

SCHAUMBURG
COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 54



TEACHER
APPRAISAL PLAN

Beginning Fall, 2018



SCHOOL DISTRICT 54
Ensuring Student Success

SCHAUMBURG COMMUNITY CONSOLIDATED SCHOOL DISTRICT 54 TEACHER APPRAISAL PLAN

Introduction

The Schaumburg Community Consolidated School District 54 Professional Appraisal Plan assesses certified staff performance based on the four domains of professional skills found in *Enhancing Professional Practice: A Framework for Teaching, 3rd Edition*, by Charlotte Danielson. (see description below)

The Schaumburg Community Consolidated School District 54 Teacher Appraisal Committee has reviewed the Performance Evaluation Reform Act [PERA 2010]. The “required inclusion of student growth as a significant factor in evaluation of teachers” led the committee to update the plan for the beginning of the 2016-2017 school year. This committee worked collaboratively to create and add a student growth criterion to the Professional Appraisal Plan, which will be compliant to the law’s requirement by the deadline of 9/1/2016.

Committee members include:

Chery Anderson, SEA President, Mead Junior High School
Jess Astrug, SEA, Einstein Elementary School
Maria Ayala, SEA, Hoover Elementary School
David Banas, SEA, Blackwell Elementary School
Karen Chin, SEA, Addams Junior High School
Rhonda Conrad, SEA, Dooley Elementary School
Carmela David, SEA, Churchill Elementary School
Cynthia Dressler, SEA, Early Learning Center
Andy DuRoss, Superintendent
Paul Goldberg, Assistant Superintendent, District Improvement
Pete Hannigan, Assistant Superintendent, Human Resources
Nancy Hellstrom, SEA, Rafferty Center
Linda Kowalski, SEA, Keller Junior High School
Vicki Mikos, SEA, Stevenson Elementary School
Lori Mobley, SEA, MacArthur Elementary School
Nick Myers, Associate Superintendent
Lynn Niemann, SEA, Dirksen Elementary School
Mollie Pouska, SEA, Addams Junior High School
Jackie Robbins, IEA UniServ Director
Jillian Sagan, Principal, Mead Junior High School
Kim Smith, SEA, Hale Elementary School
Bob Wroblewski, SEA, Churchill Elementary School

The committee agreed that the primary reason for appraisal of certificated personnel in School District 54 is to provide for continued improvement of instruction and creation of a desirable learning environment for students. The State of Illinois requires each school district to establish a district appraisal plan that provides for appraisal of tenured teachers at least once every two (2) years and appraisal of non-tenured teachers every year. The attached Teacher Appraisal Plan fulfills all requirements of the state mandate.

Danielson Framework

Enhancing Professional Practice: A Framework for Teaching, 3rd Edition, by Charlotte Danielson is the basis for the Schaumburg Community Consolidated School District 54 Professional Appraisal Plan. The Framework for Teaching is a research based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among educators as they seek to enhance their skill in the complex task of teaching. The framework for teaching is based on the Praxis III: National Board for Professional Teaching Standards (NBPTS), and is compatible with Interstate New Teacher Assessments and Supports Consortium (INTASC) standards. The Framework for Teaching has been validated as a reliable and valid measurement tool when measuring teaching practice in both the 2011 Consortium on Chicago School Research (CCSR) study and 2012 Measuring Effective Teaching (MET) study.

The Framework will anchor Schaumburg Community Consolidated School District 54 recruitment and hiring, mentoring, coaching, professional development, and teacher appraisal processes. The goal is to link all of these activities together to help Teachers, Specialists, and Evaluators become more thoughtful practitioners.

ADDENDUM

The Board of Education of Schaumburg Community Consolidated School District 54 and the SEA, IEA/NEA, hereby agree as follows:

The parties acknowledge that they have negotiated and agreed upon a Teacher Appraisal Plan ("Plan") in accordance with the provisions of the Illinois Education Reform Act.

The parties further agree that the Plan shall remain in effect unless it is modified by the Board after consultation with the SEA. The parties specifically acknowledge that the Plan as a whole is not a part of the Agreement and only Sections I through VI, and "Consulting Teacher's Role in the Remediation Process" of the Plan is a part of the Agreement and, therefore, subject to the Agreement's Grievance and Arbitration provisions.

For the Board

For the Association



President



President

01/07/2016
Date

01/07/2016
Date

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Schaumburg District 54's Teacher Appraisal Practice Beliefs and Commitments

Beliefs	Aligned Commitments
District 54 believes that the teacher appraisal process must support:	In order to embed these teacher appraisal process beliefs into ongoing professional practice, District 54 commits to:
<p>Clearly-defined consistent procedures that ensure that the process:</p> <ul style="list-style-type: none"> • Is based upon evidence of professional practice • Is predictable, repeatable, and consistent • Uses the most reliable and appropriate student growth measures • Supports two-way conversations for professional growth 	<ul style="list-style-type: none"> • Providing ongoing education and guidance for all D54 certified staff • Conducting the appraisal process with integrity • Honoring and utilizing the 2011 Framework for Teaching Components and Critical Attributes to come to a shared understanding of teaching practices based upon evidence collection • Collecting multiple sources of data to address and support the student growth rating
<p>Continuous professional growth as a vehicle to improve individual and collaborative practitioners' practice</p>	<ul style="list-style-type: none"> • Providing continuous support and resources for teaching growth attainment (e.g., salary lane changes, coaching, staff development, mentoring) • Using professional teacher and student data to reflect and plan for growth opportunities • Collaborating through the Professional Learning Community process (PLC) • Creating schedules to allow Teachers and Teams opportunities to discuss student achievement
<p>A culture of high expectations resulting in a safe and trusting environment among evaluators and practitioners</p>	<ul style="list-style-type: none"> • Focusing on collaboration and ongoing professional dialogue • Establishing a supportive environment where evaluators and practitioners feel safe in having open dialogue focused upon improving instruction and professional practices in support of student learning • Utilizing a common language to facilitate meaningful conversations for both practitioners and evaluators
<p>A continuous commitment to improvement and growth by ALL through differentiated, quality instruction to ensure student success</p>	<ul style="list-style-type: none"> • Defining expectations of professional practices through mission, vision, and collective commitments • Using professional teaching data and student data to reflect and plan for growth opportunities as individuals and collaboratively with other peers • Revisiting, revising, and adapting the D54 appraisal process annually based upon input from all stakeholders (e.g., student growth metrics, other measures of teaching practice, appraisal process steps)

Standards for Teachers and Specialists

All of the Danielson frameworks are organized around levels of performance that represent an educator’s growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Under this appraisal system, the professional teaching standards to which each Teacher is expected to conform are set forth in Charlotte Danielson’s *Framework for Teaching, 3rd Edition* (Danielson, 2011).

<u>Domain 1</u>	<u>Domain 2</u>
Demonstrates effective planning and preparation for instruction through:	Creates an environment conducive for learning by:
<ul style="list-style-type: none"> a. Knowledge of Content and Pedagogy b. Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessments 	<ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
<u>Domain 4</u>	<u>Domain 3</u>
Demonstrates professionalism by:	Demonstrates effective instruction by:
<ul style="list-style-type: none"> a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism 	<ul style="list-style-type: none"> a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness

In addition to the teaching framework, alternate frameworks that are based upon Chapter 5 specialist rubrics in *Enhancing Professional Practices: A Framework for Teaching, 3rd Edition* (Danielson, 2011) are provided for the following categories of Staff:

- School Nurses
- Social Workers/Guidance Counselors
- Speech Language Pathologists
- Instructional Coaches/Mentors

Professional Practice Summative Rating Definitions

Form 4018

EXCELLENT	Professional practice at the Excellent level demonstrates evidence of high expertise beyond the proficient level throughout the components and elements of the District 54 Appraisal Framework and Essential Outcomes. Practice at the Excellent level is distinguished by exceptional commitment to flexible, differentiated and responsive instructional practice as evidenced by high levels of student engagement, student-directed learning, and student growth. There is clear evidence of developmentally and culturally appropriate, individualized instruction. Practitioners at the Excellent level provide leadership in the school and district and are committed to reflective, continuous, professional growth.
PROFICIENT	Professional practice at the Proficient level demonstrates evidence of knowledge of instruction, consistent, and reflective teaching preparation and effective use of a broad repertoire of strategies and activities as described in the District 54 Appraisal Framework and Essential Outcomes. Practice at the Proficient level demonstrates thorough knowledge of content, students, and resources. Practitioners at the Proficient level collaborate with colleagues to support and ensure high levels of student learning.
NEEDS IMPROVEMENT	Professional practice at the Needs Improvement level demonstrates partial evidence of understanding and/or implementation of the District 54 Appraisal Framework and Essential Outcomes. Practice at this level is inconsistent over a period of time. Practitioners at the Needs Improvement level require specific support and/or mentoring to improve individual professional practice to Proficient or Excellent levels of practice.
UNSATISFACTORY	Professional practice at the Unsatisfactory level demonstrates no evidence of understanding and/or implementation of the District 54 Appraisal Framework and Essential Outcomes. Practice at this level is considered harmful and remains ineffective and/or inefficient after intervention and support has been provided. Practitioners at the Unsatisfactory level must implement specific remediation steps to improve individual professional practice to Proficient or Excellent levels of practice.

Professional Appraisal Plan Summative Rating System Operating Principles

Rating	Value
Excellent	4
Proficient	3
Needs Improvement	2
Unsatisfactory	1

Domain Summative Ratings in Schaumburg District 54's Professional Appraisal Plan	
Excellent	<i>Excellent</i> ratings in at least a majority of the components of the domain, with the remaining components rated no lower than <i>Proficient</i> .
Proficient	No more than one component rated <i>Needs Improvement</i> , with the remaining components rated at <i>Proficient</i> or higher.
Needs Improvement	More than one component rated <i>Needs Improvement</i> , with the remaining components rated as <i>Proficient</i> or higher.
Unsatisfactory	Any component rated as <i>Unsatisfactory</i> .

Overall Professional Practice Ratings in Schaumburg District 54 Professional Appraisal Plan <i>70% of Final Summative Rating</i>	
Excellent	<i>Excellent</i> rating in a majority of the domains, with the remaining domain rated no lower than <i>Proficient</i> .
Proficient	All domains rated as <i>Proficient</i> or higher.
Needs Improvement	Any domain rated as <i>Needs Improvement</i> .
Unsatisfactory	Any domain rated <i>Unsatisfactory</i> .

Overall Growth Component Ratings in Schaumburg District 54 Professional Appraisal Plan <i>30% of Final Summative Rating</i>	
Excellent	An <i>Excellent</i> on both assessments or an <i>Excellent</i> on one assessment and a <i>Proficient</i> on the other assessment results in a Growth Rating of <i>Excellent</i> .
Proficient	A <i>Proficient</i> on both assessments results in a Growth Rating of <i>Proficient</i> . An <i>Excellent</i> or <i>Proficient</i> on one assessment and a <i>Needs Improvement</i> on the other assessment results in a Growth Rating of <i>Proficient</i> .
Needs Improvement	A <i>Needs Improvement</i> on one assessment and a <i>Needs Improvement/Unsatisfactory</i> on the other assessment results in a Growth Rating of <i>Needs Improvement</i> . A <i>Proficient</i> rating on one assessment and an <i>Unsatisfactory</i> on the other results in a Growth Rating of <i>Needs Improvement</i> .
Unsatisfactory	An <i>Unsatisfactory</i> on one assessment and an <i>Unsatisfactory/Needs Improvement</i> on the other assessment results in a Growth Rating of <i>Unsatisfactory</i> .

Overall Summative Growth Rating

Professional Practice 70%	Student Growth 30%	Overall Summative Rating
Excellent 4	Excellent 4	Excellent (3.5-4)
Excellent 4	Proficient 3	
Excellent 4	Needs Improvement 2 Unsatisfactory 1	Proficient (2.50-3.49)
Proficient 3	Excellent 4 Proficient 3 Needs Improvement 2 Unsatisfactory 1	
Needs Improvement 2	Excellent 4	
Needs Improvement 2	Proficient 3 Needs Improvement 2 Unsatisfactory 1	
Unsatisfactory 1	Excellent 4 Proficient 3	Needs Improvement (1.5-2.49)
Unsatisfactory 1	Needs Improvement 2 Unsatisfactory 1	Unsatisfactory (1-1.49)

Definitions of Terms in the Professional Appraisal Plan

Appraisal – Annual or biennial written evaluations of certified staff job performance based on the ratings earned on each of the four domains. According to state requirements [PERA 2010 and SB 7], Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*.

Components – Distinct aspects of a domain as defined by the Danielson Framework for Teaching.

Consulting Teacher – An educational employee as defined in the Educational Labor Relations Act who has at least five years Teacher experience and a reasonable familiarity with the assignment of the Teacher being evaluated, and who received an “Excellent” rating on his or her most recent evaluation. The Consulting Teacher is selected by the Evaluator and is used for the purpose of supporting the Teacher during the Remediation Plan.

The district will provide a list of qualified teachers that contains the names of at least five teachers, each of who meet the criteria for Consulting Teacher. The Consulting Teacher shall provide advice to the teacher rated “Unsatisfactory” on how to improve teaching skills and to successfully complete the Remediation Plan. The Consultant Teacher shall participate in developing the Remediation Plan, but the final decision as to the evaluation shall be done solely by the Evaluator. As a member of the Remediation Committee, the Consulting Teacher may attend each appraisal conference as an observer and may take notes and ask questions for clarification.

The Consulting Teacher may not appraise the performance of the teacher under remediation, and no statements of the Consulting Teacher shall appear in the “remediated” teacher’s appraisals or in the letters of remediation. The Consulting Teacher cannot be compelled to testify on behalf of the District, the Association or the Teacher under remediation or intervene during a hearing on the dismissal of a teacher formerly under remediation.

The parties further recognize that the job of consulting teacher will require time and effort beyond that of a regular teacher. Thus, upon the appointment of a Consulting Teacher, the parties shall negotiate the compensation, release time (if any), duties and anticipated length of service taking into consideration that the duties of Consulting Teacher may differ significantly depending upon the Teacher under consideration, the Remediation Plan and other factors.

Baseline/Pre-assessment Results - All Type III assessments must include a pre-assessment which links to the post-assessment to demonstrate student growth. Pre-assessment results will often be described as, “ _____% of those assessed _____.”

Common Ground – Common Ground is an online portal where the Teacher and Evaluator complete most forms and documentation related to the appraisal process.

Documentation – Evidence/information that supports or explains a position/point of view.

Domains of Teaching – Four main areas of effective teaching as defined by the Danielson Framework. (i.e., Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities)

Ending Meeting - The Teacher and Evaluator meet to review the post-assessment results and rating and discuss strengths and areas for growth.

Evaluator – An administrator who participates in an in-service training on the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle. Evaluators must complete and pass a pre-qualification Evaluator program that involves rigorous training and an independent observer’s determination of their skill.

Growth Component - The Growth Component is a means of organizing evidence of student growth over a defined period of time that addresses learning goals that are measurable and specific to the skills or content being taught and the grade level of the students being assessed, and are used to inform and differentiate instruction to ensure student success. (Title 23 Illinois Administrative Code, Subtitle A, Chapter I, Subchapter b, Part 50, Section 50.30) Amended at 38 IL Register, 23175, effective November 19, 2014.

Growth Rating - The Growth Rating is determined by averaging the post-assessment results from both type III assessments. The growth rating from both assessments makes up 30% of the summative evaluation. Two growth ratings of 15% will be determined, one for each assessment, totaling 30% of the overall summative. The growth rating is determined based on the following scale:

- Excellent: 76% or more met the Target Growth Expectation
- Proficient: 51%-75% met the Target Growth Expectation
- Needs Improvement: 25%-50% met the Target Growth Expectation
- Unsatisfactory: less than 25% met the Target Growth Expectation

Initial Meeting - The Teacher and Evaluator must meet to review and agree to the Standard/Skill, Student Population, Target Growth Expectation, and Pre- and Post- Assessments. After the meeting the educator should update Common Ground with the agreed to information.

ISBE - Illinois State Board of Education.

Midpoint Meeting - A midpoint meeting for each assessment utilized to determine a teacher’s Student Growth Rating is required to discuss data collected by the teacher. The Teacher and Evaluator meet to assess progress and adjust accordingly. Per statute, data used at the midpoint is **not used** to determine the performance rating.

Observation (Formal) – Formal observations will include the following: (1) are announced (2) minimum of 45 minutes, a complete lesson, or an entire class period in a classroom/work setting, (3) include pre-observation and post-observation conferences, (4) observations in a variety of settings (e.g., classroom, team meetings, PLC, CST, staff development meetings, etc.), and (5) documentation of the observation will be provided to the Teacher.

Observation (Informal) – Informal observations will include the following: (1) are unannounced, (2) minimum of 15 minutes, (3) have no pre-observation conference, (4) optional post-observation conference as requested by the Teacher or Evaluator or both, (5) observations in a variety of settings (e.g., classroom, team meetings, PLC, CST, staff development meetings, etc.), and (6) documentation of the observation will be provided to the Teacher.

Performance Evaluation Reform Act (PERA) - Illinois State law that determines how a teacher’s performance is measured.

Performance Ratings (Domain) – Appraisal of the Teacher’s job performance on each of the four domains based upon evidence collected during informal and formal observations. Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*. (see Form 4018)

Performance Ratings (Summative) – Overall appraisal of the Teacher’s job performance based on the ratings earned on each of the four domains. Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*. (see Form 4021)

Post-Assessment Results - The growth from the pre-assessment to the post-assessment determines the post-assessment results. This is typically documented as “ ___% of those assessed met or exceeded the Target Growth Expectation.” This information is used from both assessments to determine the Growth Rating.

Professional Development Plan (PDP) – A plan for professional development created within 30 calendar days after the completion of an appraisal resulting in the “Needs Improvement” rating. The PDP is developed by the Evaluator in consultation with the tenured Teacher. The PDP is directed to the areas that need improvement and includes supports that the district will provide to address the performance areas identified as needing improvement. The Teacher may choose to have representation throughout the Professional Development Plan process by Schaumburg Education Association (SEA). (see Form 4020)

Reflective Conversations - A professional, interactive, nonjudgmental conversation involving two or more participants that is thought-provoking in nature.

Remediation Committee – The teacher will be supported by a Remediation Committee consisting of the Evaluator, Consulting Teacher, HR Representative, and Association Representative.

Remediation Plan – A state-mandated Professional Development Plan (PDP) created by the Evaluator in consultation with the tenured Teacher who has been rated *Unsatisfactory* on a Summative Evaluation. (see Overview of the Teacher Appraisal Process Section II., C. and Illinois School Code)

School Code - A compilation of Illinois state statutes (i.e., Section 24A and 34) that govern school districts.

Senate Bill 7 [SB7] - School reform legislation that focuses on improving the skills of teachers and the learning conditions for students.

Student Growth Form – Through Common Ground, each Teacher will complete, in collaboration with the Evaluator, the Student Growth Form for two assessments.

Student Learning Growth – the achievements a student attains in academics and other areas usually determined on the basis of an academic year.

Student Population – The Student Population is the group to be assessed for the growth component where consideration is given to how all populations of students will be used to measure the impact of the teacher on student achievement.

Target Growth Expectation – On the Student Growth Form through Common Ground, the Teacher explains the growth they are aiming to see from the students. They define exactly how growth will be measured. Most statements will be written “ ____% of those assessed will ____.”

Teacher – Any employee represented by the Schaumburg Education Association (SEA).

Type III Assessment - IL School Code defines Type III Assessments as “rigorous, aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.” IL School Code identifies the following as examples of Type III Assessments: teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject.

Written Notice - By the start of school* (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:

- a) a copy of the Framework for Teaching or appropriate Specialist Work
- b) summary of the manner in which measures will be used to measure professional practices
- c) summary of the district’s teacher appraisal procedures related for non-tenured and tenured status
- d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance

*If the Teacher is hired after the start of the school term, then no later than 30 days after the contract is executed.

OVERVIEW OF THE TEACHER APPRAISAL PROCESS

I. Non-Tenured Cycle

A. Full-time first-, second-, and third-year non-tenured teachers

1. The performance of first-, second-, and third-year non-tenured teachers shall be appraised in writing once a year based upon the defined expectations as outlined in the Framework for Teaching Rubric [School Code Section 50.120].
2. By the start of school* (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:
 - a) a copy of the Framework for Teaching or appropriate Specialist Work
 - b) summary of the manner in which measures will be used to measure professional practices
 - c) summary of the district's teacher appraisal procedures related for non-tenured and tenured status
 - d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance.

*If the Teacher is hired after the start of the school term, then no later than 30 days after the contract is executed.

3. The appraisal process will include ongoing conversations based upon evidence gathered by both the teacher and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations) [School Code Section 50.120].
4. A minimum of three (3) observations shall be required each school year, of which two must be formal observations (formal observations include both a pre-and-post observation conference) [School Code Section 50.120 c]. If requested, by either the Evaluator or the Teacher, a follow-up conversation can occur for an informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation. Observations will be completed by the following dates:

1st observation:	November 1
2nd observation:	January 1
3rd observation:	March 1

5. The appraisal process will include student growth data as a component in determining a teacher's final summative rating. Teaching groups exempt from the student growth component of the appraisal process include School Counselors, Certified School Nurses, Speech and Language Pathologists, Social Workers, Instructional Coaches, Instructional Mentors and Learning Resource Teachers. An Initial Meeting must occur prior to November 1 to review and agree to the Standard/Skill, Student Population, Target Growth Expectation, and Pre- and Post- Assessments to be utilized in determining the Student Growth

Rating. This meeting can occur during a Pre- or Post- Conference. After the meeting the educator should update Common Ground with the agreed upon information within five (5) school days.

6. A Midpoint Meeting between the Pre- and Post-Assessment for each assessment used to determine a teacher's Student Growth Rating must occur to discuss progress and make any needed adjustments. Per statute, data reviewed at the Midpoint is not used to determine the Performance Rating.
7. An Ending Meeting must occur prior to March 1 to discuss the results of the assessments and strengths and areas for growth. A final rating for the Growth Component is determined at this meeting.
8. The Summative Appraisal Report will be given to the teacher by March 15 based on evidence collected during the evaluation process. An optional face-to-face meeting can be requested by either the Evaluator or the Teacher.
9. Non-tenured Teachers in two out of the last three years of non-tenured status must have a summative rating of "Proficient" or "Excellent." [SB 7]
10. Non-tenured Teachers that have summative ratings of "Excellent" during first three years are eligible for early tenure. [SB 7]

B. Full-time fourth-year non-tenured teachers

1. The performance of fourth year non-tenured teachers shall be appraised in writing once a year based upon the defined expectations as outlined in the Framework for Teaching Rubric. [School Code Section 50.120]
2. By the start of school (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:
 - a) a copy of the Framework for Teaching or appropriate Specialist Work
 - b) summary of the manner in which measures will be used to measure professional practices
 - c) summary of the district's teacher appraisal procedures related for non-tenured and tenured status
 - d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance
3. The appraisal process will include ongoing conversations based upon evidence gathered by both the teacher and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations) [School Code Section 50.120].
4. A minimum of three (3) observations shall be required each school year, of which two must be formal observations (formal observations include both a pre-and-post observation conference) [School Code Section 50.120 c]. If requested, by either the Evaluator or the Teacher, a follow-up conversation can occur for an

informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation. Observations will be completed by the following dates:

1st observation:	November 1
2nd observation:	January 1
3rd observation:	March 1

5. The appraisal process will include student growth data as a component in determining a teacher's final summative rating. Teaching groups exempt from the student growth component of the appraisal process include School Counselors, Certified School Nurses, Speech and Language Pathologists, Social Workers, Instructional Coaches, Instructional Mentors and Learning Resource Teachers. An Initial Meeting must occur prior to November 1 to review and agree to the Standard/Skill, Student Population, Target Growth Expectation, and Pre- and Post- Assessments to be utilized in determining the Student Growth Rating. This meeting can occur during a Pre- or Post- Conference. After the meeting the educator should update Common Ground with the agreed upon information within five (5) school days.
6. A Midpoint Meeting between the Pre- and Post-Assessment for each assessment used to determine a teacher's Student Growth Rating must occur to discuss progress and make any needed adjustments. Per statute, data reviewed at the Midpoint is not used to determine the Performance Rating.
7. An Ending Meeting must occur prior to March 1 to discuss the results of the assessments and strengths and areas for growth. A final rating for the Growth Component is determined at this meeting.
8. The Summative Appraisal Report will be given to the teacher by March 15 based on evidence collected during the evaluation process. An optional face to face meeting can be requested by either the Evaluator or the Teacher.
9. Non-tenured Teachers in fourth year of non-tenured status must have a summative rating of "Proficient" or "Excellent" [SB 7].

C. Part-time non-tenured teachers

Part-time non-tenured teachers with less than four (4) consecutive years of part-time service will be appraised using the criteria for full-time non-tenured teachers.

Part-time non-tenured teachers with four (4) or more consecutive years of part-time service will be appraised using the criteria for tenured teachers.

II. Tenured Teaching Cycle

A. Tenured teachers who received an overall rating of Proficient or Excellent:

1. The appraisal will be based upon a two (2) year evaluation cycle leading to a summative written appraisal at the end of the second (2nd) year based upon the defined expectations as outlined in the Framework for Teaching Rubric. [School Code Section 50.120]
2. By the start of school (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:
 - a) a copy of the Framework for Teaching or appropriate Specialist Work.
 - b) summary of the manner in which measures will be used to measure professional practices.
 - c) summary of the district's teacher appraisal procedures related for non-tenured and tenured status.
 - d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance.
3. The appraisal process will include ongoing conversations based on evidence gathered by both the teacher and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations) [School Code Section 50.120]
4. A minimum of two (2) observations shall be required each evaluation cycle, of which one must be a formal observation (formal observations include both a pre- and post-conference) [School Code Section 50.120 c]. If requested, by either the Evaluator or the Teacher, a follow-up conversation can occur for an informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation. Observations will be completed by March 1 of the second (2nd) year of the two (2) year evaluation cycle.
5. The appraisal process will include student growth data as a component in determining a teacher's final summative rating. Teaching groups exempt from the student growth component of the appraisal process include School Counselors, Certified School Nurses, Speech and Language Pathologists, Social Workers, Instructional Coaches, Instructional Mentors and Learning Resource Teachers. An Initial Meeting must occur prior to November 1 to review and agree to the Standard/Skill, Student Population, Target Growth Expectation, and Pre- and Post- Assessments to be utilized in determining the Student Growth Rating. This meeting can occur during a Pre- or Post- Conference. After the meeting the educator should update Common Ground with the agreed upon information within five (5) school days.
 - a) A Midpoint meeting between the pre- and post-assessment for each assessment used to determine a teacher's Student Growth Rating must occur to discuss progress and make any needed adjustments. Per statute, data reviewed at the Midpoint is not used to determine the Performance Rating.
 - b) An Ending Meeting must occur prior to May 1 of the second year of the two year cycle to discuss the results of the assessments and strengths

and areas for growth. A final rating for the Growth Component is determined at this meeting.

- c) The Summative Appraisal Rating will be given to the Teacher between March 1 and May 1 of the second (2nd) year of the two (2) year evaluation cycle based on evidence collected during the evaluation process. An optional face-to-face meeting can be requested by either the Evaluator or the Teacher.

B. Tenured teachers who receive an overall rating of Needs Improvement

1. An Evaluator must develop in collaboration with the Teacher who receives a rating of "Needs Improvement" a Professional Development Plan (PDP) within thirty (30) calendar days of a Summative Rating of "Needs Improvement". The PDP includes defined areas of professional practice that need to be improved, evidence of progress/achievement of goal, as well as supports that the district will provide to address the performance areas needing improvement [PERA 2010].
2. After the Professional Development Plan has been created, the Teacher has ninety (90) school days in which to implement the Professional Development Plan and improve areas of needed improvement.
3. A minimum of three (3) observations shall be required during the ninety (90) school day period, of which two (2) must be formal observations (formal observations include both a pre- and post-conference) [School Code Section 50.120 c]. A Post-Conference must follow all observations, both informal and formal, within five (5) school days of the observation.
4. A Teacher who has improved identified areas of professional practice and receives a summative rating of "Proficient" or "Excellent" at the end of the ninety (90) school days-will be returned to the regular evaluation cycle [PERA 2010].
5. Failure to receive a performance evaluation rating of "Proficient" or "Excellent" will result in a summative rating of "Unsatisfactory".

C. All Tenured Teachers who receive an overall rating of Unsatisfactory

1. An Evaluator must develop for a Teacher who receives a rating of "Unsatisfactory" a Remediation Plan within thirty (30) calendar days of a Summative Rating of "Unsatisfactory". The Remediation Plan includes identified areas of professional practice that are unsatisfactory, evidence of progress/correction of professional practice, as well as supports that the district will provide to address the unsatisfactory performance areas [PERA 2010]. The Consulting Teacher is selected by the Evaluator. The Teacher will be supported by the Remediation Committee.
2. After the thirty (30) calendar day time period to develop the Remediation Plan, the Teacher has ninety (90) school days in which to implement the Remediation Plan and address the unsatisfactory performance areas [PERA 2010].

3. A minimum of three (3) observations shall be required during the ninety (90) school day period, of which two must be formal observations (formal observations include both a pre- and post-conference) [School Code Section 50.120 c]. A post-conference must follow all observations, both informal and formal, within five (5) school days of the observation.
4. A Teacher will be provided a summative evaluation at the mid-point of the ninety (90) school day remediation process.
5. A Teacher who has corrected the unsatisfactory professional practice and receives a summative rating of "Proficient" or "Excellent" at the end of ninety (90) school days will be returned to the regular evaluation cycle [PERA 2010].
6. Failure to receive a summative rating of "Proficient" or "Excellent" will be grounds for dismissal.
7. Nothing in the Remediation Plan should be construed as preventing immediate dismissal of the Teacher for deficiencies deemed irremediable or for actions that injure or endanger the health or person of students in the classroom or school environment [PERA 2010].

III. Criteria for Selection of Teachers for Appraisal

A. Non-tenured teachers

1. Shall be appraised each school year during the probationary period.

B. Tenured teachers

1. Not appraised in the prior year. Human Resources will provide the building level administrator(s) with a list of these teachers.
2. Placed on a professional development plan.
3. Placed on a remediation plan.
4. Successfully completed a remediation plan during the previous year.

C. Itinerant teachers

1. In the case where a teacher serves several buildings, one building level administrator will be assigned as the evaluator.
2. The building level administrator assigned as the evaluator will be responsible for gathering input from other administrators that are currently working with the teacher.

IV. Formal Observation Process*

A. The Teacher will complete the following pre-conference steps: Electronically document evidence in the **Framework for Teaching Data Documentation Form** Domain 1 and Domain 4 sections and submit the form to the Evaluator no later than two days before the Pre-Observation Conference. The teacher will be prepared at the Pre-Observation meeting to discuss the following four questions:

1. What do you want your students to know and be able to do?
2. How will you know when they have learned it?
3. How will you respond when they don't learn?
4. How will you respond when they already know it?

Be prepared to bring artifacts and/or lesson plan to the pre-observation meeting.

B. Observations must be for a minimum of forty-five (45) minutes, a complete lesson or an entire class period in a classroom/work setting. The Evaluator will collect evidence of the observed professional practice. Within three (3) school days of the completed observation, the Evaluator will provide the observation evidence to the Teacher to review. Additional evidence may be provided by the Teacher and returned to the Evaluator prior to the Post-Observation meeting.

C. The post-observation meeting will be held through a mutually agreed upon date but no longer than five (5) school days after each formal observation. The **Framework for Teaching Data Documentation Form** will be reviewed and judgments may be modified based upon additional information and dialogue between the Teacher and the Evaluator. Prior to the post-observation, reflect upon the following four questions:

1. What did your students learn from this lesson?
2. How do you know they have learned it?
3. Did you have to alter your instruction based upon your students' feedback?
4. If you had the opportunity to teach this lesson to the same group of students again, what would you do differently? Why?

Be prepared to bring artifacts of student learning/progress to the post-observation meeting.

* *If evidence indicates **Needs Improvement or Unsatisfactory practice in any of the components**, the teacher will be notified about specific area(s) of concern using the **Identified Needs Improvement Form** and a meeting will be scheduled between the Evaluator and Teacher.*

V. Informal Observation Process*

- A. A pre-conference is not required for an informal process.
- B. Observations must be made in the classroom/work setting.
- C. Observations must be at least two (2) weeks apart, unless mutually agreed upon.
- D. Observations will be a minimum of fifteen (15) minutes. The Teacher will receive a copy of the **Framework for Teaching Data Documentation Form**, as filled out by the Evaluator, within three (3) school days of the observation. If requested, by either the Evaluator or the Teacher, a post-conference can occur.
- E. Observed practices that are harmful will be immediately addressed and corrected.

VI. Student Growth Process

- A. The Teacher will come to the Initial Meeting prepared with suggestions for:
 - 1. the Standard/Skill to be assessed
 - 2. the Pre- and Post- Assessment or documents that clearly present a vision for the Pre- and Post- Assessment
- B. the Teacher and Evaluator completing the evaluation should work together to determine the following:
 - 1. the Standard/Skill that will be used to measure student growth on the (2) assessments
 - 2. how all populations of students will be used to measure the impact of the teacher on student achievement
 - 3. the Target Growth Expectation
 - 4. the Pre- and Post- Assessments
- C. The Teacher and Administrator completing the evaluation will conduct a Midpoint Meeting to review progress and make appropriate adjustments.
- D. The Teacher and Administrator should work together to determine results of the assessments and the corresponding rating for the Student Growth Component
- E. All meetings may occur during Pre- and Post- Conferences.
- F. If unique circumstances emerge during the evaluation cycle that adversely impact the ability of a teacher and evaluator to fairly determine a student growth rating – the teacher may request a meeting with the SEA President and the Superintendent’s designee to review the circumstances and jointly determine an acceptable course of action. Examples of where this could occur would be a teacher who is on maternity or medical leave during the school year - other examples may apply.

* *If evidence indicates **Needs Improvement or Unsatisfactory practice in any of the components**, the teacher will be notified about specific area(s) of concern using the **Identified Needs Improvement Form** and a meeting will be scheduled between the Evaluator and Teacher.*

G. Students not present for at least 85% of the school days between the pre- and post-assessments may be excluded from the teacher’s assessment results.

VII. Summative Evaluation

- A. The Evaluator will provide one (1) copy of the **Final Summative Evaluation Form** to the Teacher.
- B. The Teacher is free to attach comments to the Final Summative Evaluation Form within ten (10) school days.

Appraisal Process At-A-Glance Calendar		
Activity	Non-Tenured Cycle Timeline	Tenured Cycle Timeline
Provide written copy of Appraisal Plan and Name of Evaluator	First Day of School	First Day of School
Pre-Conferences	Occur prior to formal observations	Occur prior to formal observations
Observations	By November 1 By January 1 By March 1 <i>*Minimum 2 formal/1informal</i>	Two observations by March 1 of year two of cycle <i>*Minimum 1 formal/1 informal</i>
Post-Conferences <i>*May occur for informal observation</i>	Occur within 5 school days of formal observation(s)	Occur within 5 school days of formal observation(s)
Initial Meeting Date for Student Growth Plan <i>*May occur during pre-/post- conferences</i>	Both assessments agreed to prior to November 1	Both assessments agreed to prior to November 1 of year two of cycle
Complete Growth Plan in Common Ground	Within five school days of Initial Meeting	Within five school days of Initial Meeting
Mid-Point Meeting Dates for Student Growth Plan <i>*May occur during pre-/post- conferences</i>	Occur between Initial and Ending Meeting	Occur between Initial and Ending Meeting
Ending Meeting Date for Student Growth Plan <i>*May occur during pre-/post- conferences</i>	Occur by March 1	Occur by May 1 of year two
Summative Appraisal Report	Given to teacher by March 15	Given to teacher between March 1 and May 1 of year two

*See Overview of the Teacher Appraisal Process for more information

PERFORMANCE STANDARDS

TITLE: CLASSROOM TEACHER

Art, Music, Physical Development	Bilingual Resource Teacher
Gifted Resource Teacher	Library Resource Teacher
Pre-Kindergarten - Eighth Grade	Special Education Self-Contained
Special Services Teacher	Literacy Professional

REPORTS TO: Building Principal

QUALIFICATIONS: Proper Illinois Certification

PRIMARY RESPONSIBILITIES

Planning and Preparation:

- 1a. Demonstrates knowledge of content and pedagogy
- 1b. Demonstrates knowledge of students
- 1c. Sets Instructional outcomes
- 1d. Demonstrates knowledge of resources
- 1e. Designs coherent instruction
- 1f. Designs student assessment

Classroom Environment:

- 2a. Creates an environment of respect and rapport
- 2b. Establishes a culture for learning
- 2c. Manages classroom procedures
- 2d. Manages student behavior
- 2e. Organizes physical space

Instruction:

- 3a. Communicates with students
- 3b. Uses questioning and discussion techniques
- 3c. Engages students in learning
- 3d. Uses assessment in instruction
- 3e. Demonstrates flexibility and responsiveness

Professional Responsibilities:

- 4a. Reflects on teaching
- 4b. Maintains accurate records
- 4c. Communicates with families
- 4d. Participates in a professional community
- 4e. Grows and develops professionally
- 4f. Demonstrates professionalism



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 1: PLANNING AND PREPARATION

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher makes content errors.</i> • <i>Teacher does not consider prerequisite relationships when planning.</i> • <i>Teacher's plans use inappropriate strategies for the discipline</i> 	<ul style="list-style-type: none"> • <i>Teacher is familiar with the discipline but does not see conceptual relationships.</i> • <i>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</i> • <i>Lesson and unit plans use limited instructional strategies and some are not suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>The teacher can identify important concepts of the discipline, and their relationships to one another.</i> • <i>The teacher consistently provides clear explanations of the content.</i> • <i>The teacher answers student questions accurately and provides feedback that furthers their learning.</i> • <i>The teacher seeks out content-related professional development.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Teacher cites intra- and inter-disciplinary content relationships.</i> • <i>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 1: PLANNING AND PREPARATION

<p>1b: Demonstrating Knowledge of Students</p>	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i> • <i>Teacher does not try to ascertain varied ability levels among students in the class.</i> • <i>Teacher is not aware of student interests or cultural heritages.</i> • <i>Teacher takes no responsibility to learn about students' medical or learning disabilities.</i> 	<ul style="list-style-type: none"> • <i>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</i> • <i>Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."</i> • <i>The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</i> • <i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i> 	<ul style="list-style-type: none"> • <i>The teacher knows, for groups of students, their levels of cognitive development</i> • <i>The teacher is aware of the different cultural groups in the class.</i> • <i>The teacher has a good idea of the range of interests of students in the class.</i> • <i>The teacher has identified "high," "medium," and "low" groups of students within the class.</i> • <i>The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</i> • <i>The teacher is aware of the special needs represented by students in the class.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</i> • <i>The teacher seeks out information about their cultural heritage from all students.</i> • <i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i>



**COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 1: PLANNING AND PREPARATION**

<p>1c: Setting Instructional Outcomes</p>	<p>Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Outcomes lack rigor.</i> • <i>Outcomes do not represent important learning in the discipline.</i> • <i>Outcomes are not clear or are stated as activities.</i> • <i>Outcomes are not suitable for many students in the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent a mixture of low expectations and rigor.</i> • <i>Some outcomes reflect important learning in the discipline.</i> • <i>Outcomes are suitable for most of the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent high expectations and rigor.</i> • <i>Outcomes are related to “big ideas” of the discipline.</i> • <i>Outcomes are written in terms of what students will learn rather than do.</i> • <i>Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.</i> • <i>Outcomes are suitable to groups of students in the class, differentiated where necessary.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i> • <i>Teacher connects outcomes to previous and future learning.</i> • <i>Outcomes are differentiated to encourage individual students to take educational risks.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 1: PLANNING AND PREPARATION

<p>1d: Demonstrating Knowledge of Resources</p>	<p>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p>	<p>Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</p>	<p>Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The teacher only uses district-provided materials, even when more variety would assist some students.</i> • <i>The teacher does not seek out resources available to expand his/her own skill.</i> • <i>Although aware of some student needs, the teacher does not inquire about possible resources.</i> 	<ul style="list-style-type: none"> • <i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i> • <i>The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</i> • <i>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</i> 	<ul style="list-style-type: none"> • <i>Texts are at varied levels.</i> • <i>Texts are supplemented by guest speakers and field experiences.</i> • <i>Teacher facilitates Internet resources.</i> • <i>Resources are multi-disciplinary.</i> • <i>Teacher expands knowledge with professional learning groups and organizations.</i> • <i>Teacher pursues options offered by universities.</i> • <i>Teacher provides lists of resources outside the class for students to draw on.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Texts are matched to student skill level</i> • <i>The teacher has ongoing relationship with colleges and universities that support student learning.</i> • <i>The teacher maintains log of resources for student reference.</i> • <i>The teacher pursues apprenticeships to increase discipline knowledge</i> • <i>The teacher facilitates student contact with resources outside the classroom.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 1: PLANNING AND PREPARATION

<p>1e: Designing Coherent Instruction</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Learning activities are boring and/or not well aligned to the instructional goals.</i> • <i>Materials are not engaging or meet instructional outcomes.</i> • <i>Instructional groups do not support learning.</i> • <i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are moderately challenging.</i> • <i>Learning resources are suitable, but there is limited variety.</i> • <i>Instructional groups are random or only partially support objectives.</i> • <i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are matched to instructional outcomes.</i> • <i>Activities provide opportunity for higher-level thinking.</i> • <i>Teacher provides a variety of appropriately challenging materials and resources.</i> • <i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i> • <i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Activities permit student choice.</i> • <i>Learning experiences connect to other disciplines.</i> • <i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i> • <i>Lesson plans differentiate for individual student needs.</i>



**COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 1: PLANNING AND PREPARATION**

<p>1f: Designing Student Assessments</p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Domain 2: The Classroom Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>2a: Creating an Environment of Respect and Rapport</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.</i> • <i>Students use disrespectful talk towards one another with no response from the teacher.</i> • <i>Teacher displays no familiarity with or caring about individual students' interests or personalities.</i> 	<ul style="list-style-type: none"> • <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</i> • <i>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</i> • <i>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i> 	<ul style="list-style-type: none"> • <i>Talk between teacher and students and among students is uniformly respectful.</i> • <i>Teacher responds to disrespectful behavior among students.</i> • <i>Teacher makes general connections with individual students.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</i> • <i>When necessary, students correct one another in their conduct towards classmates.</i> • <i>There is no disrespectful behavior among students.</i> • <i>The teacher's response to a student's incorrect response respects the student's dignity.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>2b: Establishing a Culture for Learning</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.” The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</i> • <i>The teacher conveys to at least some students that the work is too challenging for them.</i> • <i>Students exhibit little or no pride in their work.</i> • <i>Class time is devoted more to socializing than to learning</i> 	<ul style="list-style-type: none"> • <i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i> • <i>The teacher conveys high expectations for only some students.</i> • <i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i> • <i>Many students indicate that they are looking for an “easy path.”</i> 	<ul style="list-style-type: none"> • <i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i> • <i>The teacher demonstrates a high regard for student abilities.</i> • <i>Teacher conveys an expectation of high levels of student effort.</i> • <i>Students expend good effort to complete work of high quality.</i> 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • <i>The teacher communicates a genuine passion for the subject.</i> • <i>Students indicate that they are not satisfied unless they have complete understanding.</i> • <i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</i> • <i>Students recognize the efforts of their classmates.</i> • <i>Students take initiative in improving the quality of their work.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>2c: Managing Classroom Procedures</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Students not working with the teacher are not productively engaged or are disruptive to the class.</i> • <i>There are no established procedures for distributing and collecting materials.</i> • <i>Procedures for other activities are confused or chaotic.</i> 	<ul style="list-style-type: none"> • <i>Small groups are only partially engaged while not working directly with the teacher.</i> • <i>Procedures for transitions and distribution/collection of materials seem to have been established, but their operation is rough.</i> • <i>Classroom routines function unevenly.</i> 	<ul style="list-style-type: none"> • <i>The students are productively engaged during small group work.</i> • <i>Transitions between large and small group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • <i>Students take the initiative with their classmates to ensure that their time is used productively.</i> • <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>2d: Managing Student Behavior</p>	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	<p>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.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students violate classroom rules, without apparent teacher awareness.</i> • <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established.</i> • <i>Student behavior is generally appropriate.</i> • <i>The teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> • <i>Teacher acknowledges good behavior</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i> • <i>The teacher monitors student behavior without speaking – just moving about.</i> • <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>2e: Organizing Physical Space</p>	<p>The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Many students can't see or hear the teacher or see the board.</i> • <i>Available technology is not being used, even if available and its use would enhance the lesson.</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe, and most students can see and hear.</i> • <i>The physical environment is not an impediment to learning, but does not enhance it.</i> • <i>The teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> • <i>The classroom is safe, and all students are able to see and hear.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> • <i>The teacher makes appropriate use of available technology.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i> • <i>There is total alignment between the goals of the lesson and the physical environment.</i> • <i>Students take the initiative to adjust the physical environment.</i> • <i>Teachers and students make extensive and imaginative use of available technology.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Domain 3: Instruction	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p align="center">3a: Communicating with Students</p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
<p align="center">Critical Attributes</p>	<ul style="list-style-type: none"> • <i>At no time during the lesson does the teacher convey to the students what they will be learning.</i> • <i>Students indicate through their questions that they are confused as to the learning task.</i> • <i>The teacher makes a serious content error that will affect students' understanding of the lesson.</i> • <i>Students indicate through body language or questions that they don't understand the content being presented.</i> • <i>Teacher's communications include errors of vocabulary or usage.</i> • <i>Vocabulary is inappropriate to the age or culture of the students.</i> 	<ul style="list-style-type: none"> • <i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i> • <i>Teacher must clarify the learning task so students can complete it.</i> • <i>The teacher makes no serious content errors, although may make a minor error.</i> • <i>The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</i> • <i>Vocabulary and usage are correct but unimaginative.</i> • <i>Vocabulary is too advanced or juvenile for the students.</i> 	<ul style="list-style-type: none"> • <i>The teacher states clearly, at some point during the lesson, what the students will be learning.</i> • <i>If appropriate, the teacher models the process to be followed in the task.</i> • <i>Students engage with the learning task, indicating that they understand what they are to do.</i> • <i>The teacher makes no content errors.</i> • <i>Teacher's explanation of content is clear, and invites student participation and thinking.</i> • <i>Vocabulary and usage are correct and completely suited to the lesson.</i> • <i>Vocabulary is appropriate to the students' ages and levels of development.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>The teacher points out possible areas for misunderstanding.</i> • <i>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</i> • <i>All students seem to understand the presentation.</i> • <i>The teacher invites students to explain the content to the class, or to classmates.</i> • <i>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>3b: Using Questioning / Prompts and Discussion</p>	<p>Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high- level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Questions are rapid-fire, and convergent, with a single correct answer.</i> • <i>Questions do not invite student thinking.</i> • <i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i> • <i>A few students dominate the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i> • <i>The teacher invites students to respond directly to one another’s ideas, but few students respond.</i> • <i>Teacher calls on many students, but only a small number actually participate in the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</i> • <i>The teacher makes effective use of wait time.</i> • <i>The teacher builds on uses student responses to questions effectively.</i> • <i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i> • <i>The teacher calls on most students, even those who don’t initially volunteer.</i> • <i>Many students actively engage in the discussion.</i> 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • <i>Students initiate higher-order questions.</i> • <i>Students extend the discussion, enriching it.</i> • <i>Students invite comments from their classmates during a discussion.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>3c: Engaging Students in Learning</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Few students are intellectually engaged in the lesson.</i> • <i>Learning tasks require only recall or have a single correct response or method.</i> • <i>The materials used ask students only to perform rote tasks.</i> • <i>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</i> • <i>Instructional materials used are unsuitable to the lesson and/or the students.</i> • <i>The lesson drags, or is rushed</i> 	<ul style="list-style-type: none"> • <i>Some students are intellectually engaged in the lesson.</i> • <i>Learning tasks are a mix of those requiring thinking and recall.</i> • <i>Student engagement with the content is largely passive, learning primarily facts or procedures.</i> • <i>Students have no choice in how they complete tasks.</i> • <i>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</i> • <i>The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</i> • <i>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</i> 	<ul style="list-style-type: none"> • <i>Most students are intellectually engaged in the lesson.</i> • <i>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking</i> • <i>Students have some choice in how they complete learning tasks.</i> • <i>There is a mix of different types of groupings, suitable to the lesson objectives.</i> • <i>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</i> • <i>The pacing of the lesson provides students the time needed to be intellectually engaged</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Virtually all students are highly engaged in the lesson.</i> • <i>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs</i> • <i>Students suggest modifications to the grouping patterns used.</i> • <i>Students have extensive choice in how they complete tasks.</i> • <i>Students suggest modifications or additions to the materials being used.</i> • <i>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>3d: Using Assessment in Instruction</p>	<p>There is little or no assessment or monitoring of student learning. Feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The teacher gives no indication of what high quality work looks like.</i> • <i>The teacher makes no effort to determine whether students understand the lesson.</i> • <i>Feedback is only global.</i> • <i>The teacher does not ask students to evaluate their own or classmates' work.</i> 	<ul style="list-style-type: none"> • <i>There is little evidence that the students understand how their work will be evaluated.</i> • <i>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</i> • <i>Teacher requests global indications of student understanding.</i> • <i>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</i> • <i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i> 	<ul style="list-style-type: none"> • <i>Students indicate that they clearly understand the characteristics of high-quality work.</i> • <i>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</i> • <i>Feedback includes specific and timely guidance for at least groups of students.</i> • <i>The teacher attempts to engage students in self- or peer-assessment.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>There is evidence that students have helped establish the evaluation criteria.</i> • <i>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</i> • <i>Teacher makes frequent use of strategies to elicit information about individual student understanding.</i> • <i>Feedback to students is specific and timely, and is provided from many sources, including other students.</i> • <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher ignores indications of student boredom or lack of understanding.</i> • <i>Teacher brushes aside student questions.</i> • <i>Teacher makes no attempt to incorporate student interests into the lesson.</i> • <i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i> • <i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i> 	<ul style="list-style-type: none"> • <i>Teacher's efforts to modify the lesson are only partially successful.</i> • <i>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i> • <i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i> • <i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i> 	<ul style="list-style-type: none"> • <i>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</i> • <i>Teacher incorporates students' interests and questions into the heart of the lesson.</i> • <i>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</i> • <i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>The teacher's adjustments to the lesson are designed to assist individual students.</i> • <i>Teacher seizes on a teachable moment to enhance a lesson.</i> • <i>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.</i> • <i>In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Domain 4: Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on Teaching	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</i> • <i>The teacher makes no suggestions for improvement.</i> 	<ul style="list-style-type: none"> • <i>The teacher has a general sense of whether or not instructional practices were effective.</i> • <i>The teacher offers general modifications for future instruction.</i> 	<ul style="list-style-type: none"> • <i>The teacher accurately assesses the effectiveness of instructional activities used</i> • <i>The teacher identifies specific ways in which a lesson might be improved.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness</i> • <i>Teacher's suggestions for improvement draw on an extensive repertoire.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>4b: Maintaining Accurate Records</p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	<p>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.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Absence of a system for either instructional or non-instructional records.</i> • <i>Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</i> 	<ul style="list-style-type: none"> • <i>The teacher has process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</i> • <i>The teacher’s process for tracking student progress is cumbersome to use.</i> • <i>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</i> 	<ul style="list-style-type: none"> • <i>The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</i> • <i>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</i> • <i>The teacher’s process for recording non-instructional information is both efficient and effective.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>Students contribute to and maintain records indicating completed and outstanding work assignments.</i> • <i>Students contribute to and maintain data files indicating their own progress in learning.</i> • <i>Students contribute to maintaining non-instructional records for the class.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>4c: Communicating with Families</p>	<p>Teacher communication with families about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>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. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate. Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Little or no information regarding instructional program available to parents.</i> • <i>Families are unaware of their children’s progress.</i> • <i>Lack of family engagement activities.</i> • <i>Culturally inappropriate communication.</i> 	<ul style="list-style-type: none"> • <i>School or district-created materials about the instructional program are sent home.</i> • <i>Infrequent or incomplete information sent home by teachers about the instructional program.</i> • <i>Teacher maintains school-required grade book but does little else to inform families about student progress.</i> • <i>Teacher communications are sometimes inappropriate to families’ cultural norms.</i> 	<ul style="list-style-type: none"> • <i>Information about the instructional program is available on a regular basis.</i> • <i>The teacher sends information about student progress home on a regular basis.</i> • <i>Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>On a regular basis, students develop materials to inform their families about the instructional program.</i> • <i>Students maintain accurate records about their individual learning progress and frequently share this information with families.</i> • <i>Students contribute to regular and ongoing projects designed to engage families in the learning process.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>4d: Participating in a Professional Community</p>	<p>Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The teacher’s relationship with colleagues is characterized by negativity or combativeness.</i> • <i>The teacher purposefully avoids contributing to activities promoting professional inquiry.</i> • <i>The teacher avoids involvement in school activities and school district and community projects.</i> 	<ul style="list-style-type: none"> • <i>The teacher has pleasant relationship with colleagues.</i> • <i>When invited, the teacher participates in activities related to professional inquiry.</i> • <i>When asked, the teacher participates in school activities, and school district and community projects.</i> 	<ul style="list-style-type: none"> • <i>The teacher has supportive and collaborative relationships with colleagues.</i> • <i>The teacher regularly participates in activities related to professional inquiry.</i> • <i>The teacher frequently volunteers to participate in school events and school district and community projects.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>The teacher takes a leadership role in promoting activities related to professional inquiry.</i> • <i>The teacher regularly contributes to and leads events that positively impact school life.</i> • <i>The teacher regularly contributes to and leads significant school district and community projects.</i>



COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<p>4e: Growing and Developing Professionally</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The teacher is not involved in any activity that might enhance knowledge or skill.</i> • <i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i> • <i>The teacher ignores invitations to join professional organizations or attending conferences.</i> 	<ul style="list-style-type: none"> • <i>The teacher participates in professional activities when required or when provided by the school district.</i> • <i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i> • <i>The teacher contributes in a limited fashion to educational professional organizations.</i> 	<ul style="list-style-type: none"> • <i>The teacher seeks regular opportunities for continued professional development.</i> • <i>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</i> • <i>The teacher actively participates in professional organizations designed to contribute to the profession.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>The teacher seeks regular opportunities for continued professional development, including initiating action research.</i> • <i>The teacher actively seeks feedback from supervisors and colleagues.</i> • <i>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</i>



**COMPONENT SUMMARY – CLASSROOM TEACHER
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

<p>4f: Showing Professionalism</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and not knowingly contributes to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher does not notice the needs of students.</i> • <i>The teacher engages in practices that are self-serving.</i> • <i>The teacher willfully rejects school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students, but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally, but on a limited basis.</i> • <i>Teacher complies with school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest and known for having high standards of integrity.</i> • <i>Teacher actively addresses student needs.</i> • <i>Teacher actively works to provide opportunities for student success.</i> • <i>Teacher willingly participates in team and departmental decision-making.</i> • <i>Teacher complies completely with school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Teacher is highly proactive in serving students.</i> • <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> • <i>Teacher takes a leadership role in team and departmental decision-making.</i> • <i>Teacher takes a leadership role regarding school district regulations.</i>

PERFORMANCE STANDARDS

TITLE: NON-CLASSROOM CERTIFIED PERSONNEL

Certified School Nurse

REPORTS TO: Building Principal

QUALIFICATIONS: Proper Illinois Certification

PRIMARY RESPONSIBILITIES

Planning and Preparation:

- 1a. Demonstrates medical knowledge and skills in nursing techniques
- 1b. Demonstrates knowledge of child and adolescent development
- 1c. Establishes goals for the nursing program appropriate to the setting and students served
- 1d. Demonstrates knowledge of government regulations and resources, both within and beyond the school and district
- 1e. Plans the nursing program for both individuals and groups of students, integrated with the regular school program
- 1f. Develops a plan to evaluate the nursing program

Learning Environment:

- 2a. Creates an environment of respect and rapport
- 2b. Establishes a culture for health and wellness
- 2c. Follows health protocols and procedures
- 2d. Supervises health associates
- 2e. Organizes physical space

Delivery of Service:

- 3a. Assesses student needs
- 3b. Administers medications to students
- 3c. Promotes wellness through classes or classroom presentations
- 3d. Manages emergency situations
- 3e. Demonstrates flexibility and responsiveness

Professional Responsibilities:

- 4a. Reflects on practice
- 4b. Maintains health records in accordance with policy and submits reports in a timely fashion
- 4c. Communicates with families
- 4d. Participates in a professional community
- 4e. Engages in professional development
- 4f. Shows professionalism, including integrity, advocacy and maintaining confidentiality



COMPONENT SUMMARY – CERTIFIED SCHOOL NURSE
DOMAIN 1: PLANNING AND PREPARATION

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrates medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
1b: Demonstrates knowledge of child and adolescent development	Nurse displays little or no knowledge of the child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishes goals for the nursing program appropriate to the setting and students served	Nurse has no clear goals for the nursing program or they are inappropriate to either the situation or age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.
1d: Demonstrates knowledge of government regulations and resources, both within and beyond the school and district	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1e: Plans the nursing program for both individuals and groups of students, integrated with the regular school program	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but the broader educational program.
1f: Develops a plan to evaluate the nursing program	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**COMPONENT SUMMARY – CERTIFIED SCHOOL NURSE
DOMAIN 2: LEARNING ENVIRONMENT**

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



COMPONENT SUMMARY – CERTIFIED SCHOOL NURSE
DOMAIN 3: DELIVERY OF SERVICE

Domain 3: Delivery of Service	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Assesses student needs	Nurse does not assess student needs or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Administers medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals but signed release forms are not conveniently stored.	Medications are administered by designated individuals and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals and signed release forms are conveniently stored. Students take an active role in medication compliance.
3c: Promotes wellness through classes or classroom presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
3d: Manages emergency situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3e: Demonstrates flexibility and responsiveness	Nurse adheres to the plan in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent or teacher input.
3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.



COMPONENT SUMMARY – CERTIFIED SCHOOL NURSE
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Domain 4: Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflects on practice	Nurse does not reflect on practice or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
4b: Maintains health records in accordance with policy and submits reports in a timely fashion	Nurse's reports, records and documentation are missing, late or inaccurate, resulting in confusion.	Nurse's reports, records and documentation are generally accurate, but are occasionally late.	Nurse's reports, records and documentation are accurate, and are submitted in a timely manner.	Nurse's approach to recordkeeping is highly systematic and efficient and serves as a model for colleagues across the school.
4c: Communicates with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
4d: Participates in a professional community	Nurse's relationships with colleagues are negative or self-serving and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial and nurse participated in school and district events and projects when specifically requested.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engages in professional development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Shows professionalism, including integrity advocacy and maintaining confidentiality	Nurse displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, confidentiality and advocating for students, and takes a leadership role with colleagues.

PERFORMANCE STANDARDS

TITLE: NON-CLASSROOM CERTIFIED PERSONNEL

Social Worker/Guidance Counselor

REPORTS TO: Building Principal

QUALIFICATIONS: Proper Illinois Certification

PRIMARY RESPONSIBILITIES

Planning and Preparation:

- 1a. Demonstrates knowledge of counseling theory and techniques, e.g., individual consultations, group processes
- 1b. Demonstrates knowledge of child and adolescent development
- 1c. Establishes goals for the counseling program appropriate to the setting and students served
- 1d. Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district
- 1e. Plans the counseling program, using individual and small group sessions and in-class activities, and including crisis prevention, intervention and response
- 1f. Develops a plan to evaluate the counseling program

Learning Environment:

- 2a. Creates an environment of respect and rapport
- 2b. Establishes a culture for productive communication
- 2c. Manages routines and procedures
- 2d. Establishes standards of conduct and contributes to the culture for student behavior throughout the school
- 2e. Organizes physical space

Delivery of Service:

- 3a. Assesses student needs
- 3b. Assists students and teachers in the formulation of academic, personal/social and career plans, based on knowledge of student needs
- 3c. Uses counseling techniques in individual and classroom programs
- 3d. Brokers resources to meet needs
- 3e. Demonstrates flexibility and responsiveness

Professional Responsibilities:

- 4a. Reflects on practice
- 4b. Maintains records and submits them in a timely fashion
- 4c. Communicates with families
- 4d. Participates in a professional community
- 4e. Engages in professional development
- 4f. Shows professionalism, including integrity, advocacy and maintaining confidentiality



**COMPONENT SUMMARY – SOCIAL WORKER, GUIDANCE COUNSELOR
DOMAIN 1: PLANNING AND PREPARATION**

SCHOOL DISTRICT 54

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrates knowledge of counseling theory and techniques, e.g., individual consultations, group process	Counselor demonstrates little understanding of counseling theory and techniques. Counselor does not plan to meet with students individually or in groups.	Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals.	Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.	Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to increasingly make independent sound, informed academic and personal social choices.
1b: Demonstrates knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development	Counselor displays partial knowledge of child and adolescent development	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishes 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 age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues. Goals include working collaboratively with others to effect wider change throughout the school.
1d: Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1e: Plans the counseling program, using individual and small group sessions and in-class activities, and including crisis prevention, intervention and response	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but the broader education program.
1f: Develops a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.



COMPONENT SUMMARY – SOCIAL WORKER, GUIDANCE COUNSELOR
DOMAIN 2: LEARNING ENVIRONMENT

Domain 2: Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creates an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful and the counselor actively promotes positive student to student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishes a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Manages routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom work are seamless and students assist in maintaining them.
2d: Establishes standards of conduct and contributes to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizes physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.



**COMPONENT SUMMARY – SOCIAL WORKER, GUIDANCE COUNSELOR
DOMAIN 3: DELIVERY OF SERVICE**

Domain 3: Delivery of Service	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Assesses student needs	Counselor does not assess student needs or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assists students and teachers in 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 assist students and teachers to formulate academic, personal/social and career plans are partially successful.	Counselor assists students and teachers to formulate academic, personal/social and career plans for groups of students.	Counselor assists individual students and teachers to formulate academic, personal/social and career plans.
3c: Uses counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.
3d: Brokers resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrates flexibility and responsiveness	Counselor adheres to the plan in spite of evidence of its inadequacy.	Counselor makes modest changes in n 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.



**COMPONENT SUMMARY – SOCIAL WORKER, GUIDANCE COUNSELOR
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

SCHOOL DISTRICT 54

Domain 4: Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflects on practice	Counselor does not reflect on practice or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintains health records and submits 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 recordkeeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicates 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: Participates 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: Engages 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 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: Shows professionalism, including integrity advocacy and maintaining confidentiality	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 advocating for students, and takes a leadership role with colleagues.

PERFORMANCE STANDARDS

TITLE: NON-CLASSROOM CERTIFIED PERSONNEL

Speech/Language Pathologist

REPORTS TO: Building Principal

QUALIFICATIONS: Proper Illinois Certification

PRIMARY RESPONSIBILITIES

Planning and Preparation:

- 1a. Demonstrates knowledge and skill in the specialist therapy; holds relevant certificate or license
- 1b. Establishes goals for the therapy program appropriate to the setting and students served
- 1c. Demonstrates knowledge of district state and federal regulations and guidelines
- 1d. Demonstrates knowledge of resources, both within and beyond the school and district
- 1e. Plans the therapy program, integrated with the regular school program, to meet the needs of individual students
- 1f. Develops a plan to evaluate the therapy program

Learning Environment:

- 2a. Establishes rapport with students
- 2b. Organizes time effectively
- 2c. Establishes and maintains clear procedures for referrals
- 2d. Establishes standards of conduct in the treatment center
- 2e. Organizes physical space for testing of students and providing therapy

Delivery of Service:

- 3a. Responds to referrals and evaluates student needs
- 3b. Develops and implements treatment plans to maximize students' success
- 3c. Communicates with families
- 3d. Collects information; writes reports
- 3e. Demonstrates flexibility and responsiveness

Professional Responsibilities:

- 4a. Reflects on practice
- 4b. Collaborates with teachers and administrators
- 4c. Maintains an effective data management system
- 4d. Participates in a professional community
- 4e. Engages in professional development
- 4f. Shows professionalism, including integrity, advocacy and maintaining confidentiality



**COMPONENT SUMMARY – SPEECH/LANGUAGE PATHOLOGIST
DOMAIN 1: PLANNING AND PREPARATION**

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrates knowledge and skill in the specialist therapy; holds relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area.	Specialist demonstrates basic knowledge and skill in the therapy area.	Specialist demonstrates thorough knowledge and skill in the therapy area..	Specialist demonstrates extensive knowledge and skill in the therapy area.
1b: Establishes goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program or they are inappropriate to either the situation or age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrates knowledge of district, state and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrates knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Plans the therapy program integrated with the regular school program to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually within the broader educational program.
1f: Develops a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**COMPONENT SUMMARY – SPEECH/LANGUAGE PATHOLOGIST
DOMAIN 2: LEARNING ENVIRONMENT**

Domain 2: Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Establishes rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizes time effectively	Specialist exercises poor judgment in setting priorities resulting in confusion, missed deadlines and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishes and maintains clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishes standards of conduct in treatment center	No standards of conduct have been established, and specialist disregards or fails to address student behavior during evaluation or treatment.	Standards of conduct appear to have been established in the testing and treatment center. Specialist's attempts to monitor and correct student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established in the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing and treatment center. Specialist's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior.
2e: Organizes physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited for working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited for working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.



**COMPONENT SUMMARY – SPEECH/LANGUAGE PATHOLOGIST
DOMAIN 3: DELIVERY OF SERVICE**

Domain 3: Delivery of Service	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds when pressed to referrals and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Develops and implements treatment plans to maximize students' success	Specialist fails to plan treatment plan suitable to students or mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporated many related elements.
3c: Communicates with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Collects information; writes reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrates flexibility and responsiveness	Specialist adheres to the plan in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when it is needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent or teacher input.



COMPONENT SUMMARY – SPEECH/LANGUAGE PATHOLOGIST
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Domain 4: Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflects on practice	Specialist does not reflect on practice or the reflections are inaccurate of self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborates with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintains an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participates in a professional community	Specialist's relationships with colleagues are negative or self-serving and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engages in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Shows professionalism, including integrity, advocacy and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students and the public, plays a moderate advocacy role for students and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity and confidentiality and advocating for students and takes a leadership role with colleagues.

PERFORMANCE STANDARDS

TITLE: INSTRUCTIONAL COACH/MENTOR

REPORTS TO: Assistant Superintendent of Student Learning or Designee

QUALIFICATIONS: Proper Illinois Certification

PRIMARY RESPONSIBILITIES

Planning and Preparation:

- 1a. Demonstrating Knowledge of Coaching, Content, and Pedagogy
- 1b. Demonstrating Knowledge of the Teacher
- 1c. Demonstrating knowledge of the School's Instructional Goals
- 1d. Demonstrating Knowledge of Resources, both Within and Beyond the School District
- 1e. Establishing a Coherent Goal-based Support Plan to Improve the Teacher's Practice
- 1f. Utilizing Formative Assessments to Provide Evidence-based Feedback on Teacher Growth

Learning Environment:

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Ongoing Instructional Improvement
- 2c. Managing Instructional Support

Delivery of Service:

- 3a. Communicating Effectively in the Coaching Relationship
- 3b. Using Coaching Language, Stems, and Questions
- 3c. Engaging Teachers in the Coaching Process
- 3d. Using Data to Support Teacher in Monitoring Process
- 3e. Demonstrating Flexibility, Responsiveness, and Persistence

Professional Responsibilities:

- 4a. Reflecting on Practice and Progress in Relationship to the Instructional Support Goals
- 4b. Creating, Maintaining, Utilizing, and Submitting Required Reports
- 4c. Coordinating Work with Other Colleagues to Support Teacher Progress
- 4d. Participating in a Professional Inquiry
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism



COMPONENT SUMMARY – INSTRUCTIONAL COACH/MENTOR
DOMAIN 1: PLANNING AND PREPARATION

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of coaching, content, and pedagogy	Instructional coach/mentor does not demonstrate knowledge of coaching skills and strategies and/or does not use that knowledge in planning for interactions. Content specific coach does not have or does not use knowledge of content and content related pedagogy in their planning.	Instructional coach/mentor demonstrates some knowledge of coaching skills and strategies, dynamics and tools. Instructional coach uses them inconsistently when preparing for interactions. Content specific coach uses inaccurate or incomplete content knowledge and content related pedagogy in their planning.	Instructional coach/mentor uses knowledge of coaching skills and strategies, relationship dynamics, and tools that would further the teacher's progress to prepare for interactions. Content specific coach uses content and knowledge of content related pedagogy in their planning.	Instructional coach/mentor demonstrates extensive knowledge of coaching skills and strategies, relationship dynamics, and tools to plan opportunities for the teacher to increase student engagement in learning that connect to the larger school goals. Content specific coach plans engaging and differentiated strategies that teacher can utilize in their practice.
1b: Demonstrating knowledge of the teacher	Instructional coach/mentor demonstrates little or no familiarity with the teacher, his/her needs or cultural background, and does not seek to understand.	Instructional coach/mentor demonstrates basic familiarity with the needs of his/her teacher related to classroom performance.	Instructional coach/mentor demonstrates thorough knowledge of the needs of the teacher, his/her experience, culture, and background, and uses the knowledge to guide the interaction.	Instructional coach/mentor uses knowledge of the teacher to plan for opportunities for teacher to reflect on issues of equity in teacher's practice.
1c: Demonstrating knowledge of the school's instructional goals	Instructional coach/mentor demonstrates little or no knowledge of the school's instructional goals.	Instructional coach/mentor demonstrates knowledge of the school's instructional goals.	Instructional coach/mentor demonstrates knowledge of the school's instructional goals and uses the knowledge to guide interaction with the teacher.	Instructional coach/mentor demonstrates knowledge of the school's instructional goals and supports the teacher in addressing the goals within his/her instruction.
1d: Demonstrating knowledge of resources, both within and beyond the school district	Instructional coach/mentor demonstrates little or no knowledge of resources available in the school or district for teacher to improve practice.	Instructional coach/mentor demonstrates some knowledge of resources available in the school and district for teacher to improve practice.	Instructional coach/mentor is fully aware of resources or how to access appropriate resources available to the coach in the school and district for teacher to improve practice.	Instructional coach/mentor actively seeks out new resources from a wide range of sources to support the development of teachers' practice in curricular implementation and providing high quality instruction to all students.



SCHOOL DISTRICT 54
Ensuring Student Success

COMPONENT SUMMARY – INSTRUCTIONAL COACH/MENTOR
DOMAIN 1: PLANNING AND PREPARATION

<p>1e: Establishing a coherent goal-based support plan to improve the teacher's practice</p>	<p>Instructional coach/mentor does not establish a goal-based support plan for providing service to the teacher.</p>	<p>Instructional coach/mentor uses prescribed strategies and data to establish a goal-based coherent plan for providing service to the teacher.</p>	<p>Instructional coach/mentor uses strategies and data to establish a goal-based coherent plan that will provide service to the teacher based on the teacher's needs.</p>	<p>Instructional coach/mentor and teacher use evidence-based data to collaborate when establishing a goal-based coherent plan that will provide service to the teacher based on the teacher's needs.</p>
<p>1f: Utilizing formative assessments to provide evidence-based feedback on teacher growth</p>	<p>Instructional coach/mentor does not attempt to utilize formative assessments to analyze data and provide feedback on teacher growth based upon the <i>Framework for Teaching</i>.</p>	<p>Instructional coach/mentor attempts to utilize formative assessments to analyze teaching data and provide feedback on teacher growth. Feedback is not evidence-based or unclear and not aligned to the <i>Framework for Teaching</i>.</p>	<p>Instructional coach/mentor utilizes formative assessments to gather and analyze teaching data and provides ongoing feedback on teacher growth that is evidence-based and aligned to the <i>Framework for Teaching</i>.</p>	<p>Instructional coach/mentor collaborates with teacher in reviewing the formative assessments and analyzing the data in order for the teacher to self-assess and determine strengths/challenges in teacher growth based upon evidence of practice as defined in the <i>Framework for Teaching</i>.</p>



COMPONENT SUMMARY – INSTRUCTIONAL COACH/MENTOR
DOMAIN 2: LEARNING ENVIRONMENT

Domain 2: Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>2a: Creating an environment of trust and respect</p>	<p>Interaction between coach/mentor and teacher is strained and non-productive. Coach/mentor is negative, inappropriate, and/or insensitive to teacher's cultural background or experience. Coach/mentor does not meet his/her commitment.</p>	<p>Interaction between coach/mentor and teacher is cordial and appropriate. Coach generally meets his/her commitments and demonstrates some knowledge of the teacher's background and experience.</p>	<p>Interactions between coach/mentor and teacher are respectful and caring and appropriate to the cultural background and experiences of the teacher. Coach/mentor meets his/her commitments.</p>	<p>Coach/mentor and teacher equally contribute to the success and progress of the relationship.</p>
<p>2b: Establishing a culture for ongoing instructional improvement</p>	<p>Instructional coach/mentor has a low expectation for success and communicates the coaching process as having little value.</p>	<p>Instructional coach/mentor offers support but has low expectations for success. Coach/mentor and teacher appear to be going through the motions with limited inquiry and reflection.</p>	<p>Instructional coach/mentor has high expectations and a commitment to instructional improvement. Coach/mentor and teacher collaboratively engage in a growth process based on inquiry and reflection.</p>	<p>Instructional coach/mentor supports teacher initiated directions for instructional improvement that include inquiry and reflection.</p>
<p>2c: Managing instructional support</p>	<p>Instructional coach/mentor does not have or utilize a system of organizing or sharing teacher data, tools, and resources related to the coaching process.</p>	<p>Instructional coach/mentor loses some instructional coaching time due to a lack of an organized system for sharing and maintaining teacher data, tools, and resources related to the coaching process.</p>	<p>Instructional coach/mentor maximizes coaching time by maintaining an effective system for organizing or sharing teacher data, tools, and resources related to the coaching process.</p>	<p>Instructional coach/mentor and teacher maximize coaching time by collaboratively maintaining and sharing teacher data, tools, and resources related to the coaching process.</p>



COMPONENT SUMMARY – INSTRUCTIONAL COACH/MENTOR
DOMAIN 3: DELIVERY OF SERVICE

Domain 3: Delivery of Service	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>3a: Communicating effectively in the coaching relationship</p>	<p>Instructional coach/mentor does not communicate the expectations of the coaching process and does not use the <i>Framework for Teaching</i> in their work. Instructional coach/mentor does not engage in modeling or co-teaching. Instructional coach/mentor’s oral and written language is unclear does not conform to standard English.</p>	<p>Instructional coach/mentor partially communicates the expectations of the coaching process and inconsistently uses the <i>Framework for Teaching</i>. Where appropriate, instructional coach/mentor partially engages in co-teaching and modeling. Instructional coach/mentor’s written and oral language is clear and correct and conforms to standard English.</p>	<p>Instructional coach/mentor communicates the expectations of the coaching process and effectively uses the language of the <i>Framework for Teaching</i>. Where appropriate, instructional coach/mentor uses co-teaching or modeling to help the teacher grow. Instructional coach/mentor’s written and oral language is clear and correct and conforms to standard English.</p>	<p>Instructional coach/mentor communicates the expectations of the coaching process and effectively uses the language of the <i>Framework for Teaching</i>. Teacher initiates co-teaching or modeling, when appropriate. Instructional coach/mentor’s written and oral language is clear and correct and conforms to standard English.</p>
<p>3b: Using coaching language, stems, and questions</p>	<p>Instructional coach/mentor does not use coaching language, stems, or questions during the interaction.</p>	<p>Instructional coach/mentor’s use of coaching language, stems, and questions during an interaction is inconsistent.</p>	<p>Instructional coach/mentor uses coaching language, stems, and questions during interaction with teacher.</p>	<p>Teacher and instructional coach/mentor use coaching language and questions during the interaction to guide inquiry about teaching practice.</p>



COMPONENT SUMMARY – INSTRUCTIONAL COACH/MENTOR
DOMAIN 3: DELIVERY OF SERVICE

<p>3c: Engaging teachers in the coaching process</p>	<p>Instructional coach/mentor's use of activities, tools, and data are not appropriate. Teacher is not engaged in the interaction.</p>	<p>Instructional coach/mentor use of activities, tools, and data are partially suitable, resulting in limited engagement by the teacher.</p>	<p>Instructional coach/mentor uses a variety of activities, tools, and data that are thought provoking, appropriate to the teacher's needs, and enhances the teacher's understanding of the instructional process. Teacher is actively engaged throughout the interaction.</p>	<p>Teacher initiates and suggests activities, use of tools, and data to reflect on their growth and is actively engaged throughout the interaction with instructional coach/mentor.</p>
<p>3d: Using data to support teacher in monitoring growth</p>	<p>Instructional coach/mentor does not collect evidence or use the <i>Framework for Teaching</i> to monitor teacher growth.</p>	<p>Instructional coach/mentor's analysis of teacher growth using the <i>Framework for Teaching</i> is not evidenced- based or appropriate.</p>	<p>Instructional coach/mentor engages the teacher in analyses of evidence to assess growth based on the <i>Framework for Teaching</i>.</p>	<p>Instructional coach/mentor facilitates teacher's evidence-based self-assessment of practice and growth on the <i>Framework for Teaching</i>.</p>
<p>3e: Demonstrating flexibility, responsiveness, and persistence</p>	<p>Instructional coach/mentor adheres to his/her plan, in spite of evidence of its inadequacy or inappropriateness.</p>	<p>Instructional coach/mentor makes modest adjustments to the interaction when confronted with evidence of the need for change.</p>	<p>Instructional coach/mentor makes adjustments and accommodations to the interaction to meet the needs that arise in the moment. Instructional coach/mentor persists in addressing the teacher's needs that are resistant to support by drawing on a number of strategies to engage the teacher.</p>	<p>Teacher assumes responsibility and initiates changes to the interaction, based on their instructional needs that arise in the moment.</p>



COMPONENT SUMMARY – INSTRUCTIONAL COACH/MENTOR
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Domain 4: Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice and progress in relationship to the instructional support goals	Instructional coach/mentor does not reflect and/or know if their practice is effective or misjudges the impact of their practice on the teacher's progress. Instructional coach/mentor has no suggestions on how to improve.	Instructional coach/mentor reflects with some accuracy, but reflection is not evidence based. Suggestions for improvement are rudimentary.	Instructional coach/mentor's reflection is accurate and based on evidence with specific suggestions on how to improve practice.	Instructional coach/mentor uses evidence and seeks feedback from the teacher to shape their future practice. Instructional coach/mentor and teacher develop a plan for improving practice.
4b: Creating, maintaining, utilizing, and submitting required reports	Instructional coach/mentor has no system for maintaining teacher's progress or system is in disarray. Required reports are routinely late.	Instructional coach/mentor's system for maintaining information on teacher's progress is rudimentary and partially effective. Instructional coach's/mentor's required reports are sometimes submitted on time.	Instructional coach/mentor's system for maintaining information on teacher's progress is effective and is utilized to support the coach's/mentor's work. Instructional coach's/mentor's required reports are on time and accurate.	Teacher and coach/mentor collaborate on creating a useful system for tracking teacher's progress. Required reports are always submitted on time, accurate, and based on evidence. Coach/mentor uses the reports to determine ongoing needs for the school, team, or teacher.
4c: Coordinating work with other colleagues (coaches, department chairs, specialists, etc.) to support teacher progress	Instructional coach/mentor makes no effort to seek out or become aware of other colleagues within the district, area, or school to support the teacher.	Instructional coach/mentor is aware of and attempts to contact colleagues within the district, area, or school to support the teacher.	Instructional coach/mentor has met with and coordinates services with colleagues within the district, areas, and/or school to support the teacher in the best way possible.	Instructional coach/mentor and teacher collaborate on coordinating work with colleagues within the district, area, and/or school.



**COMPONENT SUMMARY – INSTRUCTIONAL COACH/MENTOR
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

<p align="center">4d: Participating in professional inquiry</p>	<p>Relationships with colleagues are negative. Instructional coach/mentor does not attend or attends and does not engage in professional inquiry (PLCs, forums, etc.).</p>	<p>Relationships with colleagues are cordial. Instructional coach/mentor attends and participation in professional inquiry (PLCs, forums, etc.) is limited to those that are convenient or are required.</p>	<p>Relationships with colleagues are mutually supportive and respectful. Instructional coach/mentor actively participates in professional inquiry (PLCs, forums, etc.).</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation. Instructional coach/mentor takes leadership in promoting a culture of inquiry in the coaching community.</p>
<p align="center">4e: Growing and developing professionally</p>	<p>Instructional coach/mentor resists feedback on practice from supervisors and/or colleagues. Instructional coach/mentor does not attend or attends and does not participate in professional development.</p>	<p>Instructional coach/mentor reluctantly accepts feedback on practice from supervisors and/or colleagues or has a limited understanding of the feedback. Participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Instructional coach/mentor welcomes feedback and engages supervisor and/or colleagues in discussion about it. Instructional coach/mentor seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Instructional coach/mentor seeks out feedback from their supervisor, colleagues, and/or teachers. Instructional coach/mentor actively pursues professional development opportunities and shares the learning with colleagues and teachers.</p>
<p align="center">4f: Showing professionalism, including integrity and confidentiality</p>	<p>Instructional coach/mentor makes decisions based on self-serving interests. Instructional coach/mentor does not comply with many district policies, regulations, and rules. Instructional coach/mentor displays dishonesty in interactions and violates the norms of confidentiality.</p>	<p>Instructional coach/mentor brings biased or limited ideas to the decision making process. Instructional coach/mentor complies with most district policies, regulations, and rules. Instructional coach/mentor is honest in interactions with colleagues and respects norms of confidentiality.</p>	<p>Instructional coach/mentor maintains an open mind and participates in team or departmental decisions. Instructional coach/mentor complies with all district policies, regulations, and rules. Instructional coach/mentor displays honesty and integrity in interactions with colleagues and respects norms of confidentiality.</p>	<p>Instructional coach/mentor takes a leadership role in team decisions. Instructional coach/mentor complies with all district policies, regulations, and rules. Instructional coach/mentor displays honesty and integrity and makes an effort to challenge negative perceptions about teacher professionalism and student learning while upholding the norms of confidentiality.</p>

Identified Areas for Needs Improvement Form

Form 4019

Teacher:		Date:	
Evaluator:		School/ Position:	
<p>Based upon the evidence collected in the Framework for Teaching Data Documentation Form, the highlighted area(s) have been identified as "Needs Improvement".</p>			
Conversation Components		Observable Components	
<u>Domain 1</u> Planning and Preparation	<u>Domain 4</u> Professional Responsibilities	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> 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 a 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		

Additional Notes:

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

Teacher's Signature/Date

Evaluator's Signature/Date

**District 54 Professional Appraisal System
Professional Development Plan Form
Form 4020**

Teacher:		Evaluator:		Date of PDP:	
PDP Priorities:					
1. Domain/ Component:		Indicators for Effective Teaching (e.g., Critical Attributes):			
Date of Development		Improvement Strategies/Tasks:		Supports and Resources:	
Date of Updates		Updates on Improvement Strategies/Tasks:		Supports and Resources:	
2. Domain/ Component:		Indicators for Effective Teaching (e.g., Critical Attributes):			
Date of Development		Improvement Strategies/Tasks:		Supports and Resources:	
Date of Updates		Updates on Improvement Strategies/Tasks:		Supports and Resources:	
3. Domain/ Component:		Indicators for Effective Teaching (e.g., Critical Attributes):			
Date of Development		Improvement Strategies/Tasks:		Supports and Resources:	
Date of Updates		Updates on Improvement Strategies/Tasks:		Supports and Resources:	

PDP Observation Signature Form
Form 4020

PDP Initial Signatures:			
Evaluator:		Teacher:	
Date:		Date:	

PDP Observation #1 Signatures:			
Evaluator:		Teacher:	
Date:		Date:	

PDP Observation #2 Signatures:			
Evaluator:		Teacher:	
Date:		Date:	

PDP Observation #3 Signatures:			
Evaluator:		Teacher:	
Date:		Date:	

Student Growth Form – Guide Sheet

Type III Assessments: IL School Code defines Type III Assessments as “any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.” IL School Code identifies the following as examples of Type III Assessments: teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject.

A. Meeting Dates: These may occur on mutually agreed upon dates that may coincide with the Pre- and Post- Conferences. All meetings must be completed by March 1 for the Non-Tenured cycle. All meetings must occur by May 1 during year two of the two year Tenured Cycle.

1. **Initial Meeting:**

- a) Review and agree to the Standard/Skill, Student Population, Target Growth Expectation, and Pre- and Post- Assessments.
- b) After the meeting the educator should update Common Ground with the agreed to information.

2. **Mid-Point Meeting:** Teacher reviews any selected student data, student progress and discusses any necessary adjustments to instruction planned.

3. **Ending Meeting:** Review the Post-Assessment results and rating and discuss strengths and areas for growth.

B. Standard or Skill

1. The assessment must be rigorous, aligned to the course’s curriculum, and measure learning in the course.
2. Teachers are encouraged when possible to align the assessment to District 54 essential outcomes.

C. Student Population

1. You may include the student roster.
2. Consider how all populations of students will be used to measure the impact of the teacher on student achievement.
3. Describe the student group. Include IEP/EL/504 accommodations and modifications if applicable.

Examples:

- a) We will assess 25 first graders in my homeroom class.
- b) We will assess 100 language arts students in 7th grade.
- c) We will assess three groups of 6 students in my acceleration groups.
- d) We will assess 23 fourth graders during PE from Mrs. Smith’s homeroom.

D. Baseline Data/Pre-Assessment Results

1. All Type III Assessment must include a Pre-Assessment which links to the Post-Assessment to display student growth.
2. Describe the Pre-Assessment results. ____% of those assessed ____.

E. Target Growth Expectation

1. Explain the growth you're looking to see from the students. Most statements will be written "____% of those assessed will ____."
2. Define exactly how growth will be measured.
Examples:
 - a) ____% of those assessed will grow by at least one point on the rubric.
 - b) ____% of those assessed will grow by at least two Fountas and Pinnell levels.
 - c) ____% of those assessed will grow by at least 10% proficiency.
 - d) ____% of those assessed will improve their times by 20%
3. Share rubrics or relevant scoring systems.

F. Mid-Point Data

1. A mid-point meeting for each assessment used in determining a teacher's student growth rating is required to discuss data collected by the teacher.
2. Describe the mid-point data.
3. This can be, but is **not** required to be, a formal assessment.
4. Assess progress and adjust accordingly.
5. Per statute, data used at the mid-point is **not used** to determine the Performance Rating.

G. Post-Assessment Results

1. Share the results.
Example:
 - a) ____% of those assessed met or exceeded the Target Growth Expectation.

H. Growth Rating

1. The Growth Rating makes up 30% of the summative evaluation. Two growth ratings of 15% will be determined.
 - a) Excellent: 76% or more met the Target Growth Expectation
 - b) Proficient: 51%-75% met the Target Growth Expectation
 - c) Needs Improvement: 25%-50% met the Target Growth Expectation
 - d) Unsatisfactory: less than 25% met the Target Growth Expectation

Student Growth Plan Entered into Common Ground

_____ 1 st Assessment		_____ 2 nd Assessment	
Teacher:		Evaluator:	
Initial Meeting Date:		Mid-Point Meeting Date:	Ending Meeting Date:
What Standard or Skill are students expected to learn?			
Describe the Student Population being assessed – include IEP/504/EL modifications and/or accommodations:			
Identify the Baseline Data/Pre-Assessment Results :			
_____ % of those assessed _____.			
Identify the Target Growth Expectation for this assessment:			
_____ % of those assessed will _____.			
Describe the Mid-Point Data :			
Identify the Post-Assessment Results :			
_____ % of those assessed met or exceeded the Target Growth Expectation.			
Identify the Teacher's Student Growth Rating for this assessment by applying the Post-Assessment Results to the scale below:			
Excellent	76% or more met the Target Growth Expectation		
Proficient	51%-75% met the Target Growth Expectation		
Needs Improvement	25%-50% met the Target Growth Expectation		
Unsatisfactory	less than 25% met the Target Growth Expectation		
NOTE: Each Assessment of Growth will count toward 15% of the Student Growth Rating			

**Schaumburg Community Consolidated School District 54 Professional Appraisal System
Final Summative Evaluation - Form 4021**

Teacher Name:		Location:		School Year:	
Evaluator:					
Teacher Years of Service in Schaumburg 54:					

Observation dates included in the basis for this summative evaluation:
Formal Observation Dates:
Informal Observation Dates:

The Performance Summative and Student Growth Assessments will be assigned the following ratings:
Excellent (4)
Proficient (3)
Needs Improvement (2)
Unsatisfactory (1)

The Teachers Summative Performance rating is determined by the following measures:
Professional Practice: 70%
Student Academic Growth: 30%

Domain:	Rating
Domain 1: Planning and Preparation	
Domain 2: Classroom Environment	
Domain 3: Instruction	
Domain 4: Professional Responsibility	

Student Growth Assessment:	Rating
Student Growth Assessment #1	
Student Growth Assessment #2	

Overall Summative Rating:	
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Excellent (3.5-4), Proficient (2.5-3.49), Needs Improvement (1.5-2.49), Unsatisfactory (1-1.49)

We have conducted a conversation on the rubrics. The teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the Human Resources Department. *Signature indicates only that the teacher has read and understands the evaluation.*

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

**Schaumburg Community Consolidated School District 54 Professional Appraisal System
Final Summative Evaluation - Form 4021(b)**

For Groups exempt from Student Growth Requirement

Teacher Name:		Location:		School Year:	
Evaluator:					
Teacher Years of Service in Schaumburg 54:					

Observation dates included in the basis for this summative evaluation:
Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 2 – Classroom Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 3 – Instruction	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

We have conducted a conversation on the rubrics. The Teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the Human Resources Department. *Signature indicates only that the Teacher has read and understands the evaluation.*

Teacher Signature:		Date:	
Evaluator Signature:		Date:	