive evidence for areas of need.

Classroom Observation Documentation

Teacher: _____

Date/Time: _____

Evaluator: _____

Subject Area: _____

Domain 2: Classroom Environment	Domain 3: Instruction
2a-Creating an Environment of Respect and Rapport	3a-Communicating with Students
2b-Establishing a Culture for Learning	3b-Using Questioning and Discussion Techniques
2c-Managing Classroom Procedures	3c-Engaging Students in Learning
2d-Managing Student Behavior	3d-Using Assessment in Instruction
2e-Organizing Physical Space	3e-Demonstrating Flexibility and Responsiveness

Time	Actions and Statements/Questions by Teacher and Students	Component

DOMAIN 1: PLANNING AND PREPARATION (Teachers)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge of content and pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. ☐	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. ☐	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. ☐	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. ☐
1b Demonstrating knowledge of students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. ☐	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. ☐	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. ☐	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. ☐
1c Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for 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 the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. ☐	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. ☐	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. ☐
1d Demonstrating knowledge of resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill. ☐	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. ☐	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. ☐	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. ☐
1e Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. ☐	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. ☐	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression 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 and varied use of instructional groups. ☐	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. ☐
1f Designing student assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. ☐	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. ☐	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. ☐	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well-designed and includes student as well as teacher use of the assessment information. ☐

Formative Conversation/Summative Conference Form: Domain 1 for Teachers – Planning and Preparation

Domain 1 Planning and Preparation Documentation:

Domain 1 Next Steps:

DOMAIN 2: THE CLASSROOM ENVIRONMENT (Teachers)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an environment of respect and rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. ☐	Patterns of classroom interactions, both between 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. The 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, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. ☐	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, 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 is an environment where all students feel valued and are comfortable taking intellectual risks. ☐
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 in the task at hand. Hard work and the precise use of language are 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 the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. ☐	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. ☐	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. ☐
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's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. ☐	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are 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 transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines. ☐	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. ☐
2d Managing student behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. ☐	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. ☐	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/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity ☐
2e Organizing physical space	The classroom environment is unsafe, or learning is not accessible to many. 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 makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. ☐	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. ☐	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The 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. ☐

Formative Conversation/Summative Conference Form: Domain 2 for Teachers – The Classroom Environment

Domain 2 The Classroom Environment:

Domain 2 Next Steps:

DOMAIN 3: INSTRUCTION (Teachers)	
COMPONENT	LEVEL OF PERFORMANCE

	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. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. ☐	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. ☐	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 and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. ☐	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. ☐
3b Using questioning and discussion techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. ☐	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. ☐	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. ☐	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. ☐
3c Engaging students in learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. ☐	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of downtime. ☐	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and 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 activities that require complex thinking by students. Teacher provides suitable scaffolding and challenges students to explain their thinking. Evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. Lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. ☐
3d Using assessment in instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. ☐	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. ☐	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. ☐	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. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. ☐
3e Demonstrating flexibility and responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. ☐	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. ☐	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. ☐	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. ☐

Domain 3 Instruction:

Domain 3 Next Steps:

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. ☐	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. ☐	The 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. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. ☐	The 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, the teacher offers specific alternative actions, complete with the probable success of different courses of action. ☐
4b Maintaining accurate records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion. The teacher does not comply with school and district regulations for curriculum and assessments ☐	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. The teacher must be reminded by supervisors about complying with school and district regulations for curriculum and assessments. ☐	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. The teacher complies fully with school and district regulations for curriculum and assessments ☐	The 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. The teacher complies fully with school and district regulations, taking a leadership role with colleagues on curriculum and assessments. ☐
4c Communicating with families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. ☐	The 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. Moreover, the communication that does take place may not be culturally sensitive to those families. ☐	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. ☐	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. ☐
4d Participating in the professional community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. ☐	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. ☐	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. ☐	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The 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. ☐
4e Growing and developing professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities. ☐	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. ☐	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. ☐	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. ☐
4f Showing professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with district regulations and expectations such as safety and attendance. ☐	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with district regulations and expectations such as safety and attendance. ☐	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with district regulations and expectations such as safety and attendance. ☐	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. The teacher complies fully with district regulations and expectations such as safety and attendance. ☐

Formative Conversation/Summative Conference Form: Domain 4 for Teachers – Professional Responsibilities

Domain 4 Professional Responsibilities:

Domain 4 Next Steps:

Overview on Artifacts

Various artifacts should be presented as part of the total evaluation process. Staff should submit all artifacts to their evaluator no later than the 1st school day in February or five school days after the post-conference, to be considered in the summative evaluation report. These artifacts can be submitted in the following ways:

- Paper/Physical copy
- Email attachment
- Electronic portfolio
- Video/Audio recording

Evaluator will verify receipt of artifact via email.

Teaching Artifacts for Domain 1-4

Domain 1: Planning and Preparation

- Lesson plans/units that demonstrate correlation of instructional objectives to local curriculum (1a, 1b, 1c, 1d, 1e, 1f)
- Lesson design that engages students and monitors the attainment of instructional goals (1a, 1b, 1c, 1e)
- Lesson plan reflecting differentiated instruction which might include an awareness of students needing accommodations and awareness of developmental and cognitive abilities (1a, 1b, 1c, 1e)
- List of resources and materials used for lessons or units and their alignment with curriculum (1a, 1d)
- List of websites, books or periodicals for ideas/planning/resources (1a, 1b, 1d)
- Record of human resources (i.e. speakers, parent volunteers, civic groups, museums, classroom visits, field trips) (1d)
- Assessments that clearly show alignment of testing items with the assessment of local curriculum (1c, 1f)
- Assessment results and how results were used for instructional grouping or planning of instructional strategies (1b, 1c, 1f)
- Anecdotal records and observations of student work, interactions and understandings as it relates to planning for student learning (1b, 1c)
- Student assessment of multiple intelligences, learning styles or interests (1b, 1f)
- Student survey results and plans for its use (1b, 1e)
- Procedures for cooperative grouping, learning centers or independent work (1a, 1b, 1e)
- Student-developed rubric (teacher) tied to specific goals (1f)
- Student portfolios with reflection (1d, 1f)
- Documents from team meetings or grade level meetings that reflect group planning for curriculum or instructional strategy implementation (1a, 1c, 1d, 1e)
- Evidence that professional development activity translated into planning for implementation of a new classroom activity or instructional strategy (4 Cs implementation) (1a, 1d, 1e)
- Continuing education in content area (1a)
- Detailed pacing guides (1e)

Domain 2: The Classroom Environment

- Communication sent to parents or students regarding expectations for student behavior in class (2a, 2b, 2c, 2d)
- Copy of procedures and rules regarding classroom discipline plan (2a, 2c, 2d)
- Description, pictures, artifacts of various incentive programs (2b, 2d)
- Pictures of classroom layout including bulletin boards (2e)
- Seating charts (2b, 2d, 2e)
- Sample of grouping arrangements for different experiences/activities (2c, 2d, 2e)
- Digital pictures or video tape of student interactions (2a, 2b, 2c, 2d)
- Anecdotal records on student behavior (2d)
- Descriptions or other evidence of team building, or community building activities (2a, 2b)
- Classroom contracts, constitutions, charters of agreement, bill of rights or responsibility documents or posters (2a, 2b, 2c, 2d)
- Conflict resolution plans (2d)
- Individual student behavior plans or contracts with summaries of student behavior conferences (2d)

Domain 3: Instruction

- Open-ended question rubric (3b, 3d)
- Participation rubric (3b, 3c, 3d)
- Evidence of teacher and student participation in rubric development (3c, 3d)
- Pre-teaching activities (i.e. anticipation guides, anticipatory sets) (3c)
- Video tapes of lessons (3a, 3b, 3c, 3d, 3e)
- Verbal flow diagrams (3b, 3c)
- Example of graded paper showing communication and feedback to students (3a, 3d)
- Example of feedback sheets, or documentation of student-teacher conferences based on examining student work and giving feedback (3a, 3d)
- Lesson plan that lists questions to be asked and alignment of questions to a taxonomy of critical thinking (3b)
- Student portfolios that include student reflection and self-assessment pieces (3c, 3d)
- Revised lesson plans based on reflection and/or student assessment data (3d, 3e)
- Student reflection of lessons/learning/feedback (3a, 3c)
- Student goal/learning logs (3a)
- Pre-and post-tests with explanations (3d, 3e)

Domain 4: Professional Responsibilities

- Pre-and post-tests with explanations (4a, 4b)
- Peer observations (4a, 4d, 4e)
- Submission of a reflection journal (4a)
- Revised lesson plans or unit studies with self-assessment or reflections attached as addendums (4a)
- Attendance books, lesson plans, grade books, student behavior referrals, cumulative folders, anecdotal records, are examples of the ability to maintain accurate records (4b)
- Current grades in PowerSchool (4b, 4c)
- Comments about student progress in PowerSchool (4c)
- Standards-based grading (4b, 4c)
- IEP working file/case manager documents (4b, 4c)
- AIMSweb and progress monitoring (4b, 4c)
- Communication with community (letters, newsletters, blog, website etc.) (4c, 4f)
- Extra-curricular activities such as advisor or sponsorships of student clubs, activities or athletics (4d, 4e)
- Membership and attendance in professional building or district committees (4d, 4e, 4f)
- Recommendations for honors award recognition (4d, 4e, 4f)
- Evidence of professional memberships or associations (4d, 4e, 4f)
- Presenting at CCCUSD#1 professional development or other outside conferences/workshops (4d, 4e, 4f)
- Evidence of summer curriculum writing (4a, 4b, 4d, 4e, 4f)
- Mentoring/sharing knowledge and resources (4d, 4e)
- Sharing materials from workshop or conference (4d, 4e)
- Participation in online communities (4d, 4e)
- Enrollment in graduate program (4d, 4e)
- Collaboration with colleges/businesses (4d, 4e)
- Volunteer or supervise school related activities (4c, 4d, 4f)
- Participation in book study groups (4d, 4e)
- Published articles/books (4e)
- National Board Certification (4d, 4e)
- Supervising student teachers (4e)
- Written summaries or reactions to professional readings (4e)
- Organize community/school related activity (4c, 4d, 4f)
- Timely response to email and other correspondence (4c, 4f)
- Returning phone calls (4c, 4f)
- Attendance, punctuality and attentiveness at meetings (4f)
- Communication to parents regarding academic information or expectations (4c)
- Open house presentation (4c)
- Communication from students or parents (4c)
- Submission of local assessments in accordance with approved pacing guide (4b, 4f)
- Documentation for absences



Coal City Community Unit School District #1 Summative Evaluation

Certified Staff member
School Year 20__ - 20__

Certified Staff Member _____ School: _____

Position _____

Evaluator _____ Title _____

☐ Non-Tenured ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4

☐ Tenured

	Date Initiated	Expected Date of Completion	Date Completed
Remediation Process:	_____	_____	_____

Professional Practice:

Domain 1- Planning and Preparation ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Domain 2- Classroom Environment ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Domain 3- Instruction ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Domain 4- Professional Responsibilities ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Overall Performance Rating ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

OVERALL RATING _____

_____ Evaluator	_____ Date	_____ Teacher	_____ Date
--------------------	---------------	------------------	---------------

Signing of this instrument by the teacher acknowledges examination of this evaluation and discussion with the evaluator, but not necessarily agreement with the evaluation.



Coal City Community Unit District #1
Summative Evaluation Report
Certified Staff Member
School Year _____

Certified Staff Member _____ School _____

Position _____

Evaluator _____ Title _____

☐ Non-Tenured: ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4

☐ Tenured

	Date Initiated	Expected Date of Completion	Date Completed
Remediation Process:	_____	_____	_____

Evaluation Sequence:

Date of Pre-Observation Conference	Date of Observation	Length of Visit	Class/Period Observed	Date of Post- Observation Conference
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Domain -1 Planning and Preparation	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Excellent
Domain 2 – Classroom Environment	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Excellent
Domain 3 – Instruction	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Excellent
Domain 4 – Professional Responsibilities	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Excellent
Overall Performance Rating	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Excellent

_____ Evaluator	_____ Date	_____ Teacher	_____ Date
--------------------	---------------	------------------	---------------

Principal _____ Date _____

Signing of this instrument by the teacher acknowledges examination of this evaluation of this evaluation report and discussion with the evaluator, but not necessarily concurrence with, the evaluation. This document will be finalized no later than February 1.

DOMAIN 1: PLANNING AND PREPARATION (School Counselor)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge of counseling theory and techniques	In planning and practice, the counselor does not meet with students. The counselor does not utilize a known technique or have a professional theory. ☐	The counselor is willing to meet with students. The counselor refers a majority of student issues to others within the organization. The counselor has begun to develop a professional theory. The counselor is one-dimensional in working with students. ☐	When working with students the counselor utilizes a couple of techniques. Counselor refers some student issues to others instead of working with the student. Counselor is in development of a professional theory. The counselor continually works to solve student issue. ☐	The counselor uses a variety of techniques to work a variety of students within a day. The counselor is willing to work with any student's issue and work to solve it in a timely manner. The counselor has a fully developed theory on working with students. The counselor seeks out students when services are needed. ☐
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 characteristics that are not typical. ☐	The counselor has specific knowledge of child development and applies that knowledge to discuss specific students. ☐
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. The counselor continues year-to-year with the status quo. ☐	Counselor's goals for the counseling program are undeveloped and are partially suitable to the situation and the age of the students. Counselor has met with colleagues about the program. ☐	Counselor's goals for the counseling program are clear and appropriate to the school. The counselor has discussed the development of the program with colleagues. ☐	Counselor's goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with colleagues. ☐
1d Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor has little to no knowledge of regulations or resources for students. ☐	Counselor is aware of governmental and local regulations but has little to no knowledge of resources available. ☐	Counselor is aware of all local and some state regulations and is familiar with the resources available to students. ☐	The counselor makes all decisions with the full knowledge of state and local regulations. The counselor stays current with changes to regulations and discusses those changes and their effects on the school. Counselor has extensive knowledge of resources available for students. ☐
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 completes some of the activities outlined in the counselor curriculum. Some of the activities do not fit the broader educational program. ☐	Counselor completes most of the counselor curriculum by meeting with students. The activities fit within the broader educational program. ☐	Counselor completes the counselor curriculum by meeting with students individually and/or within groups. The counselor works the curriculum into 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 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: THE ENVIRONMENT (School Counselor)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an environment of respect and rapport	Counselor has negative and inappropriate interactions with the students. Counselor does not promote positive interactions with the students. ☐	Counselor has positive and negative interactions with the students. Counselor promotion of positive interactions is partially successful. ☐	Counselor has positive and respectful interactions with the student. Counselor promotes positive interactions with the students. ☐	Counselor'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 school counselor, cooperating during expected tasks, coming to scheduled therapy sessions (high school), and/or completing homework assignments. ☐
2b Establishing a culture for productive communication	Counselor does not promote a positive culture within the school, with teachers or students. ☐	The counselor models productive and respectful communication. Counselor is partially successful in promoting a positive culture. ☐	Counselor models positive and respectful communication between and among students and teachers. ☐	The counselor models and contributes to the school culture towards a positive, productive, and respectful environment. ☐
2c Managing routines and procedures	Counselor does not have a routine. ☐	Counselor has a partially successful routine. ☐	Counselor maintains a successful routine. ☐	Counselor maintains a successful routine that effectively allows all necessary work to be completed seamlessly. ☐
2d Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor does not hold students accountable to the school standards for behavior. ☐	Counselor attempts to hold students accountable to the school standards for behavior with limited success. ☐	Counselor contributes to maintaining the school standards for behavior and contributes to the civility of the school environment. ☐	Counselor contributes to maintaining the school standards for behavior and civility of the school environment. The counselor takes a leadership role in maintaining the environment. ☐
2e Organizing physical space	Counselor does not maintain an organization system. ☐	Counselor attempts to maintain an organized and inviting environment. ☐	Counselor has an inviting environment that is conducive to planned activities. ☐	Counselor has an inviting environment that is organized and conducive to all planned activities. ☐

DOMAIN 3: DELIVERY OF SERVICE (School Counselor)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Responding to referrals and evaluating student needs	The school counselor fails to make a referral decision upon receipt of the written referral within the mandated time frame. ☐	The school counselor responds to a written referral within the mandated time frame but there is no clear explanation of planned interventions and/or assessment. ☐	The school counselor responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment. ☐	The school counselor 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 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 Communicating with families	School counselor fails to communicate with parents/guardians and does not document attempts to communicate with the parents/guardians. ☐	The school counselor 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 school counselor communicates with parents/guardians in a professional manner and takes into consideration cultural, socio-economic, and linguistic factors. ☐	School counselor 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. ☐
3d 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: PROFESSIONAL RESPONSIBILITIES (School Counselor)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on practice	The school counselor does not reflect on practice, or the reflections are inaccurate or self-serving. ☐	The school 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. ☐	The school counselor'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 school counselor'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 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. ☐
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. ☐

School Counselor Artifacts for Domain 1-4

Domain 1: Planning and Preparation

- Develop CCT & Lunch schedule with emphasis on student
- Assist administration in developing master schedule with emphasis on student needs
- Organization of testing: Presentation to teachers
- Organization of registration/Development of book & carbon sheets
- Respond to BESS Screener: planning interventions &/or responsive services in a timely manner
- Making scholarship lists and contacts readily available to students/guardians
- Development of various class-specific presentations based on needs assessments or referrals
- Bulletin boards communicating appropriate and timely information
- Community resources updated and readily available for reference or sharing
- Student portfolios as needed
- Minutes from team meetings
- Student services website designed with student and parent needs in consideration

Domain 2: The Environment

- Mailings sent home on various topics
- PBS assemblies/activities
- Letters or emails from parents and/or students
- Maintain a welcoming office space
- Develops means of inviting students to office

Domain 3: Instruction

- Consistent and proactive parent contact via email, phone, or meetings
- Contact log form verifying contact attempts and completions
- Freshmen parent meeting presentation
- Registration and new student follow-up with emphasis on students' needs and feeling welcome
- Instruction on college planning
- Instruction on scholarships
- Introductions during freshmen CCT with emphasis on being available for students' needs
- Google doc surveys
- Meet individually with students for academic and career planning purposes, minimally annually

Domain 4: Professional Responsibilities

- Keep PowerSchool scheduling and state reporting data current
- Review and discuss students' progress with students, parents, teachers, etc. regularly
- Communication with community (letters, newsletters, website, etc.)
- Extra-curricular activities such as advisor or sponsorships of student clubs, activities, or athletics
- Membership and attendance in professional building or district committees
- Evidence of professional development
- Evidence of summer work

DOMAIN 1: PLANNING AND PREPARATION (Speech Pathologist)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge and skills in the area of speech pathology	Speech pathologist demonstrates little or no knowledge and skill in the therapy area ☐	Speech pathologist demonstrates basic knowledge and skills in the therapy area ☐	Speech pathologist demonstrates thorough knowledge and skill in the therapy area ☐	Speech pathologist demonstrates extensive knowledge and skill in the therapy area ☐
1b Establishing goals for the therapy program appropriate to the setting and the students served	Speech pathologist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. ☐	Speech pathologist's goals for the therapy program are rudimentary and are partially suitable to the situation and the age of the students. ☐	Speech pathologist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. ☐	Speech pathologist'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 the educational team. ☐
1c Demonstrating knowledge of district, state, and federal regulations and guidelines	Speech pathologist demonstrates little or no knowledge of special education laws and procedures. ☐	Speech pathologist demonstrates basic knowledge of special education law and procedures. ☐	Speech pathologist demonstrates thorough knowledge of special education laws and procedures. ☐	Speech pathologist's knowledge of special education laws and procedures is extensive; speech pathologist takes a leadership role in reviewing and revising district procedures. ☐
1d Demonstrating knowledge of resources, both within and beyond the school and district	Speech pathologist demonstrates little or no knowledge of resources for students available through the school or district. ☐	Speech pathologist demonstrates basic knowledge of resources for students available through the school or district. ☐	Speech pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district. ☐	Speech pathologist demonstrates extensive knowledge of resources for students available through the school 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. ☐	Speech pathologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. ☐	Speech pathologist has developed a plan that includes the important aspects of work in the setting. ☐	Speech pathologist'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	Speech pathologist has no plan to evaluate the program or resists suggestions that such an evaluation is important. ☐	Speech pathologist has a rudimentary plan to evaluate the therapy program. ☐	Speech pathologist'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. ☐	Speech pathologist's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path towards improving the program on an ongoing basis. ☐

DOMAIN 2: THE ENVIRONMENT (Speech Pathologist)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Establishing rapport with students	Speech pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy setting. ☐	Speech pathologist's interactions are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful. ☐	Speech pathologist's interactions with students are positive and respectful; students appear comfortable in the testing and therapy setting. ☐	Students seek out the speech pathologist, reflecting a high degree of comfort and trust in the relationship. ☐
2b Organizing time effectively	Speech pathologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. ☐	Speech pathologist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. ☐	Speech pathologist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. ☐	Speech pathologist 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 speech, they are not sure how to go about it. ☐	Speech pathologist 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. ☐
2d Establishing standards of conduct in the therapy setting	No standards of conduct have been established and speech pathologist disregards or fails to address negative behavior during evaluation and treatment. ☐	Standards of conduct appear to have been established in the testing and therapy setting. Speech pathologist attempts to monitor and correct student negative behavior during evaluation and treatment are partially successful. ☐	Standards of conduct have been established in the testing and therapy setting. Speech pathologist monitors student behavior against those standards; response to students is appropriate and respectful. ☐	Standards of conduct have been established in the therapy and testing setting. Speech pathologist's monitoring of students is subtle and preventative, and students engage in self-monitoring behavior. ☐
2e Organizing physical space for testing of students and providing therapy	The testing and therapy setting is disorganized, and poorly suited for working with students. Materials are usually available. ☐	The testing and therapy setting is moderately well organized, and moderately well suited for working with students. Materials are difficult to find when needed. ☐	The testing and therapy setting is well organized; materials are available when needed. ☐	The testing and therapy setting is highly organized and is inviting to students. Materials are convenient when needed. ☐

DOMAIN 3: DELIVERY OF SERVICE (Speech Pathologist)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Responding to referrals, and evaluating student needs	Speech pathologist fails to respond to referrals, or makes hasty assessments of student needs. ☐	Speech pathologist responds to referrals when pressed, and makes adequate assessments of student needs. ☐	Speech pathologist responds to referrals, and makes thorough assessments of student needs. ☐	Speech pathologist is highly collaborative and prompt in responding to referrals, and makes highly competent assessments of student needs. ☐
3b Developing and implementing treatment plans to maximize students' success	Speech pathologist fails to create treatment plans and/or treatment plans are not suitable to students, or mismatched with the findings of the assessment. ☐	Speech pathologist's plans for students are partially suitable for them, or sporadically aligned with identified needs. ☐	Speech pathologist's plans for students are suitable for them, and are aligned with identified needs. ☐	Speech pathologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. ☐
3c Communicating with families	Speech pathologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner ☐	Speech pathologist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions. ☐	Speech pathologist communicates with families and secure necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions. ☐	Speech pathologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Speech pathologist reaches out to families of students to enhance trust. ☐
3d Collecting data; writing reports	Speech pathologist neglects to collect important data on which to base treatment plans; reports are inaccurate or nonexistent or not appropriate to the audience. ☐	Speech pathologist collects most of the important data on which to base treatment plans; reports are accurate and appropriate to the audience. ☐	Speech pathologist collects all the important data on which to base treatment plans; reports are accurate and appropriate to the audience. ☐	Speech pathologist is proactive in collecting important data, interviewing teachers and parents if necessary; reports are accurate and clearly written, and are tailored for the audience. ☐
3e Demonstrating flexibility and responsiveness	Speech pathologist adheres to his or her treatment methods, in spite of evidence of their inadequacy. ☐	Speech pathologist makes modest changes in treatment methods when confronted with evidence of the need for change. ☐	Speech pathologist makes revisions in treatment methods when they are needed. ☐	Speech pathologist is continually seeking ways to improve his or her treatment methods, and makes changes as needed in response to student, parent, or teacher input. ☐

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (Speech Pathologist)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on practice	Speech pathologist does not reflect on practice, or the reflections are inaccurate or self-serving. ☐	Speech 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. ☐	Speech pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Speech pathologist makes some specific suggestions as to how the therapy program might be improved. ☐	Speech pathologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Speech pathologist draws on an extensive repertoire to suggest alternative strategies. ☐
4b Collaborating with teachers and administrators	Speech pathologist is not available to staff for questions and planning and declines to provide background material when requested. ☐	Speech pathologist is available to staff for questions and planning and provides sufficient background material when requested. ☐	Speech pathologist initiates contact with educational team to confer regarding individual cases. ☐	Speech pathologist seeks out educational team regarding cases, soliciting their perspectives on individual students. ☐
4c Maintaining effective data management system	Speech pathologist's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to treatment when needed. ☐	Speech pathologist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed. ☐	Speech pathologist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. ☐	Speech pathologist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. Speech uses the system to communicate with teachers and parents. ☐
4d Participating in a professional community	Speech pathologist's relationships with colleagues are negative or self-serving, and speech pathologist avoids being involved in school and district events and projects. ☐	Speech pathologist's relationships with colleagues are cordial, and speech pathologist participates in school and district events and projects when specifically requested. ☐	Speech pathologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. ☐	Speech 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 pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of therapy skills. ☐	Speech pathologist's participation in professional development activities is limited to those that are convenient or are required. ☐	Speech pathologist seeks out opportunity for professional development based on an individual assessment of need. ☐	Speech pathologist actively pursues professional development opportunities and makes a substantial contribution to the school and district by implementing and/or training colleagues on learned information. ☐
4f Showing professionalism	Speech pathologist displays dishonesty in interactions with colleagues, students, and the public. Speech pathologist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Speech pathologist makes decisions and recommendations based on self-serving interests. Speech pathologist does not comply with school and district regulations. ☐	Speech pathologist is honest in interactions with colleagues, students, and the public. Speech pathologist's attempts to serve students are inconsistent and may not lead to effective student advocacy. Speech pathologist's decisions and recommendations are based on limited though genuinely professional considerations. Speech pathologist complies minimally with school and district regulations doing just enough to get by. ☐	Speech pathologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Speech pathologist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Speech pathologist complies fully with school and district regulations. ☐	Speech pathologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Speech pathologist is highly proactive in serving students, seeking out resources when needed. Speech pathologist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Speech pathologist takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. ☐

DOMAIN 1: PLANNING AND PREPARATION (Occupational Therapy – OT)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge and skill in occupational therapy through: neuromotor development, sensory processing and integration, fine motor, visual motor and visual perceptual skills, assistive technology, and seating and positioning	OT demonstrates little or no knowledge and skill in the therapy area ☐	OT demonstrates basic knowledge and skill in the therapy area ☐	OT demonstrates thorough knowledge and skill in the therapy area ☐	OT demonstrates extensive knowledge and skill in the therapy area ☐
1b Establishing goals for the therapy program appropriate to the setting and the students served	Therapist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students and/or are not measurable. ☐	Therapist goals for the therapy program are rudimentary and are partially suitable to the situation or the age of the students. Goals are not measurable. ☐	Therapist goals of the therapy program are clear and appropriate to the situation in the school and to the age of the students. ☐	Therapist'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 the educational team. ☐
1c Demonstrating knowledge of district, state, and federal regulations and guidelines, as pertains to special education	Therapist demonstrates little or no knowledge of special education law and procedures. ☐	Therapist demonstrates limited knowledge of special education law and procedures. ☐	Therapist demonstrates thorough knowledge of special education law and procedures. ☐	Therapist's knowledge of special education law and procedures is extensive; therapist takes a leadership role in reviewing and revising district procedures. ☐
1d Demonstrating knowledge of resources, both within and beyond the school and district	Therapist demonstrates little or no knowledge of resources for students available through the school or district. ☐	Therapist demonstrates basic knowledge of resources for students available through the school or district. ☐	Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district. ☐	Therapist demonstrates extensive knowledge of resources for students available through the school, district and larger community. ☐
1e Planning a therapy program, that is integrated with the school program to meet the needs of individual students	Therapy plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. ☐	Therapists plan is based on student needs and includes a number of activities, but some of them don't fit with the goals. ☐	Therapist's plan is based on students need, including meaningful activities that fit and support the students' goals. ☐	Therapist's plan is highly coherent and serves to support students individually within the broader goals of school or educational program. ☐
1f Developing a plan to evaluate the therapy program	Therapist has no plan to evaluate the program or resists suggestions that such an evaluation is important. ☐	Therapist has a rudimentary plan to evaluate the therapy program. ☐	Therapist'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. ☐	Therapist's plan is highly sophisticated, using multiple sources of evidence and clear recommendations for improving the program on an ongoing basis. ☐

DOMAIN 2: THE ENVIRONMENT (Occupational Therapist – OT)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Establishing rapport with students	Therapist's interaction with students is negative or inappropriate; students appear uncomfortable in the testing and treatment setting. ☐	Therapist's interaction with students is a mix of positive and negative; the therapist's efforts at developing rapport are partially successful. ☐	Therapist's interaction with students is positive and respectful; students appear comfortable in the testing and treatment setting. ☐	Therapist maintains professional demeanor in variety of situations and settings. Students seek out the therapist reflecting a high degree of comfort and trust in the relationship. ☐
2b Organizing time effectively	Therapist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. ☐	Therapist time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. ☐	Therapist exercises good judgment in setting priorities, resulting in manageable, schedules and work being accomplished in an efficient manner. ☐	Therapist demonstrates excellent time management skills, accomplishing tasks in a seamless manner. The therapist maintains flexibility of scheduling to meet the needs of students and the team. ☐
2c Establishing and maintaining clear procedures for referrals	Does not establish or follow procedures for referrals. Teachers and staff are unsure of how to refer students for therapy. ☐	Therapist is aware of the procedures for referrals but follows inconsistently. Details of referral process are unclear. ☐	Consistently follows procedures for referrals, meetings, and consultations. ☐	Provides clarification and instructs others in procedures for referral. All aspects of referral are clear to teachers and administration. ☐
2d Establishing standards of conduct in the therapy setting	No standards of conduct have been established. OT disregards or fails to address negative behavior during evaluation and treatment. ☐	Standards of conduct have been established in the treatment setting, but OT attempts to monitor or correct negative student behavior are minimally successful. ☐	Standards of conduct have been established and are clearly communicated in the treatment setting. OT monitors student behavior and responds appropriately. ☐	Therapist participates in school-wide behavior programs; Therapist's monitoring of students is subtle and preventative and encourages students to engage in self-monitoring of behavior. Responses are respectful and consistent. ☐
2e Organizing physical space for testing of students and providing therapy	The testing and treatment setting is disorganized. Materials are sometimes available. ☐	The testing and treatment settings are moderately well organized, and suitable for working with students. Materials are difficult to find when needed. ☐	The testing and treatment setting is well organized. Materials are available when needed. ☐	The testing and treatment setting is highly organized and therapist adapts to the specific environment. Materials are available when needed. ☐

DOMAIN 3: DELIVERY OF SERVICE (Occupational Therapist – OT)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Responding to referrals, and evaluating student needs	Therapist fails to respond to referrals, or makes hasty assessments of student needs. ☐	Therapist responds when pressed to act on referrals and makes adequate assessments of student needs. ☐	Therapist responds to referrals in a timely manner and makes appropriate assessments of student needs. ☐	OT is highly collaborative and prompt in response to referrals and includes input of the team. Makes competent assessments of student needs for school-based therapy. ☐
3b Developing and implementing interventions to maximize student success in meeting goals	Therapist fails to create treatment plans suitable to students' needs. Interventions are mismatched with the findings of the assessment. ☐	Therapist's intervention plans for students are partially suitable for them, or are inconsistently aligned with identified needs. ☐	Therapist intervention plans for students are suitable for them and are aligned with identified needs. ☐	Therapist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. ☐
3c Communicating with families	Therapist fails to communicate with families and secure necessary permissions and physician referrals or communicates in an insensitive manner. ☐	Therapist's communication with families is partially successful: permissions and physician referrals are obtained, but there are occasional insensitivities to cultural traditions. ☐	Therapist secures necessary permission and physician referrals. Communication with families is clear and easily understood. The therapist communicates in a manner respectful of cultural considerations. ☐	Therapist secures necessary permissions and communicates with families in a highly responsive manner, which includes cultural, linguistic, and other considerations. Therapist reaches out to families of students to enhance trust. ☐
3d Collecting information/data and writing reports	Therapist neglects to collect relevant information upon which to base interventions. Reports are inaccurate, nonexistent, or not appropriate to audience. ☐	Therapist collects most of the relevant information upon which to base interventions. Reports are accurate but lacking in clarity and not always appropriate to the audience. ☐	Therapist collects all the relevant information upon which to base interventions. Reports are accurate and appropriate to the audience. ☐	OT is proactive in collecting important data, interviews teachers if necessary. Reports are timely, accurate, clearly written, and tailored for the audience. ☐
3e Demonstrating flexibility and responsiveness	Therapist adheres to intervention plan in spite of evidence of its inadequacy. ☐	Therapist makes modest changes to intervention plans when presented with evidence of the need for change. ☐	Therapist reviews and revises the intervention plan, as it is needed. ☐	Therapist continually seeks ways to improve the intervention plan and makes evidence-based changes as appropriate in response to a student, parent, or teacher input. ☐

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (Occupational Therapist – OT)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on practice	Therapist does not reflect on practice, or the reflections are inaccurate or self-serving. ☐	Therapist's reflection on practice is moderately accurate and objective without citing specific examples. Suggestions for improvement are global. ☐	Therapist's reflection on practice is an accurate and objective description of practice, citing specific positive and negative characteristics. Therapist makes some specific suggestions as to how the therapy program might be improved. Initiates collaboration with other therapists and team members. ☐	Therapist's reflection on practice is accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Therapist draws on an extensive repertoire to suggest alternative evidence-based strategies. ☐
4b Collaborating with teachers, administrators and other team members	Therapist is not available to staff for questions and planning and declines to provide background material when requested. ☐	Therapist is available to staff for questions and planning and provides background material after multiple requests. ☐	Therapist initiates contact with teachers and administrators to confer regarding individual cases. ☐	Therapist solicits feedback from teachers and administrators regarding effectiveness of interventions. ☐
4c Maintaining and utilizing effective data management systems	Therapist's data management system is either non-existent or in disarray. It cannot be used to monitor student progress or to make adjustments to treatment when needed. ☐	Therapist has developed a rudimentary data management system for monitoring student progress. Occasionally uses it to make adjustments when needed ☐	Therapist has developed an effective data management system for monitoring student progress. Uses it to make adjustments when needed. ☐	Therapist has developed an effective data management system for monitoring student progress; uses it to make adjustments as needed. Therapist uses the system to communicate with teachers and parents. ☐
4d Participating in a professional community	Therapist's relationships with colleagues are negative or self-serving. Therapist avoids being involved in school and district events and projects. ☐	Therapist's relationships with colleagues are inconsistent. Participates in school and district events and projects when specifically requested. ☐	Therapist participates actively in school and district events and projects. Maintains positive and productive relationships with colleagues. ☐	Therapist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. ☐
4e Engaging in professional development	Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of professional skills. ☐	Therapist participation in professional development activities is limited to those that are convenient or are required. ☐	Therapist seeks out opportunities for professional development based on the needs of the program, population served and therapist's professional growth. ☐	Therapist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. ☐
4f Showing professionalism	OT displays dishonesty in interactions with colleagues, students, and the public. OT is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. OT makes decisions and recommendations based on self-serving interests. OT does not comply with school and district regulations. ☐	OT is honest in interactions with colleagues, students, and the public. Therapist attempts to serve students is inconsistent and may not lead to effective student advocacy. OT decisions and recommendations are based on limited but genuinely professional considerations. OT complies minimally with school and district regulations doing just enough to get by. ☐	OT displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. OT is active in serving students, working to ensure that all students receive a fair opportunity to succeed. OT maintains an open mind in team or departmental decision-making. OT complies fully with school district regulations. ☐	OT can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes leadership role with colleagues. OT is highly proactive in serving students, seeking out resources when needed. OT makes concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. OT takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. OT complies fully with school district regulations, taking leadership role with colleagues. ☐

Occupational Therapy and Speech Artifacts for Domain 1-4

Domain 1: Planning and Preparation

- Evidence of continuing education
- Lesson plans related to goals and objectives for student learning
- List of resources (websites, books, materials) for lesson planning and sharing with others (teachers/parents)
- Records/observations of student work & interactions related to planning for student learning
- Results of treatment sessions and use of data for planning related to student intervention or educational programs
- Procedures for cooperative grouping, learning centers, or independent work
- Development and use of appropriate materials for addressing student needs (games, books, activities, behavior plans, etc.)
- Minutes or notes from team/grade level meetings reflecting group planning for intervention
- Shared Dropbox folder with therapy materials.

Domain 2: The Environment

- Back to school letters & parent/teacher notes regarding setting up therapy times and student learning needs in the classroom
- Therapy room rules and incentive programs
- Layout of therapy room (space for different types of work, shared spaces with other professionals)
- Behavior plans
- Letters/notes from students & parents
- Proper safety equipment in place
- Pictures of classroom set up: bulletin boards, visuals, seating arrangements
- Child appropriate furniture/seating

Domain 3: Delivery of Service

- Evidence of response to referrals: screening data forms, email communications, spreadsheets
- Lesson/treatment plans connect to IEP goals and student learning objectives
- Communications with parents: emails, notes, call logs, student performance notes/notebooks
- Data logs and therapy notes
- Student evaluation reports
- Evidence of modification of activities for different learning levels (work samples, photos, etc.)
- Pictures/videotapes of therapy session

Domain 4: Professional Responsibility

- Documentation of consultation with school staff (teachers, aides, administrators)
- Maintenance of attendance records, therapy data/notes
- Documentation of IEP goals and what the student is working on
- Classroom/therapy blog, wiki, social media presence

- Participation in professional activities within the district: BLT, DLT, professional development training, mentoring, staff inservice, faculty presentations
- Evidence of membership in professional organizations
- Seeking out resources, online support communities, professional learning network
- Participation in and/or providing professional development opportunities, disseminating knowledge from professional development
- Documentation consultation or collaboration with educational teams including administrators
- Documentation/evidence of sharing professional knowledge to teams related to student learning needs: fact sheets, information about disabilities, accommodations
- Mentoring
- Supervising therapy students
- Published work/research

DOMAIN 1: PLANNING AND PREPARATION (Social Worker)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge of social work techniques	Social worker demonstrates little or no knowledge and skill in using social work techniques. Social worker does not plan to meet with students, parents, and/or colleagues individually or in groups. ☐	Social worker demonstrates basic understanding of school social work techniques. Social worker plans occasional meeting for and with students, parents, and/or colleagues that promote and plan for student success. ☐	Social worker demonstrates understanding of school social work techniques. Social worker plans regular meetings for and with students, parents, and/or colleagues that promote and plan for student success. ☐	School social worker demonstrates comprehensive and coherent understanding of school social work techniques. Social worker plans regular meeting for and with students, parents, and/or colleagues that promote and plan for student success. ☐
1b Demonstrating knowledge of child adolescent development	Social worker demonstrates little or no knowledge of child and adolescent development and psychopathology. ☐	Social worker displays partial knowledge of child and adolescent development. ☐	Social worker displays a broad knowledge and understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. ☐	In addition to broad knowledge and understanding of the typical developmental characteristics of the age group, and exceptions to the general patterns, the social worker displays knowledge of the extent to which individual students follow the general patterns. ☐
1c Establishing goals for the social work program appropriate to the setting and the students served	Social worker has no clear goals for the social work program, or they are inappropriate to either the situation in the school, home, community or the age of the students. ☐	Social worker's goals for the social work program are rudimentary, and are partially suitable to the situation in the school, home, community and the age of the students. ☐	Social worker's goals for the social work program are clear and appropriate to the situation in the school, home, community and the age of the students. ☐	Social worker's goals for the social work program are highly appropriate to the situation in the school, home, community and the age of the students, and have been developed following consultations with administrators, parents, and colleagues. ☐
1d Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district	Social worker demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district. ☐	Social worker displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly. ☐	Social worker displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the district. ☐	Social worker'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 social work program, integrated with the regular school program to meet the needs of individual students and families	Social work program consist of a random collection of unrelated activities, lacking coherence or an overall structure. ☐	Social worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals of the social work program. ☐	Social worker's plan has a guiding principle and includes a number of worthwhile activities that do fit with the broader goals of the social work program. ☐	Social worker's plan is highly coherent and preventative to support the students individually and in groups, as well as within the broader educational program. ☐
1f Developing a plan to evaluate the social work program	Social worker has no plan to evaluate the program, or resists suggestions that such an evaluation is important. ☐	Social worker has a rudimentary plan to evaluate the social work program. ☐	Social worker'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. ☐	Social worker's evaluation plan is highly sophisticated, with imaginative sources of evidence, and clear recommendations for improving the program on an ongoing basis. ☐

DOMAIN 2: THE ENVIRONMENT (Social Worker)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an environment of respect and rapport	Social worker's interactions with students are negative or inappropriate and the social worker does not promote positive interactions among students. ☐	Social workers' interactions are a mix of positive and non-productive; the social worker's efforts at developing rapport are partially successful. ☐	Social worker's interactions with students are positive and respectful and the social worker actively promotes positive student-student interactions. ☐	Students, families, and school staff seek out the social worker, reflecting a high degree of comfort and trust in the relationship. Social worker models and teaches students, families, and school staff how to engage in positive interactions. ☐
2b Establishing a culture for productive and respectful communication	Social worker makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers. ☐	Social worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teacher are partially successful. ☐	Social worker promotes a culture throughout the school for productive and respectful communication between and among families and school staff. ☐	Social worker promotes and advocates for a culture throughout the school for productive and respectful communication between and among students, families, and school staff. ☐
2c Maintaining a positive relationship with faculty, parents and community	Relationships with faculty, parents and community are negative or self-serving. ☐	Maintains relationships with faculty, parents and community to a limited extent. ☐	Relationships with faculty, parents and community are characterized by support and cooperation. ☐	Relationships with faculty, parents and community are characterized by active support and cooperation. ☐
2d Contributing to the culture for positive student behavior throughout the school	Social worker displays minimal efforts to establish appropriate plans that contribute to positive student behavior. ☐	Social worker's efforts to establish appropriate plans that contribute to positive student behavior are partially successful. ☐	Social worker has established appropriate plans that contribute to consistent positive student behavior. ☐	Social worker has established appropriate plans that make lasting contributions to positive student behavior. ☐
2e Organizing physical space	The meeting space is disorganized, and poorly suited for students. Materials are not stored in a secure location, and are difficult to find when needed. ☐	The meeting space is not completely well organized, and materials are difficult to find when needed. Documents are not maintained to ensure confidentiality. ☐	The meeting space is well organized; documents are arranged and maintained to ensure confidentiality. ☐	The meeting space is highly organized and is inviting to students. Documents are arranged and maintained to ensure confidentiality. ☐

DOMAIN 3: DELIVERY OF SERVICE (Social Worker)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Responding to referrals, consulting with school personnel, families, and community agencies	Social worker fails to consult with teachers, administrators, and community agencies or to tailor the evaluation of the student to the questions raised in referral. ☐	Social worker consults on a sporadic basis with teachers, administrators, and community agencies, making partially successful attempts to tailor evaluation of the student to the questions raised in the referral. ☐	Social worker consults with teacher, administrators, and community agencies, tailoring the evaluation of the student to the questions raised in the referral. ☐	Social worker consults frequently with teachers, administrators, and community agencies and contributing own insights and tailoring evaluation of the student to the questions raised in the referral and making recommendations for student success. ☐
3b Evaluating and collaborating on student needs	Social worker resists selecting appropriate interventions to the referral questions, or selects interventions inappropriate to the situation, or does not follow established procedures and guidelines. ☐	Social worker selects appropriate interventions to the referral questions and answers questions of the school staff regarding the requirements of the interventions. ☐	Social worker selects appropriate interventions to the referral questions and confers with the school staff to ensure that they fully understand the requirements of the interventions. ☐	Social worker selects interventions and continually evaluates the effectiveness of the interventions selected. Social worker confers with school staff to ensure that they fully understand and comply with procedural requirements of the interventions. ☐
3c Participating on the student support team	Social worker declines to participate on the student support team. ☐	Social worker displays no leadership on the student support team and prepares adequate IEP's. ☐	Social worker displays occasional leadership on the student support team as a standard expectation; prepares detailed IEP's. ☐	Social worker consistently displays leadership on the student support team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner. ☐
3d Communicating resources to meet student and family needs	Social worker does not make connections with other programs in order to meet student and family needs. ☐	Social worker efforts to communicate services with other programs to meet student and family needs in the school are partially successful. ☐	Social worker communicates with other programs within the school or district to meet student and family needs. ☐	Social worker communicates with other programs and agencies both within and beyond the school or district to meet individual student and family needs. ☐
3e Demonstrating flexibility and responsiveness	Social worker adheres to his or her plan, in spite of evidence of its inadequacy. ☐	Social worker makes modest changes in the social work program when confronted with evidence of the need for change. ☐	Social worker makes revisions in the social work program when it is needed. ☐	Social worker is continually seeking ways to improve the social work program, and makes changes as needed in response to student, family, or colleague input. ☐

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (Social Worker)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on practice	Social worker does not reflect on practice, or the reflections are inaccurate or self-serving. ☐	Social worker'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. ☐	Social worker's reflection provides an accurate and objective description of practice, citing specific examples that were not fully successful for at least some students. Social worker makes some specific suggestions as to how the social work program might be improved. ☐	Social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Social worker draws on an extensive repertoire to suggest alternative strategies. ☐
4b Communicating with families	Social worker fails to communicate with families and secure necessary permission for services, or communicates in an insensitive manner. ☐	Social worker communication with families and community agencies is partially successful: permissions for interventions are obtained but there are occasional insensitivities to social economic status and linguistic traditions. ☐	Social worker communicates with families and community agencies and secures necessary permission for interventions, and does so in a sensitive manner sensitive to social-economic status and linguistic traditions. ☐	Social worker secures necessary permissions and communicates with families and community agencies in a manner highly sensitive to social-economic status and linguistic traditions. Social worker reaches out to families of students to enhance trust. ☐
4c Maintaining accurate records	Social worker does not have records or documentation of students seen and their goals. ☐	Social worker has minimal records or documentation of students seen and their goals. ☐	Social worker has records or documentation of students seen, date, and goals for the students being addressed during session. ☐	Social worker has records or documentation of student seen, the date and time of session, goal being addressed, and plan for follow-up. ☐
4d Participating in a professional community	Social worker's relationships with colleagues are negative or self-serving. ☐	Social worker's relationships with colleagues are cordial. ☐	Social worker participates actively in school. ☐	Social worker makes a substantial contribution to school. ☐
4e Engaging in professional development	Social worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. ☐	Social worker participation in professional development activities is limited to those that are convenient or are required. ☐	Social worker seeks out opportunities for professional development based on the need. ☐	Social worker actively pursues professional development opportunities and makes a substantial contribution to the profession. ☐
4f Showing Professionalism	Social worker displays dishonesty in interactions with students, families, colleagues, and the public, and violates principles of confidentiality. ☐	Social worker is honest in interactions with students, families, colleagues, and the public, plays a moderate advocacy role for students, and does not violate confidentiality. ☐	Social worker displays high standard of honesty, integrity, and confidentiality in interactions with students, families, colleagues, and the public, and advocates for students when needed. ☐	Social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality, to advocate for students, and displays leadership among colleagues. ☐

Social Work Artifacts for Domain 1-4

Domain 1: Planning and Preparation

- List of resources and materials used for lessons or units and their alignment with social/emotional standards
- Lesson plan if completing lesson in classroom
- Goal of individual or group sessions
- List of resources and materials

Domain 2: The Environment

- Picture of inviting office
- Letter to parents introducing self and services offered
- Sample of grouping arrangements for different experiences/activities
- Student interest survey
- Letters or emails from parents
- Letters or emails
- Descriptions of other evidence of team building, or community building activities (POPS)

Domain 3: Delivery of Service

- FBA/BIP collection of data
- Group contract with rules/expectations
- Conflict resolution plan
- Case notes
- Phone log
- Caseload-minutes per IEP-goals of each kid

Domain 4: Professional Responsibility

- Peers observation/consult
- Pre and post-test from social-emotional curriculum
- Evidence of professional memberships or associations
- Log of professional readings

DOMAIN 1: PLANNING AND PREPARATION (Psychologist)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge and skill in using appropriate data collection procedures	Psychologist demonstrates little or no knowledge and skill in using appropriate assessments to evaluate students. ☐	Psychologist uses a limited number of appropriate assessments to evaluate students. ☐	Psychologist uses appropriate assessments based on the referral question(s) to evaluate students and determine areas of strength and weaknesses. ☐	Psychologist uses a wide range of appropriate assessments to evaluate students and knows the proper situations in which each should be used. ☐
1b Demonstrating knowledge of child and adolescent physical, social and cognitive development	Psychologist demonstrates little or no knowledge of child and adolescent physical, social, and cognitive development. ☐	Psychologist demonstrates basic knowledge of child and adolescent physical, social, and cognitive development. ☐	Psychologist demonstrates thorough knowledge of child and adolescent physical, social, and cognitive development. ☐	Psychologist demonstrates extensive knowledge of child and adolescent development, physical, social, and cognitive development. ☐
1c Establishing goals for remediation strategy/intervention/prevention services appropriate to the setting and the students served	Psychologist has no clear goals for the remediation strategies/interventions, or they are inappropriate to either the situation or the age of the students. ☐	Psychologist's goals for the remediation strategies/interventions are rudimentary, and are partially suitable to the situation and the age of the students. ☐	Psychologist's goals for the remediation strategies/interventions are thorough and appropriate to the situation in the school and to the age of the students. ☐	Psychologist's goals for the remediation strategies/interventions are highly appropriate to the situation in the school and to the age of the students, and have been developed collaboratively with students, parents, administrators and colleagues. ☐
1d Demonstrating knowledge of state and federal regulations, and resources within and beyond the school, district and cooperative	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school, district, or cooperative. ☐	Psychologist displays knowledge of governmental regulations and resources for students available through the school, district, or cooperative, but no knowledge of resources available more broadly. ☐	Psychologist displays knowledge of governmental regulations and resources for students within and beyond the school, district and cooperative. ☐	Psychologist's knowledge of governmental regulations and resources for students is extensive, within and beyond the school, district and cooperative. ☐
1e Planning remediation strategy/intervention/prevention services, integrated with the regular school program, to meet the needs of individual students	Intervention program 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 applies knowledge of best practices and current strategies in developing a plan appropriate to the setting incorporating school district mission. ☐	Psychologist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program including incorporation of school district mission. ☐
1f Developing a plan to evaluate remediation strategy/intervention/prevention services	Psychologist has no plan to evaluate the remediation strategies/interventions/prevention or resists suggestions that such an evaluation is important. ☐	Psychologist has a rudimentary plan to evaluate the remediation strategies/interventions/preventions that are assigned to students. ☐	Psychologist's plan to evaluate the remediation strategies/interventions/prevention 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 for intervention/prevention is highly sophisticated, with multiple sources of evidence, and a clear path towards improving the program on an ongoing basis. ☐

DOMAIN 2: THE ENVIRONMENT (Psychologist)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety.	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the psychologist work space. ☐	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 psychologist's work space. ☐	Psychologist easily establishes rapport with students reflecting a high degree of comfort and trust in the relationship. ☐
2b Promoting a culture of collaboration with other professionals in each building and throughout the district	Psychologist makes no attempt to promote a culture of collaboration in the school as a whole. ☐	Psychologist is inconsistent in his/her attempts to promote a culture of collaboration throughout the school. ☐	Psychologist consistently attempts to promote a culture of collaboration in the school. ☐	Psychologist supports and promotes positive collaborative school culture. ☐
2c Establishing and maintaining clear procedures for problem solving referrals, meetings, and consultations. Practice includes ability to prioritize, meet deadlines and complete documentation	No procedures for referrals have been utilized; when teachers want to refer a student for any support, they are not sure how to go about it. Evidence indicates poor ability to prioritize work activities and meet deadlines. ☐	Psychologist has utilized procedures for referrals, but the details are not always clear. There is a lack of evidence for prioritization for meeting deadlines and completing documentation. ☐	Psychologist procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. Evidence indicates ability to prioritize, meet deadlines and complete documentation. ☐	Procedures for all aspects of problem solving, referral and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators. Evidence indicates exemplary organizational skills around setting priorities and meeting deadlines. ☐
2d Establishing standards of conduct for all interactions with students	No standards of conduct have been established and communicated to students. Psychologist disregards or fails to address negative student behavioral interactions. ☐	Standards of conduct appear to have been established and communicated to students. Psychologist's attempts to monitor and correct student negative behavior during any interactions are partially successful. ☐	Standards of conduct have been established and communicated to students. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful. ☐	Standards of conduct have been established and communicated to students. 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 in each building across the district	School psychologist's work spaces are disorganized. Materials are not stored in a secure location, and are difficult to find when needed. ☐	Materials in school psychologist's work spaces are stored securely, but rooms are not completely well organized, and materials are difficult to find when needed. ☐	The school psychologist's work spaces are well organized; materials are stored in a secure location and are available when needed. ☐	The school psychologist's work spaces are highly organized and inviting to students. Materials are stored in a secure location and are convenient when needed. ☐

DOMAIN 3: DELIVERY OF SERVICE (Psychologist)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Responding appropriately and readily to referrals, consults with teachers and administrators, and accurately evaluating students' needs	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 best practices guidelines that are appropriate and available	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow standardized administration procedures. ☐	Psychologist attempts to administer appropriate and/or available evaluation instruments to students, but does not always follow standardized administration procedures. ☐	Psychologist administers appropriate and/or available evaluation instruments to students, according to standardized administration procedures. ☐	Psychologist selects, from a broad repertoire, those assessments that are most appropriate and/or available to the referral questions and administered according to standardized administration procedures. Psychologist conducts information sessions with colleagues to ensure that the psychologist completely understands student needs. ☐
3c Facilitating students' determination of eligibility for special education and subsequent development of the IEP	Psychologist declines to actively participate on the evaluation team or in the IEP process. ☐	Psychologist actively participates on the evaluation team when directed to do so, preparing adequate evaluation reports and limited facilitation of the IEP process. ☐	Psychologist actively participates on the evaluation team as a standard expectation; prepares detailed evaluation reports and actively participates in team development of IEP. ☐	Psychologist actively participates on the evaluation team and takes initiative in assembling materials for meetings. Reports are prepared in an exemplary manner and directly facilitates IEP goal development. ☐
3d Supporting intervention planning and monitoring as part of the District's Response to Intervention Plan	Psychologist fails to support the planning of interventions suitable to students, or supports a planning process that is mismatched with the findings of the assessments. Psychologist lacks knowledge of academic and behavioral interventions to improve student learning. ☐	Psychologist's support for the plan indicates limited knowledge of academic and behavioral interventions to improve student learning. Limited facilitation of data driven decision making processes. ☐	Psychologist's plans for students are suitable for them, and are aligned with identified need. Psychologist demonstrates knowledge of and application of academic and behavioral interventions for improving student learning based on data driven decision-making. Psychologist facilitates modification of practices in response to student data. ☐	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. Data driven decision-making is fully integrated into practice. ☐
3e Demonstrating flexibility and responsiveness	Psychologist adheres to his or her methods of service delivery in spite of evidence of its inadequacy. ☐	Psychologist makes modest changes in the service delivery when confronted with evidence of the need for change. ☐	Psychologist makes revisions in the service delivery when it is needed. ☐	Psychologist is continually seeking ways to improve service delivery, and makes changes (as needed) in response to student, parent, teacher or administrative input. ☐

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (Psychologist)				
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 service delivery 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 problem solving and IEP teams so they understand the psychological findings	Psychologist fails to communicate with the problem solving and IEP teams the appropriate psychological findings or communicates in an insensitive and/or ineffective manner. ☐	Psychologist inconsistently communicates with the problem solving/IEP teams by asking insensitive questions or by demonstrating a lack of follow through for requests for additional or clarifying information. ☐	Psychologist communicates with the problem solving and IEP teams and does so in a manner that supports shared communication, ongoing questions and information sharing. ☐	Psychologist communicates with problem solving and IEP teams in a manner highly supportive of collaborative sharing and problem-solving regarding psychological findings. ☐
4c Maintaining accurate records	Psychologist's records are in disarray; they may be missing or illegible. ☐	Psychologist's records are not always accurate, legible, and/or organized. ☐	Psychologist's records are accurate, legible and well organized. ☐	Psychologist's records are accurate and legible, well organized. They are written to be understandable to another qualified professional and/or parents. ☐
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 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 school, district and cooperative by implementing and/or training colleagues on learned information. ☐
4f Showing professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public. Psychologist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Psychologist makes decisions and recommendations based on self-serving interests. Psychologist does not comply with school, district and/or cooperative regulations. ☐	Psychologist is honest in interactions with colleagues, students, and the public. Psychologist's attempts to serve students are inconsistent and do not knowingly contribute to some students being ill served by the school. Psychologist's decisions and recommendations are based on limited though genuinely professional considerations. Psychologist complies minimally with school, district and/or cooperative regulations, doing just enough to get by. ☐	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Psychologist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Psychologist maintains an open mind in team or departmental decision-making. Psychologist complies fully with school, district and/or cooperative regulations. ☐	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Psychologist is highly proactive in serving students, seeking out resources when needed. Psychologist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in this school. Psychologist takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Psychologist complies fully with school, district and/or cooperative regulations, taking a leadership role with colleagues. ☐

Psychologist Artifacts for Domain 1-4

Domain 1: Planning and Preparation

- List of websites, books, periodicals for ideas/planning/resources
- Minutes from team meetings that reflect planning for building procedures
- Evidence that professional development activity translated into planning for implementation of activity
- Continuing education
- Psychological reports listing assessments used based on referral questions
- Lists of students in interventions and/or individual student intervention plans developed with teams
- Participation on building level teams and PBS teams
- Documentation of reviewing progress monitoring data for program evaluation
- BLT and/or DLT agendas

Domain 2: The Environment

- Contribute to PBS team
- Letter to student/families introducing self when providing interventions
- Materials are stored in secure location
- Pictures of office

Domain 3: Delivery of Service

- Summaries of consultation or records of team meetings with colleagues
- Reports of thorough record reviews and appropriate psychological assessments
- Documentation of meetings or consultation with colleagues about appropriate assessments needed to understand whole student
- Completed paperwork for reevaluation meetings for special education eligibility
- Summary of data collection for decision-making
- Contact log with outside service providers
- MAP data presentations
- Presentations to staff

Domain 4: Professional Responsibilities

- Peer observations
- Student and/or parent contact log
- Eligibility documents in EasyIEP
- Extra-curricular activities such as advisor or sponsorships of student clubs, activities, or athletics.

DOMAIN 1: PLANNING AND PREPARATION (Librarian)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge of literature and current trends in library/media practice and information technology	Librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology. ☐	Librarian demonstrates limited knowledge of literature and of current trends in practice and information technology. ☐	Librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. ☐	Drawing on extensive professional resources, librarian 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	Librarian demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards. ☐	Librarian demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards. ☐	Librarian demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards. ☐	Librarian 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	Librarian 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. ☐	Librarian goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. ☐	Librarian goals for the media program are clear and appropriate to the situation in the school and to the age of the students. ☐	Librarian 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	Librarian 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. ☐	Librarian 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. ☐	Librarian 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. ☐	Librarian 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 program integrated with the overall school program.	Library program consists of a random collection of unrelated activities, lacking coherence or an overall structure. ☐	Librarian plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. ☐	Librarian plan is well designed to support both teachers and students in their information needs. ☐	Librarian 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 program	Librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important. ☐	Librarian has rudimentary plan to evaluate the library program. ☐	Librarian 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. ☐	Librarian evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. ☐

DOMAIN 2: THE ENVIRONMENT (Librarian)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an environment of respect and rapport	Interactions, both between the librarian 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 librarian 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 librarian and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences and among groups of students. ☐	Interactions among the librarian, 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	Librarian conveys a sense that the work of seeking information and reading literature is not worth the time and energy required. ☐	Librarian goes through the motions of performing the work of the position, but without any real commitment to it. ☐	Librarian, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature. ☐	Librarian, 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 librarian 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 librarian monitors student behavior against those standards. Librarian's response to student misbehavior is appropriate and respectful to students. ☐	Standards of conduct are clear, with evidence of student participation in setting them. Librarian 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	Librarian 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. ☐	Librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion. ☐	Librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. ☐	Librarian 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: DELIVERY OF SERVICE (Librarian)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Librarian 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. ☐	Librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. ☐	Librarian 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. ☐	Librarian 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	Librarian declines to collaborate with classroom teachers in the design of instructional lessons and units. ☐	Librarian collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. ☐	Librarian initiates collaboration with classroom teachers in the design of instructional lessons and units. ☐	Librarian 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 LRC	Librarian declines to assist students and teachers in the use of technology in the LRC. ☐	Librarian assists students and teachers in the use of technology in the LRC when specifically asked to do so. ☐	Librarian initiates sessions to assist students and teachers in the use of technology in the LRC. ☐	Librarian is proactive in initiating sessions to assist students and teachers in the use of technology in the LRC. ☐
3e Demonstrating flexibility and responsiveness	Librarian adheres to the plan, in spite of evidence of its inadequacy. ☐	Librarian makes modest changes in the library program when confronted with evidence of the need for change. ☐	Librarian makes revisions to the library program when they are needed. ☐	Librarian is continually seeking ways to improve the library program and makes changes as needed in response to student, parent, or teacher input. ☐

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (Librarian)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on practice	Librarian does not reflect on practice, or the reflections are inaccurate or self-serving. ☐	Librarian'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. ☐	Librarian's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Librarian makes some specific suggestions as to how the media program might be improved. ☐	Librarian's reflection is highly accurate and perceptive, citing specific examples. Librarian draws on an extensive repertoire to suggest alternative strategies and their likely success. ☐
4b Preparing and submitting reports and budgets	Librarian ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late. ☐	Librarian's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time. ☐	Librarian honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time. ☐	Librarian 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	Librarian makes no effort to engage in outreach efforts to parents or the larger community. ☐	Librarian makes sporadic efforts to engage in outreach efforts to parents or the larger community. ☐	Librarian engages in outreach efforts to parents and the larger community. ☐	Librarian is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit. ☐
4d Participating in a professional community	Librarian's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. ☐	Librarian's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. ☐	Librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. ☐	Librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. ☐
4e Engaging in professional development	Librarian does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. ☐	Librarian's participation in professional development activities is limited to those that are convenient or are required. ☐	Librarian seeks out opportunities for professional development based on an individual assessment of need. ☐	Librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. ☐
4f Showing professionalism	Librarian displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws. ☐	Librarian is honest in interactions with colleagues, students, and the public; respects copyright laws. ☐	Librarian displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws. ☐	Librarian 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. ☐

Librarian Artifacts for Domain 1-4

Domain 1: Planning and Preparation

- AASL (American Association of School Librarians) planning guide artifacts
- Other long-range planning documents
- Library advisory committee meeting minutes and documents
- Librarian-teacher collaboration model
- Student survey data
- Sample lesson plans
- Sample student assessment artifacts (hard copy/digital)

Domain 2: The Environment

- Photo of bulletin board and library displays
- Documentation of motivational library programs
- Library handbook or website detailing procedures
- Photos of procedural library signage
- Documentation of check-out protocol, if implemented
- Documentation of behavioral management techniques/procedures

Domain 3: Delivery of Service

- Overview of weeding plan and progress to-date
- Collection analysis reports
- Collection development plan
- Circulation statistics
- Documentation of online resources
- Print and technology needs assessment data
- Collaboration analysis (see Loertscher model)
- Sample student assessment artifacts (hard copy/digital)
- Text integration analysis
- Report on integration of information literacy, research, and technology skills.

Domain 4: Professional Responsibilities

- Reflection log
- Evidence of regular library-related reports and budget requests
- Sample communications with parents and community
- Evidence of professional growth
- Evidence of workshops conducted for colleagues
- Library user survey data
- Library advisory committee meeting minutes and documents
- Evidence of presentations at professional conferences
- Authorship of professional articles
- Evidence of activity on school leadership teams

DOMAIN 1: PLANNING AND PREPARATION (Reading Specialist)				
COMPONENT	LEVEL OF PERFORMANCE			
	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. ☐
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 system. ☐	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: THE CLASSROOM ENVIRONMENT (Reading Specialist)				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an environment of respect and rapport	Patterns of classroom interactions, both between instructional specialist and students and among students, are mostly negative, inappropriate, or insensitive to students ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The instructional specialist does not deal with disrespectful behavior. ☐	Patterns of classroom interactions, both between instructional specialist 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. The instructional specialist attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. ☐	Instructional specialist-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the instructional specialist. The instructional specialist responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. ☐	Classroom interactions between instructional specialist and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the instructional specialist and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. ☐
2b Establishing a culture for learning	The classroom culture is characterized by a lack of instructional specialist or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are 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 the instructional specialist or students. The instructional specialist appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The instructional specialist conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. ☐	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. ☐	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The instructional specialist conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. ☐
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the instructional specialist's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. ☐	Some instructional time is lost due to partially effective classroom routines and procedures. The instructional specialist's management of instructional groups and transitions, or handling of materials and supplies, or both, are 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 transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines. ☐	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. ☐
2d Managing student behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no instructional specialist monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. ☐	Standards of conduct appear to have been established, but their implementation is inconsistent. The instructional specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior. ☐	Student behavior is generally appropriate. The instructional specialist 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/or that of other students against standards of conduct. Instructional specialist monitoring of student behavior is subtle and preventive. The instructional specialist's response to student misbehavior is sensitive to individual student needs and respects students' dignity ☐
2e Organizing physical space	The classroom environment is unsafe, or learning is not accessible to many. 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 instructional specialist makes modest use of physical resources, including computer technology. The instructional specialist attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. ☐	The classroom is safe, and students have equal access to learning activities; the instructional specialist ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. ☐	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The instructional specialist 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: INSTRUCTION (Reading Specialist)				
COMPONENT	LEVEL OF PERFORMANCE			
	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. The instructional specialist's explanation of the content contains major errors and does not include any explanation of strategies students might use. The instructional specialist's spoken or written language contains errors of grammar or syntax. The instructional specialist's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. ☐	The instructional specialist's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The instructional specialist's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The instructional specialist's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The instructional specialist's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The instructional specialist rarely takes opportunities to explain academic vocabulary. ☐	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 and may be modeled. The instructional specialist's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the instructional specialist focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The instructional specialist's spoken and written language is clear and correct and is suitable to students' ages and interests. The instructional specialist's use of academic vocabulary is precise and serves to extend student understanding. ☐	The instructional specialist links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The instructional specialist's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The instructional specialist's spoken and written language is expressive, and the instructional specialist finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. ☐
3b Using questioning and discussion techniques	The instructional specialist's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the instructional specialist and students is predominantly recitation style, with the teacher mediating all questions and answers; the instructional specialist accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. ☐	The instructional specialist's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the instructional specialist attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The instructional specialist attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. ☐	While the instructional specialist may use some low-level questions, he poses questions designed to promote student thinking and understanding. The instructional specialist creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The instructional specialist challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. ☐	The instructional specialist uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. ☐
3c Engaging students in learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. ☐	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of downtime. ☐	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and 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 activities that require complex thinking by students. Instructional specialist provides suitable scaffolding and challenges students to explain their thinking. Evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. Lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. ☐
3d Using assessment in instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. ☐	Students appear to be only partially aware of the assessment criteria, and the instructional specialist monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. ☐	Students appear to be aware of the assessment criteria, and the instructional specialist monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Instructional specialist feedback to groups of students is accurate and specific; some students engage in self-assessment. ☐	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. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both instructional specialist and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The instructional specialist successfully differentiates instruction to address individual students' misunderstandings. ☐
3e Demonstrating flexibility and responsiveness	The instructional specialist ignores students' questions; when students have difficulty learning, the instructional specialist blames them or their home environment for their lack of success. The instructional specialist makes no attempt to adjust the lesson even when students don't understand the content. ☐	The instructional specialist accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. ☐	The instructional specialist successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the instructional specialist persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the instructional specialist makes a minor adjustment to the lesson and does so smoothly. ☐	The instructional specialist seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the instructional specialist persists in seeking effective approaches for students who need help. ☐

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (Reading Specialist)				
COMPONENT	LEVEL OF PERFORMANCE			
	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 and reports	Instructional specialist does not follow established procedures for submitting reports. Reports are routinely late. ☐	Instructional specialist must be reminded by supervisor to submit reports. ☐	Instructional specialist submits reports on time. ☐	Instructional specialist submits reports on time with prepared analysis and reflection. ☐
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. ☐

Instructional Specialist Artifacts for Domain 1-4

Domain 1: Planning and Preparation

- Coaching Schedule
- Log of consulting with teachers
- Participation in English/Language Arts department meetings
- Attendance in English/Language Arts professional development
- Google surveys
- Meeting notes from meetings with administration
- Subscriptions from reading teacher
- Use of articles from IRC Journal
- Provide information from research journals to staff

Domain 2 and 3 from Teacher Artifacts

Domain 4: Professional Responsibilities

- Building Leadership Team agendas
- Family reading night
- Read Across America
- Young Authors Contest
- Read to Succeed
- Illinois Reading Council Conference Attendance
- Young Author Celebration
- Attendance from conferences related to reading
- Illinois Reading Council Membership
- Building Leadership Team data forms
- Individual problem solving meetings
- Hand-outs created for faculty meetings
- Materials given out during peer coaching
- Budgets
- Reports back to administration on needs of building for reading materials
- Correspondence with staff about needs of reading materials
- Illinois Reading Council notes and attendance

Professional Development Plan Guide Sheet

Creating a Professional Development Plan for a Tenured Staff Rated “Needs Improvement”

The Performance Evaluation Reform Act of 2010 includes the language regarding the creation of a Professional Development Plan for a teacher in contractual continued service (tenured) who is rated Needs Improvement.

This Professional Development Plan (PDP)

- is to be created within 30 school days after the completion of an evaluation resulting in the Needs Improvement rating
- will be developed by the evaluator(s) in consultation with the staff member and will take into account the tenured teacher’s ongoing professional responsibilities including his/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement

Tenured staff must be evaluated at least once in the school year following the Professional Development Plan. Staff members who are rated Proficient or Excellent at that time will be reinstated to the Tenured Staff Evaluation Process for Proficient or Excellent Individual Growth Plan.

For tenured Staff who are evaluated less than Proficient at the completion of the PDP, the school district will start a remediation plan under the provisions of Illinois School Code 105 ILCS 5/24A-5.

Professional Development Plan Components

- **Domain/Component:** Domain and component rated Needs Improvement
- **Rationale for Area of Improvement:** Evidence from observations that show an area needing improvement
- **Improvement Strategies:** Strategies the staff member can use to show improvement in needed domain/component
- **Tasks to Complete:** Specific task the staff member will complete to improve the domain/component
- **Support and Resources:** List of supports and resources the staff member can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals
- **Indicators of Progress:** How the staff member will show progress towards proficient/excellent in domain/component through informal observation, data, evidence, etc.

Needs Improvement Tenured Plan Chart

Timeline for Tenured Staff – Needs Improvement	
Time of Year	Process
Within 30 school days of staff member receiving an overall rating of Needs Improvement	Evaluator creates the Professional Development Plan (PDP), using the PDP form, in consultation with staff member. - Form includes target end date for PDP (minimum 45 school days/maximum 90 school days) - Both the evaluator and the staff member sign the form within the 30 school day time period
During the PDP implementation	- Staff member follows the PDP created - Staff member logs professional development into the PDP activity log - Evaluator conducts a minimum of 3 observations (3 must be formal observations) and provides observational data during post conferences to Staff member after each observation.
By target completion date of PDP	- Evaluator completes the PDP Summary - PDP conference between staff member and evaluator where PDP summary document is discussed and signed by evaluator and staff member.
After Completion of PDP	Staff member evaluated in accordance with Staff Evaluation Plan - Overall rating of Proficient or Excellent – Staff member is put back on the tenured cycle in accordance to the Staff Evaluation Plan - Failure to return to an overall rating of Proficient or Excellent-Staff member enters into remediation.

Professional Development Plan

Name:

Evaluator:

Date of PDP: (to be completed within 30 school days of summative evaluation)

Copy and Paste additional charts for each domain identified as an area of improvement.

Domain:

Component Name and Letter:

Rationale for area of improvement:

Improvement Strategies	
Tasks to Complete	
Supports and Resources	
Indicators of Progress	
Target Completion Date	

Component Name and Letter:

Rationale for area of improvement:

Improvement Strategies	
Tasks to Complete	
Supports and Resources	
Indicators of Progress	
Target Completion Date	

Target Completion Date	
------------------------	--

Evaluator Comments	
--------------------	--

Evaluator		Staff	
Date		Date	

Signatures above indicate the plan was developed by the Evaluator in consultation with the Staff member.

Professional Development Plan Activity Log

Name:

Evaluator:

Start Date of PDP:

[illegible]

Professional Development Plan Summary

Name:

Evaluator:

	Date Initiated	Target Date of Completion
PDP Process:		

Observation Sequence:

Date of Pre-Observation Conference	Date of Observation	Length of Visit	Class/Period Observed	Date of Post Observation Conference

Improvement Area	Domain: Component:		
Completed?	Yes	No	Date:
Evidence:			

Improvement Area	Domain: Component:		
Completed?	Yes	No	Date:
Evidence:			

Improvement Area	Domain: Component:		
Completed?	Yes	No	Date:
Evidence:			

Next Steps:

Staff completion of Professional Development Plan: YES NO

Evaluator		Staff	
Date		Date	

The Staff member's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that the Staff member received a copy of this Professional Development Plan Summary.

Professional Remediation Plan

In the event a teacher's performance is evaluated as being unsatisfactory, said teacher is given a remediation plan Pursuant to Article 24 A-5 of the School Code, citing the various remediable deficiencies of unsatisfactory performance within 30 days after receiving the unsatisfactory notice. During the remediation period, the following provisions and procedures are in effect:

1. A committee consisting of an administrator and a consulting teacher selected by the principal shall be determined to guide and assist the unsatisfactory teacher.
2. The consulting teacher shall be selected by the participating administrator or principal.
3. The consulting teacher shall be an educational employee as defined by the Educational Labor Relations Act, have at least five years teaching experience, have a reasonable familiarity with the assignment of the teacher evaluated and have an excellent rating on his/her most recent evaluation.
4. If there are no CCCUSD#1 teachers who meet these requirements, the Superintendent shall request the State Board of Education to supply one.
5. The teachers' association may compile a list of qualified teachers from which the consulting teacher is to be selected. The list shall contain the names of five qualified teachers, or all the names of qualified teachers if less than five. The State Board of Education shall determine qualifications if there is any dispute.
6. The consulting teacher shall participate in developing a plan to remedy the cited deficiencies. However, the final decision as to this plan shall be made solely by the administrator.
7. The consulting teacher shall provide advice to the evaluated teacher on how to improve his or her teaching skills and to successfully complete the remediation plan.
8. Teachers on the remediation plan shall be evaluated and rated every 30 school days during the 90-day remediation period. Furthermore, they shall be evaluated according to the recommendation of the evaluator for the year immediately following the remediation period. Failure to strictly comply with the timelines for the required evaluations because of illness or leaves granted teachers under remediation shall not invalidate the results of the remediation plan.
9. The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation.
10. The consulting teacher shall be informed through office conferences with the qualified administrator and the teacher under remediation regarding the results of the remedial evaluations in order to continue providing meaningful assistance.
11. Any teacher who successfully completes a 90 school day remediation plan shall be returned to the regular evaluation cycle.
12. Any teacher who fails to obtain a satisfactory rating after completing the 90 school day remediation plan shall be dismissed.
13. A teacher may be dismissed at any time for irremediable deficiencies.