

Effective Teaching Scale 1: Learning Targets

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Learning target:</p> <ul style="list-style-type: none"> •does not align with curriculum maps or represents below grade level expectation as identified in curriculum maps •is not clear •is rarely or never measurable and specific •does not consistently reflect important learning types •demonstrates no improvement in student learning 	<p>Learning target:</p> <ul style="list-style-type: none"> •is somewhat aligned with curriculum maps •is only moderately clear •is not always measurable and lacks specificity •reflects several types of learning but no effort is made at coordination or integration •demonstrates little or inconsistent improvement in student learning 	<p>Learning target:</p> <ul style="list-style-type: none"> •is consistently aligned with curriculum maps •is consistently clear •is measurable and specific •reflects several different types of learning and contains opportunities for integration •demonstrates improvement in student learning 	<p>Learning target:</p> <ul style="list-style-type: none"> •is totally aligned with curriculum maps and/or state standards •clearly articulates how the target establishes high expectations in relationship to curriculum maps and/or state standards •demonstrates expertise in identifying learning targets that are measurable and specific •demonstrates significant improvement in student learning

SAMPLE INDICATORS:

- Demonstrates competency in assessing the learner and designing and executing instructional plans based upon assessment
- Documents instructional planning through written lesson plans based on adopted curriculum maps
- Planning reflects knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data
- Provides clear statements of learning targets – skill target, knowledge target, reasoning target, product target
- Provides clear questions to check understanding of targets
- Responds to student questions regarding learning targets
- Ensures that targets are measurable and specific
- Assesses learner targets using the following tools:
 - PAWS (Performance Assessments for Wyoming Students)
 - MAP (Measure of Academic Progress)
 - Assessments for Learning
 - Semester exams
 - Classroom observation/work samples
 - Passport Assessments
 - Common assessments
 - Other assessments included in the district plan

Effective Teaching Scale 2: Utilization of Instructional Media/Materials

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •is unaware of resources available through the school or district •does not utilize materials and resources that support the instructional targets or engage students in meaningful learning •handles materials inefficiently, resulting in significant loss of instructional time •utilizes instructional materials and resources unsuitable to instructional goals or that do not engage students 	<p>Teacher:</p> <ul style="list-style-type: none"> •displays limited awareness of resources available through the school district •inconsistently utilizes materials and resources to support the instructional goals and engage students in meaningful learning •establishes routines for handling materials and supplies which function moderately well, but cause loss of instructional time •selects instructional materials and resources that are partially suitable to the instructional goals and moderately engage students 	<p>Teacher:</p> <ul style="list-style-type: none"> •is aware of most resources available through the school district •utilizes materials and resources to support the instructional goals and engage students in meaningful learning •establishes routines for handling materials and supplies that occur smoothly, with little loss of instructional time •selects instructional materials and resources that are suitable to the targets and engage students 	<p>Teacher:</p> <ul style="list-style-type: none"> •is aware of school and district resources, and actively seeks other material to enhance instruction from professional organizations or through the community •utilizes and fully integrates materials and resources to support the targets and engage students in meaningful learning •includes evidence of student participation in selecting or adapting materials •establishes routines for handling materials and supplies that are seamless, with students assuming some responsibility for efficient operation •selects and fully integrates instructional materials and resources that are suitable to the instructional goals and engage students

SAMPLE INDICATORS:

- Demonstrates competency in the use of instructional media/materials
- Documents instructional planning through written lesson plans based on curriculum maps documents and/or state standards
- Planning reflects knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data
- Ensures clarity of materials, visibility, copy quality/quantity
- Provides evidence that materials are affecting desired learning targets
- Reflects creative and/or logical modifications of materials
- Takes advantage of district technology/media access
- Monitors appropriate use of media/materials
- Utilizes resources both within and outside school or district

Effective Teaching Scale 3: Planning of Instructional Techniques

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •is unfamiliar with the different approaches to learning that students exhibit, such as learning styles and modalities •makes content errors or does not correct content errors made by students <p>The lesson or unit has no clearly defined structure, or the structure is chaotic.</p> <p>Time allocations are unrealistic.</p> <p>Instructional targets and activities, interactions, and the classroom environment convey only modest expectations for student achievement.</p> <p>Representation of content is inappropriate and unclear or uses poor examples and analogies.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •displays some understanding of the different approaches to learning that students exhibit, such as learning styles and modalities •displays basic content knowledge, but can not articulate connections with other parts of the discipline <p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.</p> <p>Most time allocations are reasonable.</p> <p>Instructional targets and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.</p> <p>Representations of content are inconsistent in quality: some is done skillfully, with good examples; other portions are difficult to follow.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •displays solid understanding of the different approaches to learning that different students exhibit such as learning styles and modalities •displays solid content knowledge and makes connections between the content and other parts of the discipline <p>The lesson or unit has a clearly defined structure that activities are organized around.</p> <p>Time allocations are reasonable.</p> <p>Instructional targets and activities, interactions, and the classroom environment convey high expectations for student achievement.</p> <p>Representation of content is appropriate and links well with students' knowledge and experience.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning •displays extensive content knowledge with evidence of continuing pursuit of such knowledge <p>The lesson or unit has a clearly defined structure that activities are organized around.</p> <p>Time allocations of the lesson's or unit's structure is clear and allows for different pathways to learning according to student needs.</p> <p>Instructional targets and activities, interactions, and the classroom environment consistently convey high expectations for student achievement.</p> <p>Representation of content is appropriate and links well with students' knowledge and experience.</p>

SAMPLE INDICATORS:

- Demonstrates content knowledge in planning
- Planning reflects knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data
- Provides evidence of pre-planning
- Exhibits knowledge of content
- Provides interventions as needed within the classroom

Effective Teaching Scale 4: Delivery of Instructional Techniques

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •directions and procedures are confusing to students •questions are generally all of poor quality •does not use effective instructional strategies or has no repertoire of instructional strategies •does not accept responsibility for the success of all students <p>Learning activities are not suitable to students or instructional targets.</p> <p>Progression of activities are not organized and do not reflect effective professional practices.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •directions and procedures are clarified after initial student confusion or are excessively detailed •questions are a combination of low and high quality, only some invite a response •exhibits ineffective use of instructional strategies and has only a limited repertoire of instructional strategies •accepts responsibility for the success of all students <p>Only some of the activities are suitable to students or to instructional targets.</p> <p>Progression of activities in the lesson or unit is uneven, and only some activities reflect effective professional practices.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •directions and procedures are clear to students and contain an appropriate level of detail •questions are of high quality and adequate time is available for students to respond •exhibits effective use of a moderate repertoire of strategies •persists in seeking approaches for students who have difficulty learning <p>Most of the learning activities are suitable to students and instructional targets.</p> <p>Progression of activities in the lesson or unit is fairly even, and most activities reflect effective professional practices.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •directions and procedures are clear to students and anticipate possible student misunderstanding •questions are of uniformly high quality, with adequate time for students to respond and formulate many questions •exhibits effective use of many instructional strategies using an extensive repertoire of strategies and solicits additional resources from the educational community •persists in seeking many and varied affective approaches for students who need help <p>Learning activities are highly relevant to students and instructional targets, progressing coherently, in a unified reflective professional practice.</p> <p>Both students and teacher establish and maintain high expectations for the learning of all students.</p>

SAMPLE INDICATORS:

- Uses the components of an effective lesson and the basic principles of learning when providing instruction
- Varies instructional strategies, approaches, and resources, aligned with instructional objectives, to engage students in learning
- Utilizes review techniques
- Utilizes advance organizers
- Demonstrates clarity of presentation
- Demonstrates suitable techniques to promote learning targets
- Elicits student feedback
- Differentiates instruction based on student feedback
- Utilizes motivation techniques
- Implements use of anticipatory set, modeling, guided practice, independent practice, closure, pre-post testing questioning techniques
- Promotes higher thinking skills
- Uses vivid and expressive language
- Connects new content to students' prior learning
- Makes adjustments to instructional techniques, as needed
- Provides for teachable moment
- Communicates instructional targets to students

Effective Teaching Scale 5: Instructional Style

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •demonstrates little or no enthusiasm for subject matter •elicits student interactions that are generally inappropriate, and may reflect occasional inconsistencies or favoritism •provides no evidence of a respectful learning community 	<p>Teacher:</p> <ul style="list-style-type: none"> •demonstrates limited enthusiasm for subject matter •elicits student interactions that are generally appropriate, but may reflect occasional inconsistencies or favoritism •provides minimal evidence of a respectful learning community 	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains a high level of enthusiasm for subject matter •elicits student interactions that are in a consistently friendly manner and demonstrates genuine warmth, caring and respect •provides substantial evidence of a respectful learning community 	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains a high level of enthusiasm and motivates student enthusiasm for subject matter •elicits student interactions that are in a consistently friendly manner and demonstrates genuine warmth, caring and respect and is successful in creating an atmosphere where students demonstrate genuine caring for one another as individuals and as students •provides a high level of evidence of a respectful learning community

SAMPLE INDICATORS;

- Provides constructive positive interactions which enhance student self-esteem
- Initiates effective communication and consultation with students and parents
- Utilizes behavioral management plan (Project Reach/PBS)
- Communicates high expectations
- Incorporates a variety of modalities (pace, liveliness, expression, tone, verbal and nonverbal cues)
- Teacher and student interactions and student to student interactions are positive
- Cultural norms of the classroom are clearly evident

Effective Teaching Scale 6: Instructional Efficiency/Student Involvement

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •has no clearly defined lesson structure •has inappropriate pacing of the lesson, too slow or rushed, or both •loses large amounts of time during transitions •rarely makes accommodations and/or modifications based on evidence of student need and/or lack of participation •rarely uses flexible instructional groups •engages few students in the discussion, activities and assignments <p>Instructional groups:</p> <ul style="list-style-type: none"> •do not support the instructional targets and offer no variety •are not organized, do not work with the teacher and/or are not productively engaged in learning •participate in activities and assignments that are inappropriate for students in terms of their age or backgrounds 	<p>Teacher:</p> <ul style="list-style-type: none"> •has a recognizable lesson structure, although it is not uniformly maintained •has inconsistent pacing of the lesson •loses some instructional time during transitions •demonstrates some flexibility in making accommodations and/or modifications and moderate responsiveness to students' needs and participation •utilizes flexible instructional groups inconsistently and with limited success •engages some students in the discussion, activities, and assignments, but with only limited success <p>Instructional groups:</p> <ul style="list-style-type: none"> •are inconsistent in suitability to the instructional targets and offer minimal variety •are partially organized, resulting in some uncorrected off-task behavior when teacher is involved with one group •participate in activities and assignments that are appropriate to some students 	<p>Teacher:</p> <ul style="list-style-type: none"> •has a clearly defined lesson structure around which the activities are organized •has generally consistent pacing of the lesson •transitions smoothly, losing little instructional time •demonstrates flexibility in making accommodations and/or modifications based on students' needs, interest, questions, and participation •utilizes flexible instructional groups that are productive, varied and with appropriate success •engages successfully most students in the discussion, activities, and assignments <p>Instructional groups:</p> <ul style="list-style-type: none"> •are varied consistently to reach different instructional targets. •are organized according to task and groups are managed so that most students are engaged at all times •participate in activities and assignments that are appropriate to all students 	<p>Teacher:</p> <ul style="list-style-type: none"> •has a highly coherent lesson structure allowing for reflection and closure as appropriate •always has consistent pacing of the lesson for all students •transitions seamlessly, with students assuming some responsibility for efficient operation •is highly successful in making all accommodations and/or modifications based on students' needs, interest, questions, and participation •utilizes flexible instructional groups that are productive, varied and with appropriate success and students to demonstrate leadership within the group •engages successfully all students in the discussion, activities, assignments and ensure that all voices are heard <p>Instructional groups:</p> <ul style="list-style-type: none"> •are highly varied, and provide evidence of student choice in selecting different groups as appropriate to reach all instructional targets •are organized according to task and groups are managed so that all students are engaged at all times •work independently and productively at all times, with students assuming responsibility for productivity by initiating or adapting activities to enhance learning

SAMPLE INDICATORS:

- Demonstrates competency designing and executing instructional plans
- Displays knowledge and understanding of teaching and learning practices
- Designs lessons that have a clearly defined sequence, structure and appropriate pacing
- Aligns accommodations and/or modifications with instructional objectives to meet the needs of students
- Develops procedures, routines, and transitions to effectively limit distraction, and off task behavior
- Demonstrates competency designing and executing instructional plans

- Utilizes flexible instructional groupings
- Designs higher order thought questions to cognitively engage students (Thinking Strategies and/or Assessment for Learning)
- Provides interventions and enrichments to enhance learning
- Incorporates a variety of flexible instructional grouping techniques,
- as needed
- Teaches thinking strategies

Effective Teaching Scale 7: Responses and Feedback to Students

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •provides little or no positive reinforcement •interaction with at least some students is characterized as negative, demeaning, or sarcastic <p>Descriptive Feedback:</p> <ul style="list-style-type: none"> •on all student work, oral and written, is either not provided or is of uniformly poor quality •is not provided in a timely manner <p>PowerGrade/Passport Assessment entries are rarely done.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •provides some specific positive reinforcement based on student needs •interactions with students is generally appropriate but may reflect occasional inconsistencies or demonstrate favoritism <p>Descriptive Feedback:</p> <ul style="list-style-type: none"> •on all student work, oral and written, is inconsistent in quality •is inconsistently provided in a timely manner <p>PowerGrade/Passport Assessment entries are done inconsistently.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •consistently provides specific positive reinforcement based upon student needs •interactions with students is friendly and demonstrate general warmth, caring, and respect <p>Descriptive Feedback:</p> <ul style="list-style-type: none"> •on all student work, oral and written, is consistently of high quality •is consistently provided in a timely manner <p>PowerGrade/Passport Assessment entries are done consistently as required by building administrator and collaboratively, when appropriate.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •consistently provides a variety of specific positive reinforcement based upon student needs <p>Descriptive Feedback:</p> <ul style="list-style-type: none"> •on all student work, oral and written, is always of high quality •is always provided in a timely manner <p>PowerGrade/Passport Assessment entries are done more frequently than required by the building administrator and collaboratively, when appropriate.</p>

SAMPLE INDICATORS:

- Demonstrates effective communication with students
- Communicates evidence that interactions enhance pupil self-esteem
- Models respect and courtesy in student and parent interactions
- Monitors frequency, timeliness, and student reaction to positive responses
- Encourages specificity of positive responses
- Utilizes Project Reach/PBS to appropriate grade level
- Maintains established atmosphere of a respectful learning community
- Demonstrates competency in using assessment for learning
- Provides descriptive feedback achievement that is clear, accurate, and understandable
- Discusses corrections with student in a timely manner
- Models correct responses
- Performs direct monitoring during guided practice
- Gives equitable feedback
- Inputs PowerGrade entries and Passport Assessment data

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •rarely or never maintains a physical environment conducive to learning •is generally unaware of student behavior and misses the activities of most students •does not respond to misbehavior •is repressive or does not respect student dignity •rarely responds to negative student interactions such as conflict, sarcasm, or put-downs •doesn't teach or promotes positive interactions <p>No standards of conduct appear to have been established or students are confused as to what is expected.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •inconsistently maintains a physical environment conducive to learning •is generally aware of student behavior, but misses the activities of some students •responds inconsistently to misbehavior •inconsistently shows respect for student dignity •inconsistently responds to negative student interactions •inconsistently teaches or promotes positive interactions <p>Some standards of conduct appear to have been established for most situations and most students seem to understand expectations.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •consistently maintains a physical environment conducive to learning •is aware of all student behavior •responds to misbehavior appropriately and successfully •consistently shows respect for student dignity •consistently responds to any negative student interactions •consistently teaches or promotes ways to positively interact <p>Standards of conduct are clear to students.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •works to include students in maintaining a physical environment conducive to learning •monitors student behavior in a subtle and preventative manner •responds to misbehavior in a highly effective and sensitive manner and is responsive to students' individual needs •always shows respect for student dignity •has successfully taught and students demonstrate the ability to monitor their own behavior, respectfully correct each other, and interact positively <p>Standards of conduct are clear to all students and appear to have been taught and practiced with student participation.</p>

SAMPLE INDICATORS:

- Maintains an academic focus and on-task behavior
- Communicates and maintains a classroom management/discipline plan
- Models respect and courtesy in both student and parent interactions
- Creates a physical environment that supports the teaching/learning process
- Communicates verbal references for behavioral expectations
- Delivers positive reinforcers (praise, smiles, recognition, tokens, points, tickets, food, toys, etc.)
- Delivers negative consequences (verbalizations, loss of privilege, detention, removal from class, etc.)
- Provides clear expectations that are consistently applied
- Focuses correction on behavior not the student
- Makes use of Project Reach/PBS at appropriate grade level
- Handles intensity level I and II behaviors in a manner consistent with the building behavior matrix
- Implements building reward system

Effective Teaching Scale 9: Monitoring of Student Progress

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •maintains limited or no information system on student completion of assignments, tests and other student progress in achieving standards •rarely or never maintains instructional or noninstructional records accurately or completely, and does not submit records in a timely manner •makes little or no effort to use student achievement data to determine and monitor student progress and to improve learning for students <p>Procedures related to checking for understanding are of poor quality.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains a rudimentary or inconsistent information system on student completion of assignments, tests and other student progress in achieving standards •maintains inconsistent instructional and non-instructional records that are sometimes inaccurate, incomplete, and not submitted in a timely manner •uses student achievement data in an inconsistent manner to determine and monitor student progress and to improve learning for students <p>Procedures related to checking for understanding are of variable quality.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains an effective information system on student completion of assignments, tests and other student progress in achieving standards •maintains consistent instructional and noninstructional records that are accurate, thorough and submitted in a timely manner •uses student achievement data to determine and monitor student progress and to improve learning for students <p>Procedures related to checking for understanding are high quality.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains a highly effective information system on student completion of assignments, tests and other student progress in achieving standards •maintains instructional and noninstructional records that are accurate, thorough, and submitted in a timely manner •demonstrates expertise in using student achievement data to determine student progress to improve learning for students <p>Procedures related to checking for understanding are of uniformly high quality with student formulating some questions.</p> <p>Students participate in the maintenance of records and assessment process.</p>

SAMPLE INDICATORS;

- Demonstrates competency in the analysis of assessment and how it improves student learning
- Communicates effectively with students, other educators, and parents
- Analyzes student achievement, access/equity, and other site specific demographic data
- Identifies desired results for student learning/achievement that are measurable, and used for instructional planning to determine and monitor student progress
- Follows assessment regulations and guidelines
- Collects progress data frequently (screening and/or diagnostic tools, classroom assessments, progress monitoring)
- Records/charts data (phone logs, student attendance, behavior charts)
- Correlates data to learning targets
- Directly observes student accomplishments of learning target during lesson
- Checks assignments for completion
- Provides examples of reteaching for mastery
- Maintains PowerGrade records
- Monitors student progress through formative and summative assessments

- Checks for understanding during lesson

Effective Teaching Scale 10: Communication with Parents/Guardians

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •does not respond or responds insensitively to parent concerns about students •makes no attempt to engage parents/guardians in the instructional program	Teacher: •responds minimally to parent concerns •makes modest and inconsistent attempts to engage parents/guardians in the instructional program	Teacher: •responds to parent concerns professionally •communicates with parents about student's progress on a regular basis and is available to respond to parent concerns •efforts to engage parents/guardians in the instructional program are frequent and successful	Teacher: •responds to parent concerns professionally and in a timely manner •provides information to parents frequently on aspects of student progress •engages parents/guardians frequently and successfully in the instructional program •engages parents/guardians as partners in their child's education

SAMPLE INDICATORS:

- Provides communication to parents/guardians and students related to behavior and achievement
- Works professionally with administration, staff, and parents/guardians
- Initiates specific incidents of constructive relationships with parents/guardians
- Documents attempts to improve relationships with parents/guardians
- Provides for additional parent conferences
- Keeps record of telephone calls and results
- Keeps examples of letters and prepares progress reports for communication purposes
- Records specific example of positive/negative interactions with parents/guardians and students
- Maintains PowerGrade records
- Involves parents/guardians in instructional program
- Conducts effective parent/guardian/teacher conferences
- Shows empathy and respect in communication processes
- Takes advantage of district technology/media access
- Students participate in preparing informative materials for their parents/guardians.

Effective Teaching Scale 11: Teamwork/Collaboration

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •does not maintain professional and collegial relationships with colleagues rarely or never attend collaboration meetings •rarely or never demonstrates the norms of collaboration and/or other group norms	Teacher: •generally maintains professional and collegial relationships with colleagues •attends all collaboration meetings •inconsistently demonstrates the norms of collaboration and/or other group norms	Teacher: •maintains professional and collegial relationships with colleagues •attends all collaboration meetings and assumes an active role during these meetings •consistently demonstrates the norms of collaboration and/or other group norms	Teacher: •maintains professional and collegial relationships with colleagues and takes initiative in assuming leadership among the faculty in promoting a professional and collegial environment •assumes a leadership role during collaboration meetings and attends state, regional or national conferences •always demonstrates the norms of collaboration and/or other group norms

SAMPLE INDICATORS:

- Demonstrates effective communication with colleagues
- Participates in required job-related meetings, activities, and performs assigned duties
- Works professionally with administration, staff, parents, and community
- Completes job responsibilities
- Provides assistance to colleagues
- Shares successful ideas
- Teams for classroom projects or teaching
- Shares noteworthy articles
- Supplies materials for others
- Shares individual expertise to assist other classrooms
- Practices the seven norms of collaboration
- Reviews student data/work with colleagues
- Supports consensus decisions

Effective Teaching Scale 12: Organizational Commitment

LEVEL OR PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •avoids becoming involved in required school and district projects and events. •does not comply with school, district, state, or federal policies and regulations. •does not participate in district initiatives •does not teach core curriculum	Teacher: •occasionally participates in required school and district events and projects •inconsistently complies with school procedures and district policies and regulations, as well as state and federal laws applicable to teachers •inconsistently participates in district initiatives •inconsistently teaches core curriculum	Teacher: •participates in required school and district events and projects, making a substantial contribution •consistently complies with school procedures and district policies and regulations, as well as state and federal laws applicable to teachers •participates in and assumes an active role concerning a few district initiatives •consistently teaches core curriculum	Teacher: •volunteers to participate and assumes a leadership role in school and district events and projects making a substantial contribution •always complies with school procedures and district policies and regulations, as well as state and federal laws applicable to teachers •participates in and assumes a leadership role concerning most district initiatives •consistently teaches core curriculum and supplements when appropriate

SAMPLE INDICATORS:

- Demonstrates knowledge of legal and ethical considerations of school personnel, parents/guardians and students
- Participates in the school improvement process and implemented school improvement goals
- Participates in required job-related meetings and activities and performs assigned duties
- Teaches to curriculum maps
- Teaches core curriculum aligned with district and state standards
- Shows commitment to district initiatives
- Assists with school discipline and other school policies
- Creates daily, weekly, and long range lesson plans
- Assumes leadership in at least some aspect of school life
- Dresses appropriately for job or duties
- Accepts professional and ethical responsibilities as determined by district policy
- Demonstrates collaboration involvement
- Provides documentation for PTSB certification, when applicable.
- Provides documentation for NCLB highly qualified status in teaching assignment
- Understands school improvement goals
- Participates in school and district events and projects (PTO, school carnivals, parent involvement nights, field-trips)

Effective Teaching Scale 13: Professional Development

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •does not engage in school and district professional development activities to enhance knowledge or skill and/or makes no effort to share knowledge with others or to assume professional responsibilities 	<p>Teacher:</p> <ul style="list-style-type: none"> •participates in school and district professional development activities to a limited extent and/or finds limited ways to contribute to the profession 	<p>Teacher:</p> <ul style="list-style-type: none"> •assumes an active role during school and district professional development activities •seeks out opportunities for school and professional development to enhance content knowledge and teaching skill •participates actively in assisting other educators 	<p>Teacher:</p> <ul style="list-style-type: none"> •assumes a leadership role during professional development activities at school and district level and extends that leadership role by participating in state, regional, or national level professional development. •initiates important activities to contribute to the profession, such as mentoring new teachers, being a lab classroom, writing articles for publication and making presentations •seeks out and acquires opportunities for professional development activities at school and district level, and makes a systematic attempt to conduct action research in and out of the classroom.

SAMPLE INDICATORS:

- Participates in the school improvement process and implements school improvement goals
- Addresses identified individual professional development goals/improvement plans
- Participates in on-going professional development to improve content knowledge and pedagogical skills
- Attends classes, workshops, or activities intended to facilitate professional development
- Successfully implements new teaching skills or strategies
- Implements school and district initiatives
- Demonstrates a willingness to attempt new approaches to instruction
- Demonstrates a willingness to facilitate or present building/district initiatives
- Initiates personal advancement that benefits the district

Effective Case Manager Scale 1: Professional Responsibilities

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Case Manager:</p> <ul style="list-style-type: none"> • disregards student family and staff confidentiality • disregards the use of appropriate Special Education documents • disregards regulations of professional practice and other federal and state regulations and does not respond to performance feedback regarding decision making • does not or seldom advocates for students even when brought to his/her attention • does not adjust his/her schedule when required and disregards contractual hours • displays little knowledge and use of professional best practices • does not participate in problem solving and decision-making and makes self-serving decisions without regards to professional standards and practices 	<p>Case Manager:</p> <ul style="list-style-type: none"> • inconsistently maintains students, family and staff confidentiality • inconsistently demonstrates an understanding of the appropriate Special Education • inconsistently regards regulation of professional practice and other federal and state regulations, but responds to performance feedback regarding decision making • advocates for students to ensure that they receive opportunities that meet their needs only when brought to his/her attention • manages time efficiently, complies with contractual hours, and adjusts his/her schedule when required • displays adequate knowledge and use of professional best practices • positively participates in problem solving and decision-making, but decisions are not based on professional standards and practices 	<p>Case Manager:</p> <ul style="list-style-type: none"> • maintains student, family and staff confidentiality • generally demonstrates an understanding of the appropriate Special Education documents • generally regards regulation of professional practice and other federal and state regulations, and requires minimal feedback regarding decision making • generally advocates for students to ensure that they receive opportunities that meet their needs • generally uses time efficiently and adjusts schedule to address student, teacher, parent and educational community needs • displays clear knowledge and use of professional best practices • maintains an open mind and positively participates in problem solving and decision-making based on professional standards and practices 	<p>Case Manager:</p> <ul style="list-style-type: none"> • consistently ensures student, family and staff confidentiality and informs staff of confidentiality practices • demonstrates an understanding of appropriate Special Education documents by independently seeking resources available to assist with decision-making • consistently regards regulation of professional practice and other federal and state regulations and independently seeks resources to assist with decision making • consistently advocates for the best interest of all students to ensure that they receive opportunities that meet their needs • consistently uses time efficiently and adjust his/her schedule to address student, teacher, parent and educational community needs • consistently displays extensive knowledge and use of professional best practices, with evidence of continuing pursuit of such knowledge • consistently takes a leadership role in problem solving and decision making to ensure that decisions are based on the highest professional standards and practices

SAMPLE INDICATORS:

- Demonstrates knowledge of and practices confidentiality measures

- Selects and completes IEP documents
- Seeks out or accepts performance feedback or guidance in decision making
- Demonstrates knowledge and application of advocacies measures
- Demonstrates efficient time management and adjusts schedule to meet time lines
- Demonstrates knowledge and application of professional standards and practices
- Uses effective problem-solving techniques based on professional standards and practices

Effective Case Manager Scale 2: Managing School Procedures

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Case Manager:</p> <ul style="list-style-type: none"> • tasks for group or individual are not well defined or organized • responsibilities are prolonged and require extensive support for completion 	<p>Case Manager:</p> <ul style="list-style-type: none"> • tasks for group or individuals are varied and partially organized • responsibilities are prolonged, and require moderate support for completion 	<p>Case Manager:</p> <ul style="list-style-type: none"> • tasks for groups or individuals are generally organized • responsibilities are generally completed in a timely and accurate manner, with minimal support 	<p>Case Manager:</p> <ul style="list-style-type: none"> • tasks for groups or individuals are consistently organized • responsibilities are consistently completed in a timely and accurate manner with independence

SAMPLE INDICATORS:

- Manages IEP meetings and Special Education team meetings
- Manages resources, materials and supplies
- Manages time, tasks and priorities

Effective Case Manager Scale 3: Monitoring of Student Records

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Case Manager:</p> <ul style="list-style-type: none"> • rarely completes required documents within expected time line • rarely reviews or uses data to complete required documents • rarely uses accepted technology based IEP program for record keeping • requires extensive technology support 	<p>Case Manager:</p> <ul style="list-style-type: none"> • inconsistently completes required documents within expected time line. • inconsistently reviews or uses data to complete required documents • inconsistently uses accepted technology based IEP program for record keeping • requires moderate technology support 	<p>Case Manager:</p> <ul style="list-style-type: none"> • generally completes required documents within expected time line • generally reviews or uses data to complete required documents • generally uses accepted technology based IEP program for record keeping • requires minimal technology support 	<p>Case Manager:</p> <ul style="list-style-type: none"> • consistently completes required documents within expected time line • consistently reviews or uses data to complete documents • consistently uses accepted technology based IEP program for record keeping • requires little to no technology support and uses resource independently

SAMPLE INDICATORS:

- Completes IEP documents using the technology based IEP program
- Records data for IEP meetings
- Disseminates team member responsibilities for IEP documentation

Effective Case Manager Scale 4: Communication with Parents/Guardians/Adults/Students

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Case Manager:</p> <ul style="list-style-type: none"> • provides little information about the IEP process or instructional progress to parents/guardian/adult students • responses to concerns and requests are unprofessional and rarely documented • makes no attempt to engage parents/guardian/adult student in IEP process • provides inaccurate or no information about school and community resources 	<p>Case Manager:</p> <ul style="list-style-type: none"> • provides basic information about IEP process and instructional progress to parents/guardian/adult students, when requested • responses to concerns and requests are inconsistent and seldom documented • makes modest attempts to engage parents/ guardians/adult students in IEP process • provides basic information about school and community resources upon request 	<p>Case Manager:</p> <ul style="list-style-type: none"> • provides necessary information about the IEP process and instructional progress to parents/guardian/adult students, as appropriate • responds to concerns and requests are generally professional and documented regularly • frequently engages parents/guardians/adult students in IEP process • provides necessary information about school and community resources as appropriate 	<p>Case Manager:</p> <ul style="list-style-type: none"> • provides comprehensive information about the IEP process and instructional progress to parents/guardian/adult students, as appropriate • responds to concerns and requests-are always professional and documented consistently • consistently engages parents/guardians/adult students in the IEP process • provides essential information about school and community resources, as appropriate

SAMPLE INDICATORS:

- Provides communication to parents/guardians adult students related to behavior, achievement, school, and community resources
- Works professionally with parents/guardians/adult students and community
- Documents attempts of communication with parents/guardians/adult students by telephone, letter, personal contacts
- Provides examples of letters or other documentation of communication or positive/negative interactions with parents/guardians/adult students
- Encourages parents/guardians/adult students involvement in instructional program
- Encourage parent/teacher conferences, not requiring IEP team decisions
- Shows empathy and respect in communication processes
- Utilizes school district website and community resource contacts

Effective Case Manager Scale 5: Teamwork

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Case Manager:</p> <ul style="list-style-type: none"> • rarely maintains professional and collegial relationships with colleagues • does not attend any case manager, Special Education, or IEP meetings • rarely attends state, regional, or national conferences 	<p>Case Manager:</p> <ul style="list-style-type: none"> • seldom maintains professional and collegial relationships with colleagues • attends only a few case manager, Special Education, and IEP meetings • attends state, regional, or national conferences and rarely participates in these meetings 	<p>Case Manager:</p> <ul style="list-style-type: none"> • maintains professional and collegial relationships with colleagues • regularly attends and assumes a leadership role during case manager, Special Education, and IEP meetings • attends state, regional, or national conferences and participates in these meetings 	<p>Case Manager:</p> <ul style="list-style-type: none"> • maintains professional and collegial relationships with colleagues by promoting a professional and collegial environment • consistently attends and assumes a leadership role during case manager, Special Education, and IEP meetings • attends state, regional or national conferences and consistently participates in a majority of these meetings

SAMPLE INDICATORS:

- Demonstrates effective communication with colleagues
- Participates in required job-related meetings, activities, and performed assigned duties
- Works professionally with administration, staff, parents, education community, and other agencies
- Completes job responsibilities
- Provides assistance to colleagues
- Shares successful ideas
- Shares noteworthy articles
- Shares individual expertise to assist other educators
- Practices the seven norms of collaboration

Effective Case Manager Scale 6: Organizational Commitment

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Case Manager:</p> <ul style="list-style-type: none"> • avoids becoming involved in school, district projects, and events • does not accomplish the policies and goals of the district • rarely complies with all school procedures, district policies and regulations, as well as state and federal laws applicable to educators • rarely assumes a leadership role on district initiatives 	<p>Case Manager:</p> <ul style="list-style-type: none"> • occasionally participates in school, district events and projects • occasionally is involved in accomplishing the policies and goals of the district and makes limited contributions • inconsistently complies with all school procedures, district policies and regulations, as well as state and federal laws applicable to educators • occasionally assumes a leadership role concerning district initiatives 	<p>Case Manager:</p> <ul style="list-style-type: none"> • participates in majority of school, district events, and projects • regularly is involved in accomplishing the policies and goals of the district and makes notable contributions • regularly complies with all school procedures, district policies and regulations, as well as state and federal laws applicable to educators • assumes a leadership role concerning a few district initiatives 	<p>Case Manager:</p> <ul style="list-style-type: none"> • volunteers to participate in school, district events, and projects making a substantial contribution • consistently is involved in accomplishing the policies and goals of the district and makes significant contributions • consistently complies with all school procedures, district policies, and regulations, as well as state and federal laws applicable to educators • assumes a leadership role concerning a majority of district initiatives

SAMPLE INDICATORS:

- Demonstrates knowledge of legal and ethical considerations of school personnel, parents/guardians and students
- Participates in the school improvement process and implements school improvement goals
- Participates in required job-related meetings and activities and performs assigned duties
- Demonstrates commitment to district initiatives
- Volunteers and participates in school or district committees
- Provides positive leadership in school environment
- Appropriately attired for assignment and activity
- Supports NCA goals and school improvement goals

Effective Case Manager Scale 7: Professional Development

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Case Manager:</p> <ul style="list-style-type: none"> • engages in no professional development activities and/or makes no effort to share knowledge with others or to assume professional responsibilities • participates at a minimal level in school and district professional development activities • rarely assists other educators 	<p>Case Manager:</p> <ul style="list-style-type: none"> • participates in professional activities but seldom makes effort to contribute to the profession • participates in required school and district professional development activities • inconsistently assists other educators 	<p>Case Manager:</p> <ul style="list-style-type: none"> • participates in professional development and finds ways to contribute to the profession • assumes a leadership role during school and district professional development activities • participates actively in assisting other educators 	<p>Case Manager:</p> <ul style="list-style-type: none"> • seeks out opportunities for professional development and seeks out opportunities to share • assumes a leadership role during district level professional development activities and extends that leadership role to the state, regional, or national level • seeks out opportunities in assisting other educators

SAMPLE INDICATORS;

- Participates in the school improvement process and implements school improvement goals
- Addresses identified individual improvement goals/directions
- Participates in on-going professional development to improve content knowledge and pedagogical skills
- Attends classes, workshops, or activities to facilitate professional development
- Implements school and district initiative
- Serves students in a highly proactive manner
- Attempts new approaches to old problems
- Mentors other educators
- Writes articles for publication and makes presentations
- Makes personal advancement that benefits the district
- Maintains PTSB certification

Effective Counseling Scale 1: Program Planning

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Counselor:</p> <ul style="list-style-type: none"> •has no clear understanding of counseling or standards for the counseling program; or they are inappropriate to either the situation or the age of the students •has a plan consisting of a random collection of unrelated activities, lacking coherence or an overall structure 	<p>Counselor:</p> <ul style="list-style-type: none"> •has standards for the counseling program that are rudimentary and partially suitable to the situation and the age of the students •has developed a plan with a guiding principle that includes a number of worthwhile activities, but some don't fit with the broader goals 	<p>Counselor:</p> <ul style="list-style-type: none"> •has standards for the counseling program that are clear and appropriate to the situation in the school and to the age of the students •has developed a plan that includes the important aspects of counseling in the school setting 	<p>Counselor:</p> <ul style="list-style-type: none"> •has standards for the counseling program that are highly appropriate to the situation in the school, to the age of the students and have been developed following consultations with students, parents, and colleagues •has developed a plan that is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program

SAMPLE INDICATORS:

- Conducted goal-oriented counseling in response to identified needs relative to achievement and school success
- Consistently met with students in goal-oriented sessions
- Identified students' needs relative to achievement and school success
- Counselor participated in the development and revision of the school counseling program
- Participated in the school counseling program developmental process by working with the staff to analyze available data and identify goals
- Demonstrated a thorough understanding of the school counseling standards and pacing guide
- Made a consistent effort to implement programs that address the school counseling standards
- Contributed to data analysis in which behavioral interventions will be designed and implemented
- Consistently identified students' needs relative to achievement and implemented plan for school success
- Instrumental in the school improvement process by working collaboratively with staff to analyze data and identify school goals
- Demonstrated a thorough understanding of the school improvement plan
- Made a comprehensive effort to implement identified programs and/or strategies to address
- Played a role in articulating and teaching building expectations
- Participated in the building rewards program
- Participated in designing the building behavior matrix

Effective Counseling Scale 2: Delivery of Services

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Counselor:</p> <ul style="list-style-type: none"> •has routines for the counseling program that are nonexistent or in disarray •does not assess student needs or the assessments result in inaccurate conclusions • has a program that is independent of identified student needs •has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning 	<p>Counselor:</p> <ul style="list-style-type: none"> •has rudimentary and partially successful routines for the counseling program •assessments of student needs are perfunctory •attempts to help students and teachers formulate academic, personal/social, and/or career goals is partially successful •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 	<p>Counselor:</p> <ul style="list-style-type: none"> •has routines for the counseling program that work effectively •assesses student needs and knows the range of student needs in the school. •helps students and teachers formulate academic, personal/social, and career goals for students •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 	<p>Counselor:</p> <ul style="list-style-type: none"> •has routines for the counseling program that are highly successful and continue to evolve with student needs •collaborates with other professionals regarding individualized assessments of student needs as necessary •collaborates with stakeholders to help students and teachers formulate goals based on student needs: academic, personal/social, and career goals •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

SAMPLE INDICATORS:

- Assisted students with investigating career opportunities and developing the necessary skills and attitudes to make a transition from school to being a successful adult
- Assisted students in developing strategies to achieve future career goals
- Created student awareness of career options
- Helped students recognize the relationships between abilities, education, training, and work
- Conducted one on one student meetings concerning post-secondary education options and maintaining academic progress appropriate for grade level
- Promoted student development of strategies to achieve future career goals
- Counselor assisted students with acquiring skills that maximized their personal and social development, through individual, small group, or classroom settings
- Provided opportunities for students to acquire attitudes, knowledge and interpersonal skills to understand and respect self and others
- Assisted students with decision making, setting and achieving goals
- Supported student acquisition of life skills that contribute to a safe and healthy development
- Counselor fulfilled counseling responsibilities based on building expectations
- Understood expectations of counseling responsibilities based on building needs
- Developed, implemented, and/or monitored activities to support counseling responsibilities based on building needs

- Participated in the design and implementation of the pyramid of interventions
- Systematically met with students in productive goal-oriented sessions

Effective Counseling 3: Utilization of Resources

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Counselor:</p> <ul style="list-style-type: none"> •does not make connections with other programs in order to meet student needs •displays little or no knowledge of governmental regulations and of resources for students available through the school or district •seldom contributes to the school crisis team in a variety of capacities •demonstrates a lack of understanding of the prevention, de-escalation and stabilization of a crisis •provides no response to the immediate student/staff needs in a crisis 	<p>Counselor:</p> <ul style="list-style-type: none"> •coordinates services with other programs in the school that are partially successful •displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly •contributes to the school crisis team in a minor capacity •demonstrates a moderate understanding of the prevention, de-escalation, and stabilization of a crisis •responds marginally to the immediate student/staff needs in a crisis 	<p>Counselor:</p> <ul style="list-style-type: none"> •coordinates with other programs within the school or district to meet student needs •displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the school •contributes to the school crisis team in a variety of capacities •demonstrates a thorough understanding of the prevention, de-escalation, and stabilization of a crisis •responds to the immediate student/staff needs in crisis 	<p>Counselor:</p> <ul style="list-style-type: none"> •coordinates with other programs and agencies both within and beyond the school or district to meet student needs. •displays knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community •is a leader on the school crisis team in a variety of capacities •assumes a leading role in the prevention de-escalation, and stabilization of a crisis •anticipates and responds to the immediate and long-range student/staff needs in a crisis

SAMPLE INDICATORS:

- Maintained confidentiality concerning building and district communications
- Demonstrated a strong commitment to maintain student confidentiality
- Counselor facilitated and/or participated in meetings with teachers, students, and parents
- Facilitated parent/teacher meetings on a consistent basis
- Counselor complied with school and district policies and regulations as well as state and federal laws
- Counselor worked professionally with administration, staff, parents, and community
- Counselor was a member of the school-based crisis team
- Contributed to the school crisis team in a variety of capacities
- Demonstrated a thorough understanding of the prevention, de-escalation, and stabilization of a crisis

- Responded to the immediate student/staff needs in a crisis

Effective Counseling Scale 4: Maintaining Accurate Records

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor: •reports, records, and documentation are missing or inaccurate, resulting in confusion	Counselor: •reports, records, and documentation are generally accurate	Counselor: •reports, records, and documentation are accurately maintained	Counselor: •maintains record keeping that is highly systematic, efficient and serves as a model for colleagues in other schools

SAMPLE INDICATORS:

- Maintained student records in a timely manner
- Maintained student records that were accurate, thorough and communicated to appropriate staff in a timely manner
- Maintained confidential records in the manner required by federal and state laws, as well as district policies
- Served as a consultant for maintaining student records that are accurate, thorough and communicated to appropriate staff in a timely manner

Effective Counseling Scale 5: Professional Practices

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Counselor:</p> <ul style="list-style-type: none"> •provides no information to families, about the counseling program •relationships with colleagues are negative or self-serving, avoids being involved in school and district events and projects •does not participate in district funded professional development activities even when such activities are clearly needed for the development of counseling skills •displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality 	<p>Counselor:</p> <ul style="list-style-type: none"> provides limited, thorough accurate information to families about the counseling program •relationships with colleagues are cordial, the counselor participates in school and district events and projects when specifically requested •participates in district funded professional development activities that are convenient or are required •is honest in interactions with colleagues, students, and the public; does not violate confidentiality 	<p>Counselor:</p> <ul style="list-style-type: none"> •provides thorough and accurate information to families about the counseling program •participates actively in school and district events, projects and maintains positive and productive relationships with colleagues •seeks out opportunities for district funded professional development based on an individual assessment of need •displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed 	<p>Counselor:</p> <ul style="list-style-type: none"> •is proactive in providing information to families about the counseling program through a variety of means •makes a substantial contribution to school and district events, projects and assumes leadership with colleagues •actively pursues district funded professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues •can be counted on to hold the highest standards of honesty, integrity and confidentiality; advocates for students, taking a leadership role with colleagues

SAMPLE INDICATORS;

- Participated in district funded professional development
- Participated in required school/district professional development activities designed to improve knowledge/skills and demonstrated a consistent pattern of professional growth
- Implemented and described applications of knowledge gained through professional development
- Shared professional development knowledge with the school counseling department and other staff as appropriate
- Maintained confidentiality concerning building and district communications
- Demonstrated a strong commitment to maintain student confidentiality
- Facilitated and/or participated in meetings with teachers, students, and parents
- Adhered to school and district procedures and timelines for communicating progress to parents and students
- Participated in required job-related meetings and activities, and performed assigned duties
- Worked professionally with administration, staff, parents, and community
- Maintained professional and collegial relationships with colleagues

This page intentionally left blank.

This page intentionally left blank.

This page intentionally left blank.

Effective Educational Diagnostician Scale 1: Assessment Practices

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Educational Diagnostician incorporated assessment measures that were:</p> <ul style="list-style-type: none"> •technically inadequate •not used for the purpose it was constructed •administered improperly by not following standardized procedures and/or scored inaccurately and/or beyond the scope of the administration manual •fixed routine battery not individualized to address the referral question <p>Failed to address domains of functioning as required by the disability in question, such as:</p> <ul style="list-style-type: none"> •little or no consideration was given to proposed and applied intervention •little or no consideration was given to exclusionary issues •little or no consideration was given to over-representation issues •little or no consideration was given to second language acquisition and cultural diversity <p>Provided basic statements that were not consistent with:</p> <ul style="list-style-type: none"> •offered interpretations that were inconsistent with reported data •relevant outcomes within the learning environment •synthesis, nor integration of data <p>*interpretations that account for ecological and environmental factors</p> <ul style="list-style-type: none"> •interpretations that account for cultural or second language acquisition factors 	<p>Educational Diagnostician inconsistently incorporated assessment measures that were:</p> <ul style="list-style-type: none"> •technically adequate •used for the purpose it was constructed •administered and scored accurately and within the scope of the manual •fixed routine battery not individualized to address the referral question <p>Inconsistently evaluated required domains of functioning as dictated by the district/state rules and regulations for disability in question, such as:</p> <ul style="list-style-type: none"> •consider proposed and applied intervention •consideration to exclusionary issues •consideration to over-representation issues •consideration to second language acquisition and cultural diversity <p>Provided basic analysis and interpretation of data that is:</p> <ul style="list-style-type: none"> •offered interpretations that discusses the relevance and outcomes within the learning environment •provided interpretations offering a synthesis and integration of data •provided interpretations that account for ecological and environmental factors •provided interpretations that account for cultural or second language acquisition factors <p>Recommended eligibility determinations were inconsistent with the disability-specific criteria of district/state rules and regulations.</p>	<p>Educational Diagnostician consistently incorporated assessment measures that were:</p> <ul style="list-style-type: none"> •technically adequate •gathered from multiple sources, multiple settings and derived from multiple methods •used for the purpose it was construed •administered and scored accurately and within the scope of the manual •individualized and developmentally appropriate batteries to address the referral question <p>Consistently evaluated all required domains of functioning as dictated by the district/state rules and regulations for the disability in question, such as:</p> <ul style="list-style-type: none"> •consideration and addressing proposed and applied intervention •consideration to and addressing exclusionary issues and address over-representation issues •consider and address second language acquisition and cultural diversity <p>Recommended eligibility determinations were consistent with the disability-specific criteria of district/state rules and regulations.</p> <p>Writes MDT reports that:</p> <ul style="list-style-type: none"> •discussed the impact of the student’s performance within the learning environment •offered recommendations that were relevant to promoting student progress 	<p>Educational Diagnostician provided at a consistent level, analysis and interpretation of data offering a clear, concise explanation of the students performance which:</p> <ul style="list-style-type: none"> •analyzed and interpreted data based on accepted theoretical constructs and supported by current professional literature •offered interpretations that explain and elaborate the relevance, impact and outcomes within the learning environment •provided interpretations reflecting a synthesis and integration of data •provided interpretations that account for and explain ecological and environmental factors •provided interpretations that account for and explain cultural or second language acquisition factors <p>Maintained case logs dealing with initial assessments, re-evaluations, and alternative service delivery.</p>

Effective Educational Diagnostician Scale 1 (continued): Assessment Practices

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Recommended eligibility determinations were inaccurate, misleading, and/or not in agreement with the disability specific criteria of district/state rules and regulations.</p> <p>Writes MDT reports that:</p> <ul style="list-style-type: none"> •communicated with computer-generated verbiage only with little or no discussion of the uniqueness of the particular student as a learner •did not discuss the impact of the student’s performance within the learning environment. •offered recommendations that were not unique to the student’s needs, were not practical and/or not educationally based •did not offer the rationale for eligibility determinations •were not completed within a timely manner •were not available for the parent at the MDT meeting •did not present strengths and weakness of student’s performance were not presented in educationally relevant terms <p>Rarely or never maintained case logs dealing with initial assessments, re-evaluations, and alternative service delivery.</p>	<p>Writes MDT reports that:</p> <ul style="list-style-type: none"> •basically communicated the results of the evaluation •discussed the results of evaluation using test scores only •offered basic recommendations for eligibility •offered a basic rationale for eligibility determinations •generally completed within a timely manner •were not consistently available for the parent at the MDT meeting •only weaknesses of student’s performance were presented in educationally relevant terms <p>Inconsistently maintained case logs dealing with initial assessments, re-evaluations, and alternative service delivery.</p>	<ul style="list-style-type: none"> •presented the rationale for eligibility determinations. •were completed within a timely manner. •were made available for the parent at the MDT meeting. •strengths and weaknesses of student’s performance were presented educationally relevant terms. 	

SAMPLE INDICATORS:

- Conducted psycho-education and functional assessment according to established standards of practice
- All appropriate domains of functioning were appropriately assessed through formal or informal measures, to include cognitive, academic, behavioral, physical, sensory/motor concerns
- Provided knowledgeable and understandable interpretations of assessment data

- Eligibility recommendations were supported by a preponderance of evidence
- Eligibility (MDT) reports written and submitted in a timely manner

Effective Educational Diagnostician scale 2: Consultation/Indirect Intervention

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Educational Diagnostician rarely or never: •used appropriate problem solving methods when conducting consultation/indirect intervention with students, staff, parents and others •defined problem solving concerns in terms that were specific, observable or measurable •generated alternative strategies and solutions in a collaborative manner •clearly communicated procedures and recommendations	Educational Diagnostician inconsistently: •used appropriate problem solving methods when conducting consultation/indirect intervention with students, staff, parents and others •defined problem solving concerns in terms that were specific, observable and measurable •generated alternative strategies in a collaborative manner •communicated clearly procedures and recommendations	Educational Diagnostician consistently: •used appropriate problem solving methods when conducting consultation/indirect intervention with students, staff, parents and others •defined problem solving concerns in terms that were specific, observable, measurable •generated alternative strategies and solutions in a collaborative manner •communicated procedures and recommendations	Educational Diagnostician at a high and distinguished level of expertise: •consistently used appropriate, and extensive problem solving methods when conducting consultation/indirect intervention with students, staff, parents and others. Demonstrating a high and distinguished level of ability, consistently and expertly: •defined problem solving concerns in terms that were specific, observable and measurable *generated alternative strategies and solutions in a collaborative manner •communicated procedures and recommendations

SAMPLE INDICATORS:

- An effective collaborative problem solving approach was used with consultation/indirect intervention
- Problem solving concerns were defined in specific, observable, and measurable terms
- Alternative strategies and solutions were generated in a collaborative manner
- Procedures and recommendations were clearly communicated

Effective Educational Diagnostician Scale 3: General Areas of Performance

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Educational Diagnostician rarely or never:</p> <ul style="list-style-type: none"> •managed and organized work tasks •meets compliance timelines with significantly below average department compliance rate •made recommendations when faced with complex and multifaceted problems •assisted staff and site administration with problem solving and resolution of presenting issues •established working relationships with students, parents staff and administration. •adhered to an ethical code •maintained appropriate and professional demeanor, especially under difficult stressful circumstances with staff, students, and parents. •demonstrated cooperative problem solving skills in the face of difficult presenting problems •maintained effective communication and was not responsible to administration through the use of email, phone calls, and site visits 	<p>Educational Diagnostician inconsistently:</p> <ul style="list-style-type: none"> •managed and organized work tasks •meets compliance timelines with a below average department compliance rate •made recommendations when faced with complex and multifaceted problems •assisted staff and site administration with problem solving and resolution of presenting issues •established cooperative working relationships with students, parents, staff and administrators •adhered to the Ethical Code. •maintained appropriate and professional demeanor, especially under difficult stressful circumstances with staff, students, and parents. •demonstrated cooperative problem solving skills in the face of difficult presenting problems. •maintained effective communication and was not responsible to administrators through the use of email, phone calls, and site visits. 	<p>Educational Diagnostician consistently;</p> <ul style="list-style-type: none"> •managed and organized work tasks •meets compliance timelines with an above average department compliance rate •made recommendations with complex and multifaceted problems •assisted staff and site administration with problem solving and resolution of presenting issues •established cooperative working relationships with students, parents, staff and administrators •adhered to the Ethical Code •maintained appropriate and professional demeanor, especially under difficult stressful circumstances with staff, students, and parents •demonstrated cooperative problem solving skills in the face of difficult presenting problems •maintained effective communication and was responsive to administrators through the use of email, phone calls, and site visits 	<p>Educational Diagnostician at a high and distinguished level of expertise:</p> <ul style="list-style-type: none"> •consistently managed and organized work tasks •met compliance timelines with 100% compliance rate •consistently and expertly made recommendations when faced with complex and multifaceted problems. •assisted staff and site administration with problem solving and resolution of presenting issues •consistently and expertly established working relationships with students, parents, staff and administrators

- Managed caseload and organized work tasks in an effective manner that meets compliance timelines
- Made recommendations when faced with complex and multifaceted problems
- Established a cooperative working relationship with staff, students, parents and administrators
- Conformed to professional standards of conduct

- Maintained appropriate professional demeanor, especially under difficult or stressful circumstances
- Maintained effective communication and was responsible to administrators

Effective Educational Diagnostician Scale 4: Professional Responsibilities

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Educational Diagnostician rarely or never:</p> <ul style="list-style-type: none"> •participated in the building improvement process through collaborative work with the staff to analyze data and identify building goals/improvement plans •made little or no effort to implement identified programs and/or strategies to address building goals/improvement plan •demonstrated minimal knowledge of the building's improvement plans •addressed previously identified Professional Development Plan improvement goals at a satisfactory level •participated in required district professional development activities, at a minimal level with little or no evidence that the school psychologist implemented knowledge gained through required professional development •participated in required job-related meetings and activities •performed assigned duties •never maintained records accurately or completely, and did not submit records in a timely manner, consistent with district/state guidelines 	<p>Educational Diagnostician:</p> <ul style="list-style-type: none"> •participated in building improvement process at a minimum level by working with staff to analyze data and identify building goals improvement plans •maintained inconsistent effort to implement identified programs and/or strategies to address building goals/improvement plans <p>Inconsistently:</p> <ul style="list-style-type: none"> •made some progress at addressing previously identified Professional Development improvement goals •participated in required district professional development activities <p>Occasionally:</p> <ul style="list-style-type: none"> •participated in required job-related meetings and activities •had to be reminded frequently to perform assigned duties •maintained inconsistent records that were sometimes incomplete, accurate, and not submitted in a timely manner, consistent with district/state regulations <p>Inconsistently or did not comply with requests to adapt schedules to varying assignment demands.</p>	<p>Educational Diagnostician:</p> <ul style="list-style-type: none"> •participated in the building process by working collaboratively with staff to analyze data and identify building improvement plan goals •made a consistent effort to implement identified programs and strategies to address the building goals/improvement plans <p>Consistently:</p> <ul style="list-style-type: none"> •addressed previously identified individual Professional Development Plan improvement goals •participated in required district professional development activities designed to improve content knowledge •initiated opportunities to share professional development knowledge •participated in required job-related meetings, activities, and performed all assigned duties •maintained records that were accurate, thorough and submitted in a timely manner, consistent with district/state regulations •completed requests to adapt schedule to varying demands in responsible and professional manner 	<p>Participated in the building improvement process at a high level by taking a leadership role in working collaboratively with staff to analyze data and identify building goals. Assumed a leadership role in identifying programs and/or strategies to address building goals/improvement plans. Demonstrated an extensive knowledge of the building's improvement plan and involved in staff development related to building improvement. Addressed previously identified individual Professional Development Plan improvement goals at a consistently high level. Participated in multiple and varied professional development activities beyond what was required by the district. Shared professional development knowledge at the district level and beyond. Participated in required job-related meetings, activities, and performed assigned duties and frequently assumed a leadership role in planning such events.</p>

Effective Educational Diagnostician Scale 4 (continued): Professional Responsibilities

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Educational Diagnostician did not comply: <ul style="list-style-type: none"> •with requests to adapt schedules to varying assignment demands •with Special Education Department and district regulations, as well as state and federal laws applicable to Educational Diagnosticians. 	Educational Diagnostician inconsistently: <ul style="list-style-type: none"> •complied and/or did not comply with all Special education Department and district regulations, as well as state and federal laws applicable to the Educational Diagnosticians. 	Educational Diagnostician complied: <ul style="list-style-type: none"> •with all Special education Department and district regulations, as well as, state and federal laws applicable to Educational Diagnosticians 	

SAMPLE INDICATORS:

- Participated in the building improvement process and implemented building improvement goals
- Addressed identified individual Professional Development Plan improvement goals
- Participated in on-going professional development/district initiatives
- Participated in required job related meetings, activities, and performs assigned duties
- Maintained thorough and accurate records
- Effectively responded and adapted to varying assignment demands
- Complied with all district Special Education Department regulations, as well as, state and federal laws applicable to Educational Diagnosticians

Effective Media Specialist Scale 1: Selecting and Budgeting or Resources

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Media Specialist:</p> <ul style="list-style-type: none"> •demonstrated limited knowledge of curriculum, and selection was not based on these factors •rarely or never considered student interest and/or cultural heritages and selection of resources •did not establish selection policy and few of the materials selected reflected the district instructional program •did not maintain appropriate detailed records (i.e. spread sheet) for budgeted funds and expenditures; did not reconcile the budget with the building administrator or designee •allocated and used funds to purchase materials that have little value in supporting the school’s goals and objectives or curricular needs 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •demonstrated basic knowledge of curriculum but did not always base selection on these factors •infrequently considered student interest and/or cultural heritage in selection of resources •selected a limited amount of materials that reflected the district selection policy or the instructional program •inconsistently maintained detailed records (i.e. spread sheet) for budgeted funds expended and reconciled the budget with building administrator or designee at least once •allocated and used some funds to purchase materials that met school’s goals and objectives or curricular needs 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •demonstrated solid knowledge of curriculum and always based selection of resources on these factors •occasionally considered student interest and/or cultural heritage in selection •selected many of the materials based upon a district selection policy and the instructional program •maintained detailed records (i.e. spread sheets) for most budgeted funds expended and reconciled the budget with building administrator or designee at least once •allocated and used some funds to purchase materials that met school’s goals and objectives or curricular needs 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •demonstrated extensive knowledge of curriculum and always based selection of resources on these factors •selected materials based upon a selection policy and the district instructional program •maintained detailed records (i.e. spread sheets) of all budgeted funds expended and reconciled the budget with building administrator or designee more than once •allocated and used all funds to purchase materials that met school’s goals and objectives or curricular needs *consistently considered student interest and/or cultural heritage in selection of resources on these factors

SAMPLE INDICATORS:

- Learning resources selected for the library support instructional goals and curriculum standards and also consider student interests and cultural heritage
- Evaluation and selection of materials were based on a district selection policy reflecting the instructional program
- Implemented budgetary procedures
- Allocated and used media center budget when available, in response to school’s goals and objectives or curricular needs

Effective Media Specialist Scale 2: Media Center Administration

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Media Specialist:</p> <ul style="list-style-type: none"> •has not processed and entered into the online public access catalog most of the materials purchased for access and circulation •demonstrated little management of circulation procedures to create a system that facilitates use of materials and supports the instructional program of the school •did not inventory materials housed in the library •did not provide opportunities for groups or classes on any consistent basis to make full use of the facility during the school day •did not arrange any clearly designated instructional areas •did not maintain and/or communicated classroom procedures, routines and expectations that ensured the efficient management of the library. <p>Included are transitions, student behavior, handling of materials and supplies, and the performance of non-instructional duties.</p>	<p>Media Specialist:</p> <ul style="list-style-type: none"> •has processed and entered into the online public access catalog some of the materials purchased for access and circulation •demonstrated basic management of circulation procedures to create a system that facilitates use of materials and supports the instructional program of the school •maintained an inventory of some materials housed in the library •provided staff and students inconsistent opportunities to make full use of the facility during the school day •arranged the library with one type of instructional area within the limitation of instruction •infrequently maintained and/or communicated the established procedures, routines and expectations to ensure the efficient management of the library <p>Included, are transitions, student behavior, handling of materials and supplies, and performance of non-instructional duties.</p>	<p>Media Specialist:</p> <ul style="list-style-type: none"> •has processed and entered into the online public access catalog most materials purchased for access and circulation •demonstrated effective management of circulation procedures to create a system that facilitates use of materials and supports the instructional program of the school •maintained an inventory of most materials housed in the library •provided opportunities for staff and students to schedule groups and classes into the library consistently to make full use of the facility during the school day •arranged the library with two of the three suggested instructional areas, within the limitation of the structure •occasionally maintained and communicated procedures, routines and expectations to ensure the efficient management of the library <p>Included are transitions, student behavior, handling of materials and supplies, and the performance of non-instructional duties.</p>	<p>Media Specialist:</p> <ul style="list-style-type: none"> •has processed and entered into the online public access catalog all materials purchased for access and circulation •provided opportunities for staff and students to schedule groups and classes into the library consistently to make full use of the facility during the school day and beyond •maintained at a high level, a library environment that had an educational focus and promoted a learning environment •consistently maintained and communicated procedures, routines and expectations to ensure the efficient management of the library <p>Included, but not limited to, such things as transitions, handling of materials and supplies, and performing non-instructional duties.</p>

SAMPLE INDICATORS:

- Cataloged the collection to facilitate use
- Circulation procedures were organized and conducted in a systematic manner

- Maintained an inventory of materials
- Scheduled use of the media center for instruction and/or activities
- A library management plan was communicated and maintained

Effective Media Specialist Scale 3: Media Center Environment

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Media Specialist: •did not arrange any clearly designated instructional areas •rarely or never maintained a library environment that had an educational focus and did not support a learning environment •did not or rarely monitored student behavior or respond to behaviors •does not provide easy access to materials and the physical environment was not organized for ease of use	Media Specialist: •arranged the library with one type of instructional area within the limitation of structure •maintained an inconsistently educational library environment that had a focus and support for a learning environment •monitored and responded to student behaviors and misbehaviors in an Inconsistent manner •provided somewhat easy access to materials and the physical environment was usually well organized	Media Specialist: •arranged the library with two of the three suggested instructional areas, within the limitation of the structure •maintained an educational library environment that had a focus and supported a learning environment •monitored and responded to student behavior and misbehavior appropriately •provided easy access to all materials and the physical environment was well organized	Media Specialist: •arranged the library with designated areas for large, small and individual instruction to foster full productivity, within the limitation of the structure •maintained, at a high level, a library environment that had an educational focus and promoted a learning environment

SAMPLE INDICATORS:

- Physical environment supported the teaching/learning process
- An educational focus and an environment conducive to learning were maintained
- Physical environment provides patrons unrestricted access to materials and assorted equipment

Effective Media Specialist Scale 4: Instructional Responsibilities

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Media Specialist:</p> <ul style="list-style-type: none"> •demonstrated minimal understanding and knowledge of the department’s curriculum documents and standards and/or rarely used them when planning and providing instruction •provided minimal or no support to the classroom teacher with materials and resources •demonstrated minimal understanding and knowledge and use of varied best practice instructional strategies and approaches to meet the needs of students •rarely or never correlated instructional materials and resources to the stated objective nor meet the instructional objectives and/or needs of students •rarely or never made accommodations and/or modifications based on students’ need •rarely or never gave feedback to individual students and groups •feedback rarely or never enhanced student learning 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •demonstrated general understanding and knowledge of the department’s curriculum documents and standards and/or used them inconsistently when planning and providing instruction •provided occasional support to the classroom teacher with materials and resources when asked •demonstrated basic understanding and knowledge of varied and best practice instructional strategies and approaches but used only a few to meet the needs of students •inconsistently aligned instructional materials and resources to the instructional objectives and/or needs of students •was infrequently successful in making accommodations and/or modifications based on student’s needs •gave infrequent feedback to individual students, and student groups •feedback infrequently enhanced student learning 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •demonstrated solid understanding and knowledge of the department’s curriculum documents and standards and used them regularly when planning and providing for instruction • frequently collaborated with classroom teachers by suggesting and providing materials and resources to support instruction •demonstrated solid understanding, knowledge and consistent use of varied and best practice instructional strategies and approaches to meet the needs of students •aligned instructional materials and resources to the instructional objectives and needs of students •was occasionally successful in making accommodations and/or modifications based on students needs •gave occasional feedback to individual students and student groups •feedback occasionally enhanced student learning 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •planned units cooperatively with teachers and participated in the delivery of instruction and provided material and resources to support instruction •demonstrated extensive understanding, knowledge and use of best practice instructional strategies and approaches to meet the needs of students •used instructional materials and resources that were not only suitable but allowed students to initiate choice and adapt or create materials to enhance their own learning •was consistently successful in making accommodations and/or modifications based on students’ needs •gave consistent feedback to individual students, and student groups •feedback consistently enhanced student learning

SAMPLE INDICATORS:

- Instructional planning was based on currently used department curriculum documents and standards
- Collaborated with classroom teachers regarding materials and/or instruction

- Provided support for district curriculum maps
- Utilized varied and best practice instructional strategies when working with students individually or in groups
- Accommodations and/or modifications were used to meet the needs of students, when such knowledge is needed
- Feedback to students was provided and enhanced student learning

Effective Media Specialist Scale 5: Communication

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Media Specialist:</p> <ul style="list-style-type: none"> •interacted with at least some students and school personnel in a negative, demeaning, sarcastic, and or inappropriate manner to the age or culture of the students •made little or no attempt to interact with parents and/or community members in a positive manner and rarely made attempts to make them feel welcome in the library media center •rarely or never solicited evaluation of the library media center program •did not inform students and school staff of the resources available in the library media center •rarely or never fosters an appreciation of literature and a love of reading 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •interacted with students and school personnel in a generally appropriate manner, but reflected occasional inconsistencies, negativism, and/or lack of understanding of developmental or cultural norms •interacted with parents, and or community members in a generally appropriate and positive manner making them feel moderately welcome in the library media center •solicited an informal evaluation of the library media center program •infrequently informed students and school staff of the resources available in the library media center. •infrequently fosters and appreciation of literature and a love of reading 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •interacted with students and school personnel in a consistently friendly manner and demonstrated genuine warmth, caring, and respect, and interacted appropriately to developmental and cultural norms •interacted with parents and/or community members in a positive manner and was frequently successful in making them feel welcome in the library media center •solicits a formal summative evaluation of the library media center program •occasionally used a variety of methods, such as staff meetings, newsletters, school website, brochures etc., to inform students and school staff of the resources available in the library media center •consistently fosters an appreciation of the literature and love of reading 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •demonstrated a genuine caring and respect for students and school personnel and was successful in creating an atmosphere that promotes students genuine caring for one another as individuals and as students •interacted with parents and/or community members in a positive manner and was successful in initiating progress that encouraged parental or community involvement in the media center making them feel welcome •assumed a leadership role to actively solicit formal summative and formative evaluations of the library media center program •consistently used a variety of methods, such as staff meetings, newsletters, school website, brochures etc., to inform students and school staff of the resources available in the media center •consistently foster an appreciation of literature and love of reading by providing a leadership role in the building

SAMPLE INDICATORS:

- Respect and courtesy were modeled by the media specialist when interacting with students, school personnel parents, and community members

- Involved certified staff in the evaluation of the media center program
- Informed students and school staff of the full range of resources available to promote use of the library
- Fosters an appreciation of literature and a love for reading

Effective Media Center Scale 6: Professional Development

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Media Specialist:</p> <ul style="list-style-type: none"> •participated in required school/district professional development activities at a minimal level with little or no evidence that the media specialist implemented knowledge gained through required professional development and implemented no gained knowledge •did not address identified individual professional development goals •did not participate in any professional organization or library related activities 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •attended required school/district professional development activities designed to improve content/curricular knowledge or pedagogical skills and implemented and gained knowledge to a limited degree •partially addressed identified individual professional development goals at a minimal level •participated at a minimal level in professional organizations and/or library related activities 	<p>Media Specialist:</p> <ul style="list-style-type: none"> • actively participated in required school/district professional development activities designed to improve content/curricular knowledge or pedagogical skills and implemented and gained knowledge •addressed identified individual professional development goals at a satisfactory level •actively participated at some level in library related professional organization and/or library related activities 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •participated in multiple and varied professional development activities beyond what was required by school and/or district designed to improve content/curricular knowledge and pedagogical skills and implemented and gained knowledge •extensively addressed identified individual professional development goals at a consistently high level including self-initiated improvement goals •assumed a leadership role in at least one professional organization and/or participated in several library related activities

SAMPLE INDICATORS:

- Participated and implemented on-going professional development to improve content/curricular knowledge and pedagogical skills
- Addressed identified individual professional development goals
- Pursued professional activities, including professional organizations, that promote and enrich the school library media program

Effective Media Specialist Scale 7: Building/District Responsibilities

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Media Specialist:</p> <ul style="list-style-type: none"> •rarely or never participated in the school improvement process through collaborative work with the staff to analyze data and identify school goals •made little or no effort to implement identified programs and/or strategies to address school improvement goals •demonstrated no knowledge of the school’s improvement plan •rarely or never participated in job-related meetings, activities, and assigned duties •did not maintain professional and collegial relationships with colleagues and community agencies/member •rarely or never responded to parent/guardian and/or student concerns professionally •avoided becoming involved in school events •did not comply with all school and district policies and regulations, as well as state and federal guidelines applicable to media specialists 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •participated in the school improvement process at a minimum level by working with staff to analyze data and identify school goals •made inconsistent effort to implement identified programs and/or strategies to address school goals •demonstrated a minimal knowledge of the school’s improvement plan •occasionally participated in job-related meetings activities, and assigned duties •generally maintained professional and collegial relationships with colleagues and community agencies/members •responded inconsistently to parent/guardian and/or student concerns professionally •participated in some school events; primarily only those that were required •inconsistently complied and/or did not comply in a timely manner with all school and district policies and regulations, as well as state and federal applicable to media specialist guidelines 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •actively participated in the school improvement process by working collaboratively with staff to analyze data and identify school goals •made a consistent effort to implement identified programs and/or strategies to address school goals •demonstrated a general knowledge of the school’s improvement plan •participated in job-related meetings and activities and performed assigned duties •maintained professional and collegial relationships with colleagues and community agencies/members •responded to parent/guardian and/or student concerns professionally •participated in most school events •complied with all school and district policies and regulations, as well as state and federal guidelines applicable to media specialists 	<p>Media Specialist:</p> <ul style="list-style-type: none"> •participated in the school improvement process at a high level by taking a leadership role in working collaboratively with staff to analyze data and identify school goals •assumed a leadership role in identifying programs and/or strategies to address school goals •demonstrated strong knowledge of the school’s improvement plan and was consistently involved in staff development related to school improvement •participated in job-related meetings, activities, and assigned duties and frequently initiated a leadership role in such events •always maintained professional and collegial relationships with colleagues and community agencies/members and took initiative in assuming leadership in promoting a professional and collegial environment •responded to parent/guardian and/or student concerns professionally, in a timely manner •volunteered to participate in school

			events and frequently assumed a sponsorship role •demonstrated a highly effective manner of monitoring and responding to student behavior
--	--	--	--

SAMPLE INDICATORS:

- Participated in the school improvement process and implemented school improvement goals
- Participated in job-related meetings, activities, and assigned duties
- Worked professionally with administration, school staff, parents, and community
- Complied with all school and district policies and regulations, as well as state and federal guidelines applicable to media specialists

1.56

Effective Media Specialist Scale 8: Training and Supervision

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Media Specialist: • provided no training for media center staff •rarely or does not supervise media center staff •provides no training to school staff on effective use of the library media center	Media Specialist: •infrequently provided raining for media center staff •ineffectively supervised media center staff •ineffectively supervised media center staff •provided infrequent training to school staff on effective use of the library media center	Media Specialist: •provided training for media center staff •effectively supervised media center staff •provided in-service training to school staff on effective use of the library media center	

SAMPLE INDICATORS:

- Provided in-service training on effective use of the media center, when requested
- Training and supervision of media center staff

Effective Nursing Scale 1: Quality of Practice

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Nurse:</p> <ul style="list-style-type: none"> •rarely incorporated and documented using a systematic approach to problem solving in the school setting •rarely demonstrated knowledge and ability to manage student/staff health problems •rarely developed and shared recommendations from outcomes to improve practice and health services procedures and policies •rarely participated on departmental teams and/or task force groups to evaluate and develop practices to improve health services on campus 	<p>Nurse:</p> <ul style="list-style-type: none"> •occasionally incorporated and documented using a systematic approach to problem solving in the school setting •occasionally demonstrated knowledge and ability to manage student/staff health problems •occasionally developed and shared recommendations from outcomes to improve practice and health services procedures and policies •occasionally participated on departmental teams and/or task force groups to evaluate and develop practices to improve health services on campus 	<p>Nurse:</p> <ul style="list-style-type: none"> •consistently incorporated and documented using a systematic approach to problem solving in the school setting •consistently demonstrated knowledge and ability to manage student/staff health problems •consistently developed and shared recommendations from outcomes to improve practice and health services procedures and policies •consistently participated on departmental teams and/or task force groups to evaluate and develop practices to improve health services on campus 	<p>Nurse:</p> <ul style="list-style-type: none"> •serviced as a resource to colleagues in the incorporation and documentation of quality of care activities using a systematic approach to problem solving •served as a resource to colleagues for knowledge and ability to manage student/staff health problems •frequently developed and shared with supervisor and colleagues, recommendations from outcomes to improve practice and health services procedures and policies •frequently assumed a leadership role while participating on departmental teams and/or task force groups to improve district health services •addresses decision making bodies with innovation to effect change in practice and outcomes of client care health services and policies

SAMPLE INDICATORS:

- Systematically enhances the quality and effectiveness of nursing practice
- Demonstrates quality of documenting the application of the nursing process in a responsible, accountable, and ethical manner

- Uses the results of quality improvement activities to initiate changes in school nursing practice and in the healthcare delivery system
- Uses creativity and innovation in school nursing practice to improve care delivery
- Incorporates new knowledge to initiate changes in school nursing practice if desired outcomes are not achieved
- Participates in quality improvement activities such as:
 - Identifying aspects of practice important for quality monitoring
 - Using indicators developed to monitor quality and effectiveness of nursing practice
 - Collecting data to monitor quality and effectiveness of school nursing practice
 - Analyzing quality data to identify opportunities for improving school nursing practice
 - Formulating recommendations to improve school nursing practice or outcomes
 - Implementing activities to enhance the quality of school nursing practice
- Developing, implementing, and evaluating policies, procedures and/or guidelines to improve the quality of school nursing practice
- Participating on interdisciplinary teams to evaluate clinical care or health services
- Analyzing factors related to safety, satisfaction, effectiveness, and cost-benefit options
- Participating in efforts to minimize costs and unnecessary duplication
- Analyzing organizational systems for barriers

1.58

Effective Nursing Scale 1: Quality of Practice (Cont.)

- Obtaining and maintaining national certification in school nursing as well as state certification, if available
- Implementing processes to remove or decrease barriers within organizational systems
 - Nationally Certified School Nurse:
 - Designs quality improvement initiatives
 - Implements initiatives to evaluate the need for change
 - Evaluates the practice environment in relation to existing evidence, identifying opportunities for the generation and use of research

Effective Nursing Scale 2: Professional Practice Evaluation

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Nurse:</p> <ul style="list-style-type: none"> •rarely or never participated in performance appraisal and the development and achievement of individual goals •rarely or never demonstrated evidence of endeavors related to performance objectives or sought constructive feedback •demonstrated inconsistent understanding of and compliance with relevant laws and regulations related to professional practice acts, standards, current federal, state, and local health and education regulations •rarely or never sought to promote school nursing standards and practice through peer review 	<p>Nurse:</p> <ul style="list-style-type: none"> •inconsistently participated in performance appraisal and the development and achievement of individual goals •inconsistently demonstrated evidence of endeavors related to performance objectives or sought constructive feedback •demonstrated a general understanding of and compliance with relevant laws and regulations related to professional practice acts, standards, current federal, state, and local health and education regulations •occasionally sought to promote school nursing standards and practice through peer review at a minimum level 	<p>Nurse:</p> <ul style="list-style-type: none"> •actively participated in performance appraisal and the development and achievement of individual goals •consistently demonstrated evidence of endeavors related to performance objectives and sought constructive feedback •consistently demonstrated an understanding of and compliance with relevant laws and regulations related to professional practice acts, standards, current federal, state and local health and education regulations •consistently sought to promote school nursing standards and practice through peer review and professional networking 	<p>Nurse:</p> <ul style="list-style-type: none"> •actively participated in performance appraisal and the development of individual goals, incorporating district, department and campus goals •frequently demonstrated evidence of endeavors related to performance objectives, sought constructive feedback from peers and supervisors and implemented change •frequently sought to promote school nursing standards and practice through peer review and professional networking •frequently assumed leadership role as mentor for new staff

SAMPLE INDICATORS:

- Evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations
- Practice reflects the application of knowledge of current practice standards, guidelines, statutes, rules, and regulations
- Provides age-appropriate care in a culturally and ethnically sensitive manner
- Engages in self-evaluation of practice on a regular basis, identifying areas of strength as well as areas in which professional development would be beneficial
- Obtains informal feedback regarding one's own practice from clients, peers, professional colleagues, and others
- Participates in systematic peer review as appropriate
- Takes action to achieve goals identified during the evaluation process
- Provides rationales for practice beliefs, decisions, and actions as part of the informal and formal evaluation processes

Nationally Certified School Nurse:

- Engages in a formal process seeking feedback regarding role performance from individuals, professional colleagues, representatives and administrators of corporate entities, and others

Effective Nurses Scale 3: Education and Research

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Nurse:</p> <ul style="list-style-type: none"> •rarely attended continuing education programs offering new knowledge, research, and innovative practice related to professional setting •rarely sought clinical experiences to promote professional competency •rarely sought or implemented new knowledge regarding research and innovative practices •rarely applied results of research findings to the improvement of school health services 	<p>Nurse:</p> <ul style="list-style-type: none"> •occasionally attended continuing education programs offering new knowledge, research, and innovative practice related to professional setting •occasionally sought clinical experiences to promote professional competency •occasionally sought and implemented new knowledge regarding research and innovative practices •occasionally applied results of research findings to the improvement of school health services 	<p>Nurse:</p> <ul style="list-style-type: none"> •consistently attended continuing education programs offering new knowledge, research, and innovative practice related to professional setting •consistently sought clinical experience to promote professional competency •consistently sought and implemented new knowledge regarding research and innovative practices •often applied results of research findings to the improvement of school health services 	<p>Nurse:</p> <ul style="list-style-type: none"> •shared with colleagues new knowledge, research, and innovative practices through continuing education programs related to professional setting •developed and provided professional experiences to promote clinical competence of colleagues •participated in applying research findings for professional and program development at the departmental and district level •shared with colleagues new knowledge, research, and innovative practices through a variety of professional resources and promotes communication of information and advancement of the professional through writing, publishing and presentation for professional or lay audiences

SAMPLE INDICATORS:

- Attains knowledge and competency that reflects current school nursing practice
- Participates in ongoing educational activities related to appropriate knowledge bases and professional issues
- Demonstrates a commitment to lifelong learning through self reflection and inquiry to identify learning needs
- Seeks experiences that reflect current practice in order to maintain skills and competence in clinical practice or role performance
- Acquires knowledge and skills appropriate to the specialty area, practice setting, role, or situation
- Maintains professional records that provide evidence of competency and life long learning
- Seeks experiences and formal and independent learning activities to maintain and develop clinical and professional skills and knowledge
- Integrates research findings into practice
- Utilizes the best available evidence, including research findings, to guide practice decisions
- Actively participates in research activities at various levels appropriate to the school nurse's education and position, such as:
 - Identifying clinical problems specific to nursing research (client care and nursing practice)
 - Participating in data collection (surveys, pilot projects, formal studies)
 - Participating in a formal committee or program
 - Sharing research activities or findings with peers and others
 - Conducting research
 - Critically analyzing and interpreting research for application to practice
 - Using research findings in the development of policies, procedures, and standards of practice in client care
 - Incorporating research as a basis for learning
 - Contributing to school nursing literature

Nationally Certified School Nurse:

- Uses current research findings and other evidence to expand knowledge, enhance role performance, and increase knowledge of professional issues
- Contributes to nursing knowledge by conducting or synthesizing research that discovers, examines and evaluates knowledge, theories, criteria, and creative approaches to improve health care
- Formally disseminates research findings through activities such as presentations, publications, consultation, and journal clubs

Effective Nursing Scale 4: Professional Responsibility

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Nurse:</p> <ul style="list-style-type: none"> •rarely shared knowledge with school nurse colleagues regarding health services practice •rarely collaborated with nursing and/or interdisciplinary colleagues in the educational realm. •did not participate in school nursing/health/educational activities •disregarded guidelines related to student, family and staff confidentiality •disregarded the regulations of professional practice of nursing as established by the Wyoming Nurse Practice Act and other federal and state regulations and did not respond to counseling •rarely delivers care to student/staff with an understanding of cultural, religious, ethnic and socioeconomic beliefs and practices into the delivery of health services for students and staff •rarely advocated for student/staff health issues at a campus level. 	<p>Nurse:</p> <ul style="list-style-type: none"> •occasionally shared knowledge with school nurse colleagues regarding health services practice •occasionally collaborated with nursing and/or interdisciplinary colleagues in the educational realm •intermittently participated in school nursing/health/educational activities. •inconsistently maintained student, family and staff confidentiality •demonstrated a lack of responsibility regarding Wyoming Nurse Practice Act and other regulations but responded to counseling regarding ethical decision-making •occasionally delivers care to students/staff with an understanding of cultural, religious, ethnic and socioeconomic beliefs and practices into the delivery of health services for students and staff •occasionally advocated for student/staff health issues at a campus level 	<p>Nurse:</p> <ul style="list-style-type: none"> •frequently shared knowledge and/or served preceptor/mentor/resource to school nurse colleagues on the campus level and school nurse team level •frequently collaborated with nursing and/or interdisciplinary colleagues to reinforce the contributions of their practice in the educational realm •consistently participated in school nursing/health/educational activities •consistently maintained student, family and staff confidentiality •demonstrated a knowledge and understanding of the Wyoming Nurse Practice Act and other appropriate documents •consistently delivers care to student/staff with an understanding of cultural, religious, ethnic and socioeconomic beliefs and practices •consistently advocated for student/staff health issues at a campus level 	<p>Nurse:</p> <ul style="list-style-type: none"> •volunteered to serve as a preceptor/mentor/resource on the department, school nurse team and/or campus level assessing, evaluating and providing constructive feedback on the health services practice of colleagues and the department overall •shared the outcomes of collaboration with peers and interdisciplinary colleagues to reinforce the contributions to their practice in the educational realm •consistently participated in school nursing/health/educational activities and actively contributed as a participant and leader of these activities •consistently ensured student, family and staff confidentiality, through education of peers and interdisciplinary colleagues •demonstrated a knowledge and understanding of the Wyoming Nurse Practice Act and other appropriate documents by independently seeking resources available to assist with ethical decision-making •contributed to the development of policy and procedure that incorporated cultural, religious, ethnic and socio-economic beliefs and practices into the delivery of health services for students and staff •frequently advocated for student/staff health issues at the district and community level

SAMPLE INDICATORS:

- Interacts with, and contributes to the professional development of, peers and school personnel as colleagues
- Shares knowledge and skills with peers and colleagues as evidenced by such activities as multidisciplinary student assistance conferences or presentations at formal or informal meetings
- Provides peers with feedback regarding their practice or role performance
- Interacts with peers and colleagues to enhance one's professional nursing practice and role performance and the health care of the school community
- Maintains compassionate and caring relationships with peers and colleagues
- Contributes to an environment that is conducive to the education of healthcare professionals and the whole school community
- Contributes to a supportive and healthy work environment

- Participates in appropriate professional organizations in a membership or leadership capacity

1.62

Effective Nursing Scale 4: Professional Responsibility (Continued)

- Integrates ethical provisions in all areas of practice
- Uses Code of Ethics for Nurses with Interpretive Statements (ANA 2001) and Code of Ethics with Interpretive Statements for School Nurses (NASN 1999a) to guide practice
- Delivers care in a manner that preserves and protects client autonomy, dignity, and rights, sensitive to diversity in the school setting
- Maintains client confidentiality within legal and regulatory parameters of both health and education
- Serves as a client advocate assisting clients in developing skills for self-advocacy
- Maintains a therapeutic and professional client-nurse relationship with appropriate professional role boundaries
- Demonstrates a commitment to practicing self-care, managing stress, and connecting with self and others
- Contributes to resolving ethical issues of clients, colleagues, or systems as evidenced in such activities as participating on ethics committees
- Reports illegal, incompetent, or impaired practices
- Seeks available resources to formulate ethical decisions

Nationally Certified School Nurse:

- Participates on multi-professional teams that contribute to role development and, directly or indirectly, advance nursing practice and health services
- Mentors other registered nurses and colleagues as appropriate
- Participates on multidisciplinary and interdisciplinary teams that address ethical risks, benefits, and outcomes
- Informs administrators or others of the risks, benefits, and outcomes of programs and decisions that affect healthcare delivery
- Participates on multi-professional teams that contribute to role development and, directly or indirectly, advance nursing practice and health services
- Mentors other registered nurses and colleagues as appropriate

Effective Nurse Scale 5: Collaboration and Communication

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Nurse:</p> <ul style="list-style-type: none"> •failed to use appropriate and accurate verbal and nonverbal communication with students, staff, parents, and others •failed to document health care plans, communications, rationales for plan changes and collaborative discussions •inconsistently utilized knowledge of community, school, and family health systems and resources in the practice setting •infrequently initiated contact with appropriate individuals and agencies to ensure that the student’s medical and nursing needs related to educational goals were met •did not demonstrate knowledge of the collaborative role of the school nurse within the district to the school community •infrequently understands and communicates the policies, programs, and mission of the school district to parents and school community 	<p>Nurse:</p> <ul style="list-style-type: none"> •inconsistently used appropriate and accurate verbal and nonverbal communication with students, staff, parents, and others •inconsistently documented health care plans, communications, rationales for plan changes and collaborative discussions •occasionally utilized knowledge of community, school, and family health systems and resources in the practice setting •occasionally initiated contact with appropriate individuals and agencies to ensure that the student’s medical and nursing needs related to educational goals were met •inconsistently demonstrated knowledge of the collaborative role of the school nurse within the district to the school community •inconsistently understands and communicates the policies programs, and mission of the school district to parents and school community 	<p>Nurse:</p> <ul style="list-style-type: none"> •consistently used appropriate and accurate verbal and nonverbal communication with students, staff, parents and others •consistently documented health care plans, communications, rationales for plan changes and collaborative discussion •consistently utilized knowledge of community, school, and family health systems and resources in the practice setting •consistently initiated contact with appropriate individuals and agencies to ensure that the student’s medical and nursing needs related to educational goals were met •consistently demonstrated knowledge of the collaborative role of the school nurse within the district to the school community •consistently understands and communicates the policies, programs, and mission of the school district to parents and school community 	<p>Nurse:</p> <ul style="list-style-type: none"> •consistently used appropriate and accurate verbal and nonverbal communication with students, staff, parents, and others to promote the provision of quality care and achieve nursing goals •used verbal skills which reflected respectable articulate speech and good listening ability •consistently utilized knowledge of community, school, and family health systems and resources to develop and evaluate appropriate and holistic goals, plans of care, and service delivery •frequently demonstrated a leadership role, initiating and sharing contacts with appropriate individuals and agencies to ensure that the student’s medical and nursing needs related to educational goals were met •effectively modeled and communicated the collaborative role of the school nurse within the district to the school community •assumed a leadership role in communicating the policies, programs, and mission of the school district to parents and school community

SAMPLE INDICATORS:

- Collaborates with the client, the family, school staff, and others in the conduct of school nursing practice
- Communicates with the client, the family, and healthcare providers regarding client care and the school nurse’s role in the delivery of that care
- Collaborates in creating a documented healthcare plan that is focused on outcomes and decisions related to care and delivery of services and indicates communication with clients, families, and others
- Partners with others to effect change and generate positive outcomes through knowledge of the client or situation
- Documents referrals, including provisions for continuity of care

Nationally Certified School Nurse:

- Partners with others to enhance health care, and ultimately client care, through interdisciplinary activities such as education, consultation management, technological development, or research
- Documents plans, communications, rationales for plan changes, and collaborative discussions

Effective Nurse Scale 6: Program Management and Resource Utilization

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Nurse:</p> <ul style="list-style-type: none"> •inconsistently complied with department and district policies and regulations, or state and federal laws applicable to nurses, school health, special education and disability law •rarely implemented and evaluated district/campus policy and procedures to manage students at risk •did not demonstrate basic knowledge of student needs and programs •demonstrated little understanding of school health issues and available technology related to student learning •rarely assisted in the training and supervision of paraprofessionals •rarely provided in-service programs as required for school personnel to comply with state and local policies •inconsistently sought and accessed available community health resources and funds to assist the student and parent to access appropriate care that was affordable •inconsistently evaluated the cost, efficacy and safety of supplies, equipment and facilities required to ensure that the highest quality of care was provided to the 	<p>Nurse:</p> <ul style="list-style-type: none"> •inconsistently complied and/or did not comply in a timely manner with department and district policies and regulations, or state and federal laws applicable to nurses, school health, special education and disability law •occasionally implemented and evaluated district campus policy and procedures to manage student at risk •demonstrated basic knowledge of programs but could not always articulate connections with student needs and appropriate programs •demonstrated a general understanding of school health issue and available technology related to student learning •occasionally assisted in the training and supervision of paraprofessionals •occasionally provided in-service programs as required for school personnel to comply with state and local policies •usually, sought and accessed available community health resources and funds to assist the student and parent to access appropriate care that was affordable •usually evaluated the cost, efficiency, and safety of supplies, equipment, and facilities required to ensure that the highest quality of care was provided to the students •occasionally assessed the need for individual and group health programs 	<p>Nurse:</p> <ul style="list-style-type: none"> •consistently complied with department and district policies and regulations and state and federal laws applicable to nurses, school health, special education and disability law •consistently implemented and evaluated district/campus policy and procedures to manage and identify students at risk and establish mechanisms for follow-up and referral •communicate appropriate student health needs to other school personnel •demonstrated solid knowledge and consistently made connections between student needs and appropriate programs •demonstrated solid knowledge of school health issues, available technology, and current research related to best practices within the discipline •consistently participated in the training and supervision of paraprofessionals •consistently assumed responsibility for inservice programs for school personnel regarding health-related issues on the campus level •consistently sought the accessed available community health resources and funds to assist the student and parent to access appropriate care that was affordable •consistently evaluated the cost, efficacy and safety of supplies, equipment and facilities required to ensure that the highest quality of care was provided to the students and made recommendations to campus and department administrators •consistently assessed the need for individual 	<p>Nurse:</p> <ul style="list-style-type: none"> •collaborated with district/department/campus personnel to develop, implement, and evaluate policies and procedures •demonstrated extensive knowledge of student needs/programs and evidenced continuing pursuit to expand knowledge •demonstrated extensive knowledge of school health issues, available technology and current research related to best practices within the discipline, with evidence of continuing pursuit of such knowledge •developed, implemented, and evaluated programs related to the training and supervision of paraprofessionals •developed, implemented, and evaluated inservice/training programs for school personnel regarding health related issues on the district level •worked independently, or with peers/administrators, to identify new community health resources and funding sources •established on-going working relationships with staff from community health resources •worked with other department personnel to identify new sources of equipment/supplies/ resources and evaluate effectiveness •consistently assessed the need for individual and group health progress with the school and district community •consistently acted as a resource person throughout the school community and served on departmental task forces to identify and

students •infrequently assessed the need for individual and group health programs within the school community	within the school community	and group health programs within the school community •consistently acted as a resource person throughout the school community	develop needed programs
--	-----------------------------	---	-------------------------

Effective Nurse Scale 6: Program Management and Resource Utilization (Continued)

SAMPLE INDICATORS:

- Manages school health services as appropriate to the nurse's education, position, and practice environment
- Conducts school health needs assessments to identify current health problems and identify the need for new programs
- Develops and implements needed health programs using a program planning process
- Demonstrates knowledge of existing school health programs and current health trends that may affect client care, the sources of funds for each, school policy related to each, and local, state, and federal laws governing each
- Develops and implements health policies and procedures in collaboration with the school administration, the board of health, and the board of education
- Evaluates ongoing health programs for outcomes and quality of care, and communicates findings to administrators
- Orients, trains, documents competency, supervises, and evaluates health assistants, aides, and UAPs (unlicensed assistive personnel), as appropriate to the school setting
- Initiates changes throughout the healthcare delivery system, as appropriate, using the results of school health environmental needs assessments, analysis of evaluation data, and quality-of-care activities
- Participates in environmental safety and health activities (e.g., indoor air quality, injury surveillance and prevention)
- Adopts and uses available technology appropriate to the work setting
- The school nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of school nursing services
- Evaluates factors such as safety, effectiveness, availability, cost and benefits, efficiencies, and impact on practice, when choosing among practice options that would result in the same expected outcome
- Assists the client and family in identifying and securing appropriate and available services to address health-related needs
- Assigns or delegates tasks, based on the needs and condition of the client, potential for harm, stability of the client's condition, complexity of the task, and predictability of the outcome; as defined and permitted by individual state nurse practice acts; and according to the knowledge and skills of the designated caregiver
- Assists the client and school community in becoming informed consumers about the options, costs, risks, and benefits of health promotion, health education, school health services, and individualized health interventions for clients

Nationally Certified Nurse:

- Develops innovative solutions and applies strategies to obtain appropriate resources for nursing initiatives
- Secures organizational resources to ensure a work environment conducive to completing the identified plan and outcomes
- Develops evaluation methods to measure safety and effectiveness for interventions and outcomes
- Promotes activities that assist others, as appropriate, in becoming informed about costs, risks, and benefits of care or of the plan and solution

Effective Nurses Scale 7: Leadership

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Nurse: •rarely demonstrates creativity and flexibility through times of change •rarely demonstrates loyalty through passion for quality work and the valuing of the people in the organization	Nurse: •occasionally demonstrates creativity and flexibility through times of change •occasionally demonstrates loyalty through passion for quality work and the valuing of the people in the organization	Nurse: •consistently demonstrates creativity and flexibility through times of change •consistently demonstrates loyalty through passion for quality work and the valuing of the people in the organization	Nurse: •provides leadership during times of change

SAMPLE INDICATORS:

- Provides leadership in the professional practice setting and the profession
- Engages in teamwork as a team player and a team builder
- Works to create and maintain healthy work environments in local, regional, national, or international communities
- Displays the ability to define a clear vision, the associated goals, and a plan to implement and measure progress
- Demonstrates a commitment to continuous, lifelong learning for self and others
- Teaches others to succeed by mentoring and other strategies
- Exhibits creativity and flexibility through times of change
- Demonstrates energy, excitement, and a passion for quality work
- Willing accepts mistakes by self and others, thereby creating a culture in which risk-taking is not only safe, but also expected
- Inspires loyalty by valuing people as the most precious asset in an organization
- Directs the coordination of care across settings and among caregivers, including oversight of licensed and unlicensed personnel in any assigned or delegated tasks as permitted by state nurse practice acts
- Serves in key roles in the school and work settings by participating on committees, councils, and administrative teams
- Promotes advancement of the profession through participation in professional school nursing and school health organizations
- Demonstrates knowledge of the philosophy and mission of the school district, the nature of its curricular and extracurricular activities, and its programs and special services
- Demonstrates knowledge of the roles of other school professionals and adjunct personnel

Nationally Certified School Nurse:

- Works to influence decision-making bodies to improve client care, health services, and policies
- Promotes communication of information and advancement of the profession through writing, publishing, and presentations for professional or lay audiences
- Designs innovations to effect change in practice and outcomes
- Provides direction to enhance the effectiveness of the multidisciplinary or interdisciplinary team

Effective Physical /Occupational Therapist Scale 1: Planning and Preparation

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Therapist:</p> <ul style="list-style-type: none"> •demonstrated minimal understanding and knowledge of the department referral process and rarely complied with guidelines when completing referrals •did not demonstrate knowledge of pedagogical issues and research related to best practice within pediatric/school-based therapy, and demonstrated no effort to remediate this deficiency •did not conduct appropriate screening and observations •is unfamiliar with skill level appropriate protocols 	<p>Therapist:</p> <ul style="list-style-type: none"> • demonstrated a general understanding and knowledge of the district’s referral process but was inconsistent in complying with guidelines when completing referrals •gathered data from only limited sources and did not consult with appropriate members of the school team. •demonstrated inconsistent knowledge of pedagogical issues and research related to best practice within the pediatric/school-based therapy, but actively pursued this information •did not consistently select or utilize skill level appropriate assessment tools or include observations or teacher/parent input 	<p>Therapist:</p> <ul style="list-style-type: none"> •demonstrated an understanding and knowledge of the district’s referral process and consistently used appropriate assessment protocols to complete the referral •gathered data through observing the student; discussing concerns of appropriate members of the school team, and reviewing student records •demonstrated solid knowledge of pedagogical issues and current research related to best practices within pediatric/school-based therapy •utilized assessment measurements that were skill level appropriate and included parent information, classroom observations and environmental check throughout the school campus 	<p>Therapist:</p> <ul style="list-style-type: none"> •consulted with parents and appropriate agencies •demonstrated extensive knowledge of pedagogical issues and current research related to best practices within pediatric/school-based therapy

SAMPLE INDICATORS:

- Responded to initial therapy referral according to current Special education Departmental procedures
- Therapist gathered additional information from appropriate sources
- Conducted screening or evaluations using formal and informal assessment tools

Effective Physical /Occupational Therapist Scale 2: Presentation of Assessment Results

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Therapist:</p> <ul style="list-style-type: none"> •completed assessments that included 50% or less of the components identified for each discipline •completed assessments that did not accurately reflect student’s deficits and strengths •failed to complete documentation appropriately •displayed very limited understanding and/or knowledge of intervention strategies •did not complete treatment plan •did not provide input for transition planning •did not communicate with other school personnel regarding appropriateness of interventions 	<p>Therapist:</p> <ul style="list-style-type: none"> •completed assessments that did not include all components, and/or did not consistently identify student’s deficits and strengths •documentation was not completed in a timely manner •prepared documentation that stated only test outcomes, without analyzing and interpreting, or therapist analyzed and did not interpret data to provide input for clinically relevant goals •displayed limited understanding and knowledge of intervention strategies •treatment plan was inconsistent with either the educational goals or interventions being provided •provided minimal input toward transition planning, when appropriate •seldom communicated with other school personnel regarding appropriateness of interventions 	<p>Therapist:</p> <ul style="list-style-type: none"> •documented data in reports that included all components identified for each discipline, clearly identified deficits and strengths, and could be understood by educational personnel and families •analyzed and interpreted data to provide input to the IEP team, for educationally relevant goals, within a timely manner •displayed solid understanding and knowledge of intervention strategies, and provided documentation of such in the treatment plan •actively participated in transition planning, when appropriate •communicated with other school personnel regarding appropriateness of interventions 	<p>Therapist:</p> <ul style="list-style-type: none"> • analyzed and interpreted data to provide input to the IEP team, within recommended time frame, for educationally relevant goals that were measurable and attainable •displayed extensive understanding and knowledge of interventions and strategies and provided documentation of such in the treatment plan •actively participated in transition planning, when appropriate •consistently communicated with other school personnel, family, and community sources regarding appropriateness of interventions

SAMPLE INDICATORS:

- Documented, analyzed, and interpreted data
- Collaborated with team to determine recommendations for interventions
- Developed treatment plans to address goals
- Participated in transition planning, when appropriate

Effective Physical /Occupational Therapist Scale 3: Direct and Indirect Service Delivery

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Therapist:</p> <ul style="list-style-type: none"> •rarely or never identified or provided appropriate intervention techniques •did not consult with school personnel or parents to determine student’s needs or plan appropriate classroom/home programming •did not recognize the need to consult with physicians and outside therapists, when indicated 	<p>Therapist:</p> <ul style="list-style-type: none"> •identified only minimal or limited techniques for intervention •did not consistently instruct school personnel and parents in identified techniques •inconsistently consulted with school personnel and parents to determine student’s needs and plan appropriate classroom/home programming •identified basic needs of students, but did not consistently consult with physicians and outside therapists, when indicated 	<p>Therapist:</p> <ul style="list-style-type: none"> •identified and performed basic intervention techniques for use at home and school and carried out appropriate interventions •instructed parents and school personnel regarding identified techniques •consistently consulted/collaborated with school personnel and parents to determine student’s needs and plan appropriate classroom/home programming •identified needs of students and consulted/collaborated with physicians and outside therapists, when indicated 	<p>Therapist:</p> <ul style="list-style-type: none"> •demonstrated advanced clinical reasoning in identifying and delivering a wide range of appropriate intervention techniques at home and at school •demonstrated advanced clinical reasoning in establishing a collaborative, cooperative relationship to enhance the student’s ability to attain goals •assumed a leadership role at the school level to assist teachers with identifying and planning goals and interventions to meet students’ needs •demonstrated expertise in collaborating with outside agencies and non-school personnel, when indicated

SAMPLE INDICATORS:

- Provided direct and indirect therapy interventions for students and/or groups
- Consulted and collaborated with home and school personnel regarding student needs
- Consulted/collaborated with outside agencies and non-school personnel regarding needs of individual students, when indicated

Effective Physical /Occupational Therapist Scale 4: Active Program Management

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Therapist: •did not maintain an environment that was organized while managing a full caseload with acceptable compliance with IEP mandated levels of service •did not consistently attend IEP meetings or did not consult with school personnel and parents prior to the IEP meeting	Therapist: •did not consistently maintain an environment that was organized while managing a full caseload with acceptable compliance with IEP mandated levels of service •made an effort to attend IEP meetings with limited consultation proper to meetings	Therapist: •maintained an environment that was organized while managing a full caseload, with acceptable compliance with IEP mandated levels of service •made every effort to attend IEP meetings or consulted with school personnel regarding appropriate goals and present levels prior to the IEP meeting	Therapist: •assisted the therapy department with committees, mentoring, and development of documentation •extensively consulted with all team members prior to the IEP meeting, allowing therapist input to be fully integrated into the IEP

SAMPLE INDICATORS:

- Organized and implemented a therapy program that addressed educational goals and needs
- Participated in appropriate program planning as a team member through involvement in the IEP process

Effective Physical /Occupational Therapist Scale 5: Program Documentation and Organization

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Therapist:</p> <ul style="list-style-type: none"> •did not maintain appropriate record keeping •rarely maintained documentation with sufficient detail to allow data retrieval for IEP preparation, or for succeeding therapist to determine progress and performance •did not consistently maintain compliance in updating and completing all required documentation concerning student goals and needs •did not meet deadlines at or before time requested 	<p>Therapist:</p> <ul style="list-style-type: none"> •generally maintained appropriate record keeping, but documentation was not consistently relevant or easily retrievable •did not consistently maintain documentation with sufficient detail to allow for data retrieval for IEP preparation, or for succeeding therapist to determine progress and performance •usually maintained compliance in updating and completing all required documentation concerning student goals and needs 	<p>Therapist:</p> <ul style="list-style-type: none"> •consistently maintained relevant information in working file, which was easily retrievable for supervision and data management •consistently maintained documentation with sufficient detail to allow data retrieval for IEP preparation, and for succeeding therapist to determine progress and performance for data collected •consistently maintained compliance in updating and completing all required documentation concerning student goals and needs •meets deadlines at or before time requested 	<p>Therapist:</p> <ul style="list-style-type: none"> •maintained records that reflected additional research for best practice and intervention techniques for specific diagnosis

SAMPLE INDICATORS:

- Established and maintained an appropriate record keeping and reporting system
- Maintained and documented intervention procedures and results using appropriate forms, records, and reports
- Updated and completed all required documentation in a timely manner

Effective Physical /Occupational Therapist Scale 6: Effective Communication

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Therapist:</p> <ul style="list-style-type: none"> •demonstrated communication, or lack of communication, that was often disruptive or poor 	<p>Therapist:</p> <ul style="list-style-type: none"> •did not demonstrate understanding or support of school. •is not open to negotiations with school personnel •did not consistently support decision-making processes •did not demonstrate skill or interest to participate 	<p>Therapist:</p> <ul style="list-style-type: none"> •demonstrated understanding and support of team function •used win-win solutions to resolve conflict •communicated with school personnel with direct, appropriate and timely feedback •informed school personnel of work problems encountered and suggested ways to improve their performance •demonstrated flexibility and readily adapted to changing needs of a school personnel •used active listening skills 	<p>Therapist:</p> <ul style="list-style-type: none"> •invited feedback from school personnel on own ideas •took leadership role in activities/projects •demonstrated best practice and communicated back to school personnel •facilitated meetings, projects and staff development •empowered other staff members to improve

SAMPLE INDICATORS:

- Communicated effectively with school personnel

Effective Physical /Occupational Therapist Scale 7: Professional Development

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Therapist: •participated in required department/district professional development activities at a minimal level with little or no evidence that the therapist implemented knowledge gained through required professional development •did not create a treatment plan, or did not update plans to reflect current IEP .	Therapist: •met licensing requirements for continuing education. Participated in required department/district professional development activities •created treatment plans that did not consistently address deficits and goals identified in IEP •treatment plans were not updated to reflect changes in performance	Therapist: •met licensing requirements for continuing education and attended all required department/district in-services that caseload demands allowed •demonstrated a consistent pattern of professional growth •created treatment plans that clearly addressed deficits and goals identified on IEP •treatment plans were updated to reflect changes in student performance	Therapist: •attended additional professional courses that were not required by department and/or district •created treatment plans that identified underlying causes of deficits and clearly addressed those deficits and goals identified in IEP •treatment plans reflected best practice

SAMPLE INDICATORS:

- Participated in professional growth activities and continuing education opportunities
- Integrated current professional knowledge and skill into therapy programs

Effective Physical /Occupational Therapist Scale 8: Rules and Regulations

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Therapist: •was not familiar or did not comply with established rules, regulations, laws, and ethical standards of the profession •did not comply with all school, district and state regulations and policies •demonstrated flagrant disregard for job appropriate attire	Therapist: •inconsistently demonstrated knowledge of current established rules, regulations, laws, and ethical standards of the profession •lacked consistency in complying with all school, district and state regulations and policies •displayed occasional infractions with job appropriate attire	Therapist: •demonstrated knowledge of current practice act and adhered to established rules, regulations, laws, and ethical standards of the profession •consistently complied with all school, district and state regulations and policies •consistently complied with job appropriate attire	Therapist: •demonstrated knowledge of IDEA and impact on therapy service delivery in the educational setting

SAMPLE INDICATORS:

- Adhered to established rules, regulations, laws, and ethical standards of the profession
- Complied with all school, district and state regulations and policies, including job appropriate attire and professional expectations

Effective Physical /Occupational Therapist Scale 9: Professional Responsibility

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Therapist: •demonstrated flagrant disregard for response to communication requests •rarely or never provided the Special Education Department with allocation schedule by a stated deadline •rarely attended requested team meetings and did not communicate with supervisor	Therapist: •inconsistently responded to communication requests in a timely manner •inconsistently complied with Special Education Department requirement to provide the department with allocation schedule by a deadline •inconsistently attended requested team meetings, without appropriate justification and/or notification to supervisor	Therapist: •consistently responded to communication requests in a timely manner •complied with Special Education Department requirement to provide the department with allocation schedule by a stated deadline and update as needed •attended and participated in team meetings when schedule allows or when requested unless excused by supervisor due to IEP meeting or restricted schedule	Therapist: •functioned as team leader and/or took additional responsibilities for team communication •provided the Special Education Department with allocation schedule by a stated deadline and updated as needed

SAMPLE INDICATORS:

- Provided the Special Education Department with allocation schedule
- Participated in team meetings when schedule allows or when requested
- Responded to communication requests in a timely manner

Effective Physical /Occupational Therapist Scale 10: Education Sharing

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Therapist: •made no attempt to differentiate between medical and educational therapy service delivery or to understand the impact of disabilities on educational placement •did not provide school personnel with formal and informal in-service education •seldom responded, or was resistant to providing information to parents and non-school personnel, when requested	Therapist: •demonstrated understanding and comfort discussing disabilities, but had difficulty differentiating between educational and medical services and impact on educational placement •did not consistently provide school personnel with informal or formal in-service education •inconsistently responded to parents and/or non-school personnel, when requested	Therapist: •consistently consulted with school personnel regarding disabilities and their impact on educational placement •consistently provided accurate information regarding educational vs. medical service delivery •consistently provided mentoring to school personnel regarding appropriate therapy service levels and interventions in the school setting •consistently presented information to parents and non-school personnel, when requested	Therapist: •consistently place emphasis on educational programming •presented information through formal presentation to community, parents, and professional groups, when requested •provided formal presentations to school personnel, when requested

SAMPLE INDICATORS:

- Provided on-going information for school personnel regarding disabilities, therapy services and placement
- Provided informal and formal in-service education to school personnel, when appropriate
- Provided information on an informal or formal basis to parents and/or non-school personnel, when requested.

Effective School Psychologist Scale 1: Assessment Practices

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>School Psychologist incorporated assessment measures that were:</p> <ul style="list-style-type: none"> •technically inadequate. •not used for the purpose it was constructed. <p>Failed to address domains of functioning as required by the disability in question, such as:</p> <ul style="list-style-type: none"> •little or no consideration was given to proposed and applied intervention. •little or no consideration was given to over-representation issues. •little or no consideration was given to second language acquisition and cultural diversity. <p>Provided basic statements that were not consistent with:</p> <ul style="list-style-type: none"> •offered interpretations that were inconsistent with reported data. •relevant outcomes within the learning environment. •synthesis, nor integration of data. •interpretations that account for ecological and environmental factors. •interpretations that account for cultural or second language acquisition factors <p>Recommended eligibility determinations were inaccurate, misleading, and/or not in agreement with the disability specific criteria of district/state rules</p>	<p>School Psychologist inconsistently incorporated assessment measures that were:</p> <ul style="list-style-type: none"> •technically adequate. •used for the purpose it was constructed. <p>Inconsistently evaluated required domains of functioning as dictated by the district/state rules and regulations for disability in question, such as:</p> <ul style="list-style-type: none"> •consideration to exclusionary issues. •consideration to over-representation issues. •consideration to second language acquisition and cultural diversity <p>Provided basic analysis and interpretation of data that:</p> <ul style="list-style-type: none"> •offered interpretations that discusses the relevance and outcomes within the learning environment. •provided interpretations offering a synthesis and integration of data. •provided interpretations that account for ecological and environmental factors. •provided interpretations that do not account for cultural or second language acquisition factors 	<p>School Psychologist consistently incorporated assessment measures that were:</p> <ul style="list-style-type: none"> •technically adequate. •used for the purpose it was construed. <p>Consistently evaluated all required domains of functioning as dictated by the district/state rules and regulations for the disability in question which included:</p> <ul style="list-style-type: none"> •consider and address proposed and applied intervention. •consideration to and addressing exclusionary issues. •consider and address second language acquisition and cultural diversity <p>Provided at a consistent level, analysis and interpretation of data offering a clear, concise explanation of the student performance which is:</p> <ul style="list-style-type: none"> •analyzed and interpreted data based on accepted theoretical constructs and supported by current professional literature 	

and regulations.	Recommended eligibility determinations were inconsistent with the disability-specific criteria of district/state rules and regulations.		
------------------	---	--	--

Effective School Psychologist Scale 1 (continued): Assessment Practices

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Writes MDT reports that:</p> <ul style="list-style-type: none"> •communicated with computer-generated verbiage only with little or no discussion of the uniqueness of the particular student as a learner. •did not discuss the impact of the student’s performance within the learning environment •offered recommendations that were not unique to the student’s needs, were not practical and/or not educationally based. •did not offer the rationale for eligibility determinations. •were not completed within a timely manner. •were not available for the parent at the MDT meeting •did not present strengths and weaknesses of students performance in educationally relevant terms 	<p>Writes MDT reports that:</p> <ul style="list-style-type: none"> •basically communicated the results of the evaluation. •discussed the results of evaluation using test scores only. •offered basic recommendations for eligibility. •offered a basic rationale for eligibility determinations. <ul style="list-style-type: none"> •generally completed within a timely manner. •were not consistently available for the parent at the MDT meeting •presented only weaknesses of student’s performance in educationally relevant terms 	<ul style="list-style-type: none"> •offered interpretations that explain and elaborate the relevance, impact and outcomes within the learning environment •provided interpretations reflecting a synthesis and integration of data. •provided interpretations that account for and explain ecological and environmental factors. •provided interpretations that account for and explain cultural or second language acquisition factors. •recommended eligibility determinations were consistent with the disability-specific criteria of district/state rules and regulations <p>Writes MDT reports that:</p> <ul style="list-style-type: none"> •discussed the impact of the student’s performance within the learning environment. •offered recommendations that were relevant to promoting student progress. •presented the rationale for eligibility 	

		determinations •were completed within a timely manner. •were made available for the parent at the MDT meeting. . •strengths and weaknesses of student’s performance were presented in educationally relevant terms	
--	--	---	--

SAMPLE INDICATORS:

- Conducted psycho-education and functional assessment according to established standards of practice
- All appropriate domains of functioning were appropriately assessed through formal or informal measures, to include cognitive, academic, behavioral, physical, sensory/motor concerns
- Provided knowledgeable and understandable interpretations of assessment data
- Eligibility recommendations were supported by a preponderance of evidence
- Eligibility (MDT) reports written and submitted in a timely manner

Effective School Psychologist Scale 2: Consultation/Indirect Intervention

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>School Psychologist:</p> <ul style="list-style-type: none"> •rarely or never used appropriate problem solving methods when conducting consultation/indirect intervention with students, staff, parents and others •rarely or never defined problem solving concerns in terms that were: specific, observable or measurable. •rarely or never generated alternative strategies and solutions in a collaborative manner •rarely or never clearly communicated procedures and recommendations 	<p>School Psychologist:</p> <ul style="list-style-type: none"> •inconsistently used appropriate problem solving methods when conducting consultation/indirect intervention with students, staff, parents and others •inconsistently defined problem solving concerns in terms that were specific, observable and measurable. •inconsistently generated alternative strategies in a collaborative manner. Inconsistently communicated clearly procedures and recommendations 	<p>School Psychologist:</p> <ul style="list-style-type: none"> •consistently used appropriate problem solving methods when conducting consultation/indirect intervention with students, staff, parents and others •consistently and expertly defined problem solving concerns in terms that were specific, observable, measurable •consistently generated alternative strategies and solutions in a collaborative manner •consistently and clearly communicated procedures and recommendations 	<p>School Psychologist:</p> <ul style="list-style-type: none"> •at a high and distinguished level of expertise, consistently used appropriate, and extensive problem solving methods when conducting consultation/indirect intervention with students, staff, parents and others •demonstrating a high and distinguished level of ability, consistently and expertly defined problem solving concerns in terms that were specific, observable and measurable •demonstrating a high and distinguished level of ability consistently and expertly generated alternative strategies and solutions in a collaborative manner •at a high-distinguished level of expertise, consistently and clearly communicated procedures and recommendations

SAMPLE INDICATORS:

- An effective collaborative problem solving approach was used with consultation/indirect intervention
- Problem solving concerns were defined in specific, observable, and measurable terms
- Alternative strategies and solutions were generated in a collaborative manner
- Procedures and recommendations were clearly communicated

Effective Social Psychologist Scale 3: Direct Intervention

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
----------------	-------	------------	---------------

<p>School Psychologist:</p> <ul style="list-style-type: none"> •rarely or never provided timely or effective direct intervention services •rarely or never maintained required documentation that was accurately, completely, nor in a timely manner 	<p>School Psychologist:</p> <ul style="list-style-type: none"> •occasionally provided timely and effective direct intervention services •maintained required documentation that was sometimes inaccurate, sometimes incomplete, not always submitted in a timely manner 	<p>School Psychologist:</p> <ul style="list-style-type: none"> •consistently provided timely and effective direct intervention services, when appropriate •maintained required documentation that was accurate, thorough and timely 	
--	---	---	--

SAMPLE INDICATORS:

- Provided timely and effective direct intervention services, when appropriate
- Accurately maintained required documentation

Effective School Psychologist Scale 4: General Areas of Performance

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
----------------	-------	------------	---------------

<p>School Psychologist rarely or never:</p> <ul style="list-style-type: none"> •meets compliance timelines with a significantly below average department compliance rate •promoted mental health issues relevant to student and family needs •made recommendations when faced with complex and multifaceted problems •assisted staff and site administration with problem solving and resolution of presenting issues •established working relationships with students, parents, staff and administrators •maintained appropriate and professional demeanor, especially under difficult stressful circumstances with staff, students and parents •demonstrated cooperative problem solving skills in the face of difficult presenting problems •maintained effective communication and was not responsive to administrators through the use of email, phone calls, and site visits 	<p>School Psychologist inconsistently:</p> <ul style="list-style-type: none"> meets compliance timelines with a below average department compliance rate •promoted mental health issues relevant to student and family needs. • made recommendations when faced with complex and multifaceted problems •assisted staff and site administration with problem solving and resolution of presenting issues •established cooperative working relationships with staff, students, parents and administrators •maintained appropriate and professional demeanor, especially under difficult stressful circumstances with staff, students, and parents •demonstrated cooperative problem solving skills in the face of difficult presenting problems •maintained effective communication and was not responsible to administrators through the use of email, phone calls, and site visits 	<p>School Psychologist consistently:</p> <ul style="list-style-type: none"> •meets compliance timelines with an above average department compliance rate •promoted mental health issues relevant to student and family needs •made recommendations when faced with complex and multifaceted problems •assisted staff and site administration with problem solving and resolution of presenting issues •established cooperative working relationships with student, parents staff and administrators •maintained appropriate and professional demeanor, especially under difficult stressful circumstances with staff, students, and parents •demonstrated cooperative problem solving skills in the face of difficult presenting problems •maintained effective communication and was responsive to administrators through the use of email, phone calls, and site visits 	<p>School Psychologist demonstrating a high and distinguished level of expertise:</p> <ul style="list-style-type: none"> •consistently and expertly established working relationships with students, parents, staff and administrators •met compliance timelines with 100% compliance rate •consistently and expertly promoted mental health issues relevant to student and family needs <p>Demonstrated a high and distinguished level of ability:</p> <ul style="list-style-type: none"> •consistently and expertly made recommendations when faced the complex and multifaceted problems •assisted staff and site administration with problem solving and resolution of presenting issues
--	--	---	---

SAMPLE INDICATORS:

- Managed caseload and organized work tasks in an effective manner that meets compliance timelines
- Promoted mental health issues relevant to student and family needs
- Made recommendations when faced with complex and multifaceted problems
- Established a cooperative working relationships with staff, students parents and administrators
- Conformed to professional standards of conduct
- Maintained appropriate professional demeanor, especially under difficult or stressful circumstances
- Maintained effective communication and was responsible to administrators

Effective School Psychologist Scale 5: Professional Responsibility

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
----------------	-------	------------	---------------

<p>School Psychologist rarely or never:</p> <ul style="list-style-type: none"> •participated in the building improvement process through collaborative work with the staff to analyze data and identify building goals/improvement plan •made little or no effort to implement building goals identified programs and/or strategies to address building improvement plan building goals/plans •demonstrated minimal knowledge of the building’s improvement plan •addressed previously identified Professional Development Plan individual improvement goals at a satisfactory level •participated in required district professional development activities, at a minimal level with little or no evidence that the school psychologist implemented knowledge gained through required professional development •participated in required job-related meetings and activities •performed assigned duties. •maintained records accurately or completely, and did not submit records consistent with district/state regulations. 	<p>School Psychologist:</p> <ul style="list-style-type: none"> •participated in the building improvement process at a minimum level by working with staff to analyze data and identify building goals/improvement plan •maintained inconsistent effort to implement identified programs and/or strategies to address building goals •inconsistently made some progress at addressing previously identified Professional Development Plan improvement goals •participated in required district professional development activities •occasionally participated in required job-related meetings and activities •had to be reminded frequently to perform assigned duties •maintained inconsistent records that were sometimes incomplete, inaccurate, and not submitted consistent with district/state regulations. <p>Inconsistently or did not comply:</p> <ul style="list-style-type: none"> •with requests to adapt schedules to varying assignment demands •with all Special Education Department and district regulations, as well as state and federal laws applicable to school psychologists 	<p>School Psychologist:</p> <ul style="list-style-type: none"> •participated in the building process by working collaboratively with staff to analyze data and identify building goals/improvement plan •made a consistent effort to implement identified programs and strategies to address the building goals •consistently addressed previously identified individual Professional Development Plan improvement goals •participated in required district professional development activities designed to improve content knowledge, •initiated opportunities to share professional development knowledge •participated in required job-related meetings, activities, and performed all assigned duties •maintained records that were accurate, thorough and submitted consistent with district/state regulations •consistently complete requests to adapt schedule to varying demands in a responsible and professional manner •complied with all Special Education Department and district regulations, as well as, state and federal laws applicable to school psychologists 	<p>School Psychologist:</p> <ul style="list-style-type: none"> •participated in the building improvement process at a high level by taking a leadership role in working collaboratively with staff to analyze data and identify building goals •assumed a leadership role in identifying programs and/or strategies to address building goals •demonstrated an extensive knowledge of the building’s improvement plan and was involved in staff development related to improvement. •addressed previously identified individual Professional Development Plan improvement goals at a consistently high level •participated in multiple and varied professional development activities beyond what was required b the district •shared professional development knowledge at the district level and beyond •participated in required job-related meetings, activities, and performed assigned duties and frequently assumed a leadership role in planning such events
---	--	--	---

SAMPLE INDICATORS;

- Participated in the building improvement process and implemented building improvement goals
- Addressed identified individual Professional Development Plan improvement goals
- Participated in required job-related meetings, activities, and performs assigned duties
- Maintained thorough and accurate records
- Responded and adapted to varying assignment demands
- Complied with Special Education Department and district regulations, as well as state and federal laws applicable to school psychologists

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Social Worker:</p> <ul style="list-style-type: none"> •is not alert to student, teacher, parent or community needs •does not or seldom advocates for individuals •has little or no concept of time management and repeatedly disregards contractual hours does not consult with colleagues, team members, parents, or community resources. •makes self-serving decisions •displays little knowledge and use of professional best practices rarely interacts with stakeholders in a respectful and empathetic manner 	<p>Social Worker:</p> <ul style="list-style-type: none"> •attempts to address students, teachers, parents and community needs and is somewhat aware of resources •advocates for individuals in situations that are brought to his/her attention •sometimes manages time efficiently and inconsistently consults with appropriate colleagues, team members, parents, and community resources •decisions are based on limited knowledge, although participation is genuine •displays adequate knowledge and use of professional best practices usually interacts with stakeholders in a respectful and empathetic manner 	<p>Social Worker:</p> <ul style="list-style-type: none"> •is active in addressing student, teacher, parent and community needs and seeks out necessary resources •frequently advocates for individuals to ensure that they receive opportunities that meet their needs •consistently uses time efficiently and consults with appropriate colleagues, team members, parents, and community resources, as needed. •maintains an open mind and positively participates in problem solving and decision-making, shares knowledge with others, assumes professional responsibility, and is a viable member of teams/committees. •displays clear knowledge and use of professional best practices by: <ul style="list-style-type: none"> •assessing the effectiveness of a chosen technique or strategy and makes specific suggestions of how a plan may be improved •seeking our opportunities for professional development to enhance knowledge and skills •interacts with all stakeholders in a respectful and empathetic manner 	<p>Social Worker:</p> <ul style="list-style-type: none"> •is proactive in identifying student, teacher, parent and community needs and knowledgeable of appropriate resources •makes every effort to advocate for the best interest of all individuals •individuals demonstrate confidence in Social Worker support •is exemplary using time efficiently •is exemplary at consulting with appropriate colleagues, team members, parents, and community resources, in response to student, teacher, parent, and community needs. •takes a leadership role in problem solving and decision making to ensure that decisions are based on the highest professional standards •displays extensive knowledge and use of professional best practices, with evidence of continuing pursuit of such knowledge is exemplary at interacting with all stakeholders in a consistently respectful and empathetic manner

SAMPLE INDICATORS:

- Provides service to students, school staff, parents, and community
- Advocates for educational needs of students
- Manages time and time schedule efficiently
- Makes decisions that are date driven
- Displays a knowledge of professional best practices

Effective Social Worker Scale 2: Demonstrating Knowledge of Students

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Social Worker:</p> <ul style="list-style-type: none"> •displays minimal knowledge of developmental characteristics of age group •is unfamiliar with the different approaches to learning, such as learning styles, modalities, and different “intelligences” <ul style="list-style-type: none"> •displays minimal knowledge of students’ skills •displays little knowledge of students’ interests or cultural heritage or does not indicate that such knowledge is valuable •demonstrates limited ability in understanding and utilizing assessment results 	<p>Social Worker:</p> <ul style="list-style-type: none"> •displays generally accurate knowledge of developmental characteristics of age group •displays general understanding of the different approaches to learning •displays some knowledge of students’ skills and sometimes builds upon them •displays a general knowledge of students’ interests and cultural heritage •demonstrates a general ability in understanding and utilizing assessment results 	<p>Social Worker:</p> <ul style="list-style-type: none"> •displays thorough understanding of typical developmental characteristics of age group as well as exceptions to developmental stages •displays thorough understanding of different approaches to learning •displays thorough knowledge of methods aimed at enhancing student academic, social, and/or emotional skills •displays thorough knowledge of students’ interests or cultural heritage and knows how to enhance those inherent strengths •demonstrates thorough ability in understanding utilizing assessment results 	<p>Social Worker:</p> <ul style="list-style-type: none"> •displays extensive knowledge of typical developmental characteristics of age group, exceptions to developmental characteristics and the extent to which each student follows development stages •displays extensive knowledge of varied approaches to learning •displays extensive knowledge of students’ skills and methods of enhancing those skills •displays extensive knowledge of students’ interests or cultural heritage and knows how to enhance those inherent strengths •demonstrates exceptional ability in understanding and utilizing assessment results

SAMPLE INDICATORS:

- Displays knowledge of developmental characteristics of age group
- Uses many and varied approaches to learning
- Displays knowledge of students’ skills
- Comprehends students’ interests and cultural heritage

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Social Worker:</p> <ul style="list-style-type: none"> •targets goals that are not appropriate and represent low expectations •targets goals that are not clear or are not aligned with purposeful student activities •targets goals do not permit viable methods of assessment or measurement of outcomes • does not target goals and/or targets unsuitable goals for students •does not target goals that contribute to a positive culture 	<p>Social Worker:</p> <ul style="list-style-type: none"> •targets goals that are moderately appropriate in their expectations •targets goals that are only moderately clear or mostly include a combination of goals-related and non-purposeful activities •targets some goals that do not permit viable methods of assessment or measurement of outcomes •targets goals that are appropriate and aligned to the various academic, social and emotional learning needs of the majority of students •targets some goals that contribute to a positive culture and encourage others to do the same 	<p>Social Worker:</p> <ul style="list-style-type: none"> •targets professional development goals that are appropriate in their level of expectations •targets a majority of goals that clearly impact expected student learning, include purposeful activities and permit viable methods of assessment or measurement of outcomes •targets a majority of goals that are appropriate and aligned to the academic, social and emotional learning needs of the majority of students •targets goals that make a considerable contribution to a positive culture and climate and encourages others to do the same 	<p>Social Worker:</p> <ul style="list-style-type: none"> •target goals that are not only appropriate, but also can clearly articulate how goals establish high expectations for students •targets all goals that clearly impact student learning, include purposeful activities, and permit viable methods of assessment or measurement of outcomes •targets all goals that are appropriate and aligned to the varying academic, social and emotional learning needs of the majority of students •targets all goals toward making a considerable contribution to a positive culture and climate and consistently encourages others to do the same

SAMPLE INDICATORS:

- Clearly articulates goals for students
- Planning reflects knowledge of student achievement, access/equity, students’ interests and backgrounds, and other site-specific demographic data
- Goals are coordinated for academic, social, and emotional advancement/improvement

Effective Social Worker Scale 4: Maintaining Accurate Records

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Social Worker:</p> <ul style="list-style-type: none"> •has no system for maintaining records or documentation of activities/contacts •seldom submits reports on time 	<p>Social Worker:</p> <ul style="list-style-type: none"> •records or documentations of activities/contacts are adequate, but they are not organized into an effective system •often submits reports on time 	<p>Social Worker:</p> <ul style="list-style-type: none"> •effectively maintains a system of records and documentation of activities/contacts •always submits reports on time 	<p>Social Worker:</p> <ul style="list-style-type: none"> •accurately and effectively maintains records and documentation of activities/contacts in consideration of effective future planning •always submits reports on time and many are submitted early

SAMPLE INDICATORS:

- Provides documentation of student, teacher, parent and community activities/contacts
- Maintains student progress records in a appropriate and in a timely manner

Effective Social Worker Scale 5: Communication

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Social Worker:</p> <ul style="list-style-type: none"> •provides no information about the school/community resources to families •provides minimal information to legal parent/guardian about student progress and does not respond or responds insensitively to concerns about student •communicates in an unclear manner •does not use the seven norms of collaboration when communicating 	<p>Social Worker:</p> <ul style="list-style-type: none"> •offers little information about the school community resources to families •adheres to the school’s required procedures for communicating to legal parent/guardian •minimally responds to legal parent/guardian concerns and inconsistently attempts to engage families in the educational process •uses oral and written communication that is sometimes clear, accurate, and appropriate •sometimes communicates using the seven norms of collaboration 	<p>Social Worker:</p> <ul style="list-style-type: none"> •provides relevant information to parents about the school/community resources and their benefits •communicates with and engages legal parent/guardian in students’ educational process, including addressing progress and concerns in a timely fashion. •uses oral and written communication that is clear, accurate, and appropriate •consistently communicates using the seven norms of collaboration 	<p>Social Worker:</p> <ul style="list-style-type: none"> •provides current information to parents about the school/community resources using a variety of modalities •provides information to legal parent/guardian frequently on both positive and negative aspects of student progress •response to legal parent/guardian concerns and engagement in the educational process is handled with great sensitivity and frequency •is exemplary in the use of clear, accurate, and appropriate oral and written communication •always uses the seven norms of collaboration when communicating

SAMPLE INDICATORS:

- Provides current and correct information about the school/community resources available
- Provides information about student progress to legal parent/guardian
- Engages family participation in the educational process

Effective Social Worker Scale 6: Managing Groups, Individuals, Resources, and Procedures

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Groups are not well defined. Tasks are not varied, flexible or organized to productively engage individual students and/or groups in learning. Many are engaged in off-task behaviors. Materials are handled inefficiently, resulting in loss of time. Multitasking is ineffective and characterized by confusion, resulting in much loss of time.</p> <p>Social worker:</p> <ul style="list-style-type: none"> •has little or no behavior expectations for students •does not monitor student behaviors •allows student misbehavior, or responds inconsistently and/or does not respect the students' dignity •selects materials unsuitable to goals and participation of students •does not consider developmentally appropriate group/individual structure •does not engage students in social skills learning 	<p>Tasks for group and/or individual work are occasionally varied and flexible, partially organized resulting in some off task behaviors. Routines for handling materials and supplies function moderately well. The ability to multitask is emerging and may result in some loss of time.</p> <p>Social worker:</p> <ul style="list-style-type: none"> •establishes behavioral expectations and informs students when the need arises •is generally aware of student behaviors •attempts to respond to students' misbehavior with inconsistent results •selects materials suitable to goals and occasional participation of students •considers and occasionally uses developmentally appropriate group/individual structure •engages students in learning or utilization of social skills or does both inconsistently 	<p>Tasks for group and/or individual work are flexible, varied and organized. Groups and/or individuals are managed so most students are engaged in purposeful and appropriate work. Routines for handling materials and supplies occur smoothly, with little loss of time. Multitasking occurs smoothly with little loss of time.</p> <p>Social worker:</p> <ul style="list-style-type: none"> •establishes clear behavioral expectations •actively monitors student behaviors •responds to misbehavior in an appropriate and successful manner, respecting the student's dignity •selects materials suitable to goals and active participation of students •engages students in a developmentally appropriate structure that allows for reflection and closure •engages students in learning and utilization of appropriate social skills in a variety of settings 	<p>In general students, in groups and/or working individually, are productively engaged in varied, appropriate, and productive learning, with students assuming responsibility for productivity. Routines for handling materials and supplies are well established with students assuming some responsibility for efficient operation. The ability to multitask is consistent, efficient and effective.</p> <p>Social worker:</p> <ul style="list-style-type: none"> •always establishes clear behavioral expectations with student participation •consistently monitors student behaviors while teaching students how to monitor themselves •responds to misbehavior in a highly effective and sensitive manner, responding to students' individual needs •encourages student to create materials to enhance their learning •consistently engages students in a developmentally appropriate structure that allows for reflection and closure, for each student •consistently engages students in learning and utilization of appropriate social skills in a variety of settings and students are generally able to understand the reasoning of social skills rules

SAMPLE INDICATORS:

- Manages time and prioritizes activities to be used by need and importance
- Utilizes successful flexible instructional groups
- Incorporates a variety of modalities (pace, liveliness, expression, tone, verbal and nonverbal cues)
- Demonstrates competency in the use of instructional media/materials
- Varies instructional strategies, approaches, and resources, aligned with instructional objectives, to engage students in learning
- Provides clear expectations that are consistently applied
- Utilizes behavioral management plan (Project Reach/PBIS)
- Creates a physical environment that supports the teaching/learning process
- Focuses correction on behavior not the student
- Delivers positive reinforcers (praise, smiles, recognition, tokens, points, tickets, food, toys, etc.)
- Delivers negative consequences (verbalizations, loss of privilege, detention, removal from class, etc.)

Effective Speech Language Pathologist Scale 1: Planning and Preparation

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>SLP:</p> <ul style="list-style-type: none"> •does not consistently provide student services •does not generate usable schedule and does not collaborate with other professionals 	<p>SLP:</p> <ul style="list-style-type: none"> •provides consistent direct student services, however no time is allotted for consultation/collaboration or indirect service provision 	<p>SLP:</p> <ul style="list-style-type: none"> •generates therapy schedule based upon student LRE •creates time within schedule to consult with classroom teacher(s) and other service providers to enhance student learning •consistently provides direct and indirect student services 	<p>SLP:</p> <ul style="list-style-type: none"> •generates schedule that allows for consistent therapy, assessment, paperwork, consultation and professional development •seeks out and obtains different therapeutic strategies/techniques to facilitate student learning

SAMPLE INDICATORS:

- Collect accurate, measurable data which drive therapeutic process and provide understanding regarding student progress
- Demonstrate an understanding of available resources within the school and community to enhance instruction
- Clearly develop IEP goals derived from district approved curriculum and state standards
- Write goal based on student learning needs, utilizing student-friendly language and measurable indicators
- Maintain an open mind and participate in team or departmental decision making with decisions made based upon available data
- Communicate with parents and school personnel regarding students progress on a regular basis and be available as needed to respond to parent concerns
- Interact appropriately with students, demonstrating general warmth, caring and respect
- Convey high expectations for student achievement and establish goals/activities which promote expectations
- Respond to student misbehavior
- Vary instructional strategies, approaches and resources, aligning techniques with instructional objectives to engage students in learning
- Provide consistent, timely student feedback
- Uphold and comply with ASHA policies, procedures and ethics regarding school-based service delivery

Effective Speech Language Pathologist Scale 2: Assessment

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>SLP:</p> <ul style="list-style-type: none"> •selects assessments that are present at student’s school •works independently of the multi-disciplinary team, not taking into account pertinent information gathered from other district professionals 	<p>SLP:</p> <ul style="list-style-type: none"> •selects assessments based upon ease of administration and personal preference •works in parallel to multi-disciplinary team, attempting to complete assessments in a timely manner 	<p>SLP:</p> <ul style="list-style-type: none"> •selects assessments from classroom-based intervention data, teacher/parent commentary and multi-disciplinary collaboration •interprets assessment data to determine the impact of student deficits that effect classroom performance •collects assessment information and writes appropriate diagnostic report in family-friendly language and collaborates with multi-disciplinary team, including family, to determine eligibility 	<p>SLP:</p> <ul style="list-style-type: none"> •operates under the same guidelines as Proficient, but also provide ideas and recommendations to families and teachers regarding student skill enhancement •promotes open communication with families and district professionals to generalize skills across all environments

SAMPLE INDICATORS:

- Use the most recent edition of norm-referenced, standardized assessments
- Utilize Total Test scores to determine eligibility
- Possesses thorough understanding of typical developmental speech and language characteristics, and can explain how a student does or does not demonstrate that deviate from the norm
- Share information regarding student strengths, weaknesses and learning needs with other district professionals and the student’s family
- Work as an active component to the multi-disciplinary team
- Demonstrate professional integrity when interpreting assessment results
- Convey assessment results truthfully utilizing empathy and student respect
- Analyze and use information regarding student needs in the general curriculum in relation to the child’s assessed deficits when determining eligibility for service provision

Effective Speech Language Pathologist Scale 3: Case Management

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>SLP: •does not comply with all school procedures, state and federal guidelines regarding the IEP process and paperwork</p>	<p>SLP: •directs multi-disciplinary team in the evaluation and/or IEP process from Initial Referral to service termination with mentoring and/or guidance •coordinates communications between families and school personnel, manages paperwork and records according to Federal and State law with mentoring and/or guidance</p>	<p>SLP: •directs multi-disciplinary team in the evaluation and/or IEP process from Initial Referral to service termination •coordinates communications between families and school personnel, manages paperwork and records according to Federal and State law</p>	<p>SLP: •consistently complies with all school procedures, state and federal guidelines regarding the IEP process and paperwork and/or mentors other district professionals</p>

SAMPLE INDICATORS:

- Complete IEP paperwork accurately and in a timely manner
- Communicate with IEP and building team members with understanding and flexibility
- Guide team members to assure adherence to state and federal special education timelines
- Communicate with families utilizing student-friendly, non-threatening terminology
- Encourage questions from families, outside resources and/or other professionals
- Promote open communication and seek problem resolution

Effective Speech Language Pathologist Scale 4: Professional Development

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>SLP:</p> <ul style="list-style-type: none"> •engages in no professional development activities to enhance knowledge/skill and/or makes no effort to share knowledge with others or to assume professional responsibilities •participates at minimal level in school and district professional development activities 	<p>SLP:</p> <ul style="list-style-type: none"> •participates in required school, district and departmental professional development activities 	<p>SLP:</p> <ul style="list-style-type: none"> •seeks out opportunities for professional development to enhance current knowledge of job specific content •participates actively in assisting other educators, assumes a leadership role during professional development activities for school, district and speech/language professionals 	<p>SLP:</p> <ul style="list-style-type: none"> •seeks out and acquires opportunities for professional development related to speech and language services •initiates indicator activities to contribute to the profession •assumes a leadership role during professional development activities at school, district and departmental levels, and extends that leadership role by attending state, regional, or national level conferences

SAMPLE INDICATORS:

- Participate in the school improvement process and implements school improvement goals
- Address identified individual professional development goals
- Participate in on-going professional development to improve content knowledge and pedagogical skills
- Attend classes, workshops or activities to facilitate professional development
- Implement school and district initiatives
- Serve students in a highly proactive manner
- Attempt new approaches to old problems
- Mentor other educators
- Write articles for publications and makes presentations
- Make personal advancement that benefits the district
- Maintain Certificate of Clinical Competence

Effective Speech Language Pathologist Scale 5: Planning and Service Delivery

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>SLP:</p> <ul style="list-style-type: none"> •develops goals and service activities that are inappropriate for the student’s needs or abilities •does not consistently provide student services •does not generate usable schedule and does not collaborate with other professional 	<p>SLP:</p> <ul style="list-style-type: none"> •develops IEP goals based on testing information only, but offers little additional information with families or other school personnel •provides consistent direct student services, however no time is allotted for consultation/collaboration or indirect service provision 	<p>SLP:</p> <ul style="list-style-type: none"> •demonstrates solid understanding regarding student deficits and develops appropriate goals and IEP recommendations •generates therapy schedule based upon student LRE •creates time within schedule to consult with classroom teacher(s) and other service providers to enhance student learning •consistently provides direct and indirect student services 	<p>SLP:</p> <ul style="list-style-type: none"> •demonstrates solid understanding regarding student deficits and develops appropriate goals and IEP recommendations •shares recommendations for appropriate accommodations/activities with families and school personnel •generates schedule that allows for consistent therapy, assessment, paperwork, consultation and professional development •seeks out and obtains different therapeutic strategies/techniques to facilitate student learning

SAMPLE INDICATORS:

- Collect accurate, measurable data which drive therapeutic process and provide understanding regarding student progress
- Demonstrate an understanding of available resources within the school and community to enhance instruction
- Clearly develop IEP goals based derived from district approved curriculum and state standards
- Write goal based on student learning needs, utilizing student-friendly language and measurable indicators
- Maintain an open mind and participate in team or departmental decision making with decisions made based upon available data
- Communicate with parents and school personnel regarding students’ progress on a regular basis and be available as needed to respond to parent concerns
- Interact appropriately with students, demonstrating general warmth, caring and respect
- Convey high expectations for student achievement and establish goals/activities which promote expectations
- Respond to student misbehavior by targeting the behavior and respects student dignity
- Vary instructional strategies, approaches and resources, aligning techniques with instructional objectives to engage students in learning
- Provide consistent, timely student feedback
- Uphold and comply with ASHA policies, procedures and ethics regarding school-based service delivery

Effective Instructional Facilitator Scale 1: Professional Learning Communities

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Coach:</p> <ul style="list-style-type: none"> •rarely attends team meetings to help members stay focused on goals •does not provide information about or utilize the roles of team members and meeting protocols to ensure effective use of the time in team meetings •does not serve as a skilled facilitator for learning teams •does not promote the implementation of district initiatives •does not provide resources for teams •does not provide team members with time for reflection concerning team goals •does not function as an engaged participant or facilitator of professional learning communities 	<p>Coach:</p> <ul style="list-style-type: none"> •attends some team meetings to help members stay focused on goals •provides limited information about and inconsistently utilizes the roles of team members and meeting protocols to ensure effective use of the time for team meetings •serves as a moderately skilled facilitator for learning teams •promotes limited implementation of district initiatives •selects and provides limited resources for teams •provides team members with limited time for reflection concerning team goals •generally functions as an engaged participant and rarely facilitates professional learning communities 	<p>Coach:</p> <ul style="list-style-type: none"> •consistently attends team meetings to help members stay focused on goals •provides some information about and utilizes the roles of team members and meeting protocols to ensure effective use of the time for team meetings •serves as a skilled facilitator for learning teams •promotes the implementation of district initiatives •selects and provides suitable and substantial resources for teams •consistently provides team members with time for reflection concerning team goals •functions as an engaged participant and occasional facilitator of professional learning communities 	<p>Coach:</p> <ul style="list-style-type: none"> •always attends team meetings to help members stay focused on goals •provides information about and utilizes fully the roles of team members and meeting protocols to ensure effective use of the time for team meetings •serves as a highly skilled facilitator for learning teams •continually promotes and persists in the implementation of district initiatives •selects and provides highly suitable and substantial resources for teams •always provides team members with time for reflection concerning team goals •functions as an engaged participant and frequent facilitator of professional learning communities

SAMPLE INDICATORS:

- Facilitates collaborative groups, teams, training sessions
- Reinforces the seven norms of collaboration
- Promotes the implementation of the district initiatives
- Suggests and provides resources to collaborative groups and teams to assist them in meeting their goals
- Shares individual expertise to assist collaborative groups and teams
- Reviews students data/work with collaborative groups and teams
- Provides opportunities for team members to reflect on work done to reach team goals
- Provides assistance for teams in consensus decision making

Effective Instructional Facilitator Scale 2: Leadership

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Coach:</p> <ul style="list-style-type: none"> •does not conduct conversations, dialogues, and discussions in order for team learning and improvement to become a shared goal •does not promote the value of team learning and improvement or discuss improvement activities in team meetings •does not provide protocols in which teams review student achievement results, identify high-priority learning goals, or identify instructional procedures that result in increase learning •does not assume a leadership role during professional development and team meetings 	<p>Coach:</p> <ul style="list-style-type: none"> •conducts some conversations, dialogues, and discussions in order for team learning and improvement to become a shared goal •promotes some value of team learning and improvement and discusses some improvement activities in team meetings •provides some protocols in which teams review student achievement results, identify high-priority learning goals, and identify instructional procedures that result in increase learning •sometimes assumes a leadership role during professional development and team meetings 	<p>Coach:</p> <ul style="list-style-type: none"> • consistently conducts conversations, dialogues, and discussions in order for team learning and improvement to become a shared goal • consistently promotes the value of team learning and improvement and discusses improvement activities in team meetings • consistently provides protocols in which teams review student achievement results, identify high-priority learning goals, and identify instructional procedures that result in increase learning •consistently assumes an instructional leadership role during professional development and team meetings 	<p>Coach:</p> <ul style="list-style-type: none"> •always conducts conversations, dialogues in order for team learning improvement to become a shared goal •always promotes the value of team learning and improvement and discuss improvement activities in team meetings •always provides protocols in which teams review student achievement results, identify high-priority learning goals, and identify instructional procedures that result in increase learning •assumes an active instructional leadership role during professional development and team meetings

SAMPLE INDICATORS:

- Promotes a culture that supports ongoing team-based professional learning
- Models and supports continuous professional learning and improvement
- Acknowledges individual and team efforts in implementation of district initiatives
- Provides models in which teams review student achievement results and identifies learning goals
- Supports teachers and other instructional coaches in their development as instructional leaders
- Participates in professional development to become a more effective instructional leader
- Plans and implements ongoing district professional development

Effective Instructional Facilitator Scale 3: Data Analysis, Decision Making, and Research

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Coach:</p> <ul style="list-style-type: none"> •does not utilize disaggregated student data to determine learning priorities, monitor progress, or help sustain improvement •does not facilitate professional learning experiences on how to access, organize, or display data to make organizational and team decisions •facilitates professional learning experiences on how to analyze and interpret data from only one source •provides teachers with analyzed data •uses teacher-identified learning needs to design professional learning experiences •does not recognize the need to read and interpret educational research 	<p>Coach:</p> <ul style="list-style-type: none"> •utilizes some disaggregated student data to determine learning priorities, monitor progress, and help sustain improvement •inconsistently facilitates professional learning experiences on how to access, organize, and display data to make organizational and team decisions •facilitates professional learning experiences on how to analyze and interpret data from limited sources •engages teachers in data analysis and interpretation •uses disaggregated data to design professional learning experiences •demonstrates little skill in reading and interpreting educational research 	<p>Coach:</p> <ul style="list-style-type: none"> • consistently utilizes disaggregated student data to determine learning priorities, monitor progress, and help sustain improvement • consistently facilitates professional learning experiences on how to access, organize, and display data to make organizational and team decisions •facilitates professional learning experiences on how to analyze and interpret data from selected sources •engages teachers in data analysis and interpretation to determine student and teacher learning needs •uses disaggregated data to design professional learning experiences that will lead to improved student achievement •reads and critiques educational research, demonstrates skill in determining appropriate research design 	<p>Coach:</p> <ul style="list-style-type: none"> •always utilizes disaggregated student data to determine high level learning priorities, consistently monitor progress and help sustain continuous improvement •always facilitates professional learning experiences on how to access, organize and display data to make organizational and team decisions •facilitates professional learning experiences on how to analyze and interpret data from multiple sources •engages teachers in data analysis and interpretation to determine student and teacher learning needs and adjusts educational programs and professional learning experiences based on these needs •uses disaggregated data to design professional learning experiences that will align with student and teacher learning needs drawn from other disaggregated data •reads and critiques educational research demonstrates advanced skills in determining appropriate research design and understands what constitutes relevant and valid research

SAMPLE INDICATORS:

- Prepares disaggregated data from multiple sources for teacher use
- Supports teachers with data access and organization
- Assists teachers and teams with analysis and interpretation of data from multiple sources
- Engages teachers in data analysis and interpretation to adjust instruction that meets student needs
- Offers support for teachers or teams in the implementation of instructional goals based on data analysis
- Supports staff in analyzing and applying research to decision making

- Engages staff in using research to make informed instructional decisions
- Participates in classroom-based action research
-

Effective Instructional Facilitator Scale 4: Instructional Practices and Strategies

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Coach: •does not support teachers in the implementation of district initiatives •does not engage, promote or support teachers in reflective practice	Coach: •visits classrooms to observe the implementations of district initiatives •supports teachers as they reflect on previously taught lessons for the purpose of improving or refining instruction	Coach: •leads discussions on how district initiatives may be implemented to improve student learning •promotes the use of continuous reflection as a standard practice for improvement and supports teachers as they reflect on previously taught lessons for the purpose of improving or refining instruction	Coach: •designs and supports multiple clas experiences that deepen understand and implementation of district initi: to improve student learning •engages teachers in reflective teac and learning conversations and sup teachers as they reflect on previous taught lessons for the purpose of improving or refining instruction

SAMPLE INDICATORS:

- Makes connections between instructional practice and strategies with the larger goal of improving student learning
- Works with teachers to design instructional practice and strategies to improve student learning
- Supports teachers with the implementation of district initiatives to improve student learning
- Engages teachers in reflection to refine and integrate effective instructional practice and strategies
- Advances staff’s understanding and use of content knowledge and research-based instructional strategies
- Supports innovation and continuous improvement of instructional practices and strategies

Effective Instructional Facilitator Scale 5: Enhancing Teacher Learning

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Coach:</p> <ul style="list-style-type: none"> •provides one-size-fits-all interventions to support teacher change •does not consider teachers' current level of expertise when designing and facilitating professional learning opportunities 	<p>Coach:</p> <ul style="list-style-type: none"> •provides limited support to teachers as they move through stages of change with their level of implementation of district initiatives and instructional practices or other innovations •uses knowledge about teachers' current level of expertise to design and facilitate professional learning opportunities 	<p>Coach:</p> <ul style="list-style-type: none"> •provides appropriate interventions to support teachers as they move through stages of change with their level of implementation of district initiatives and instructional practices or other innovations •uses knowledge about teachers' current level of expertise to help move them to a deeper understanding of design and facilitate professional learning opportunities 	<p>Coach:</p> <ul style="list-style-type: none"> •provides sufficient and appropriate interventions to support teachers as they move through stages of change with their level of implementation of district initiatives and instructional practices or other innovations •uses knowledge about teachers' current level of expertise to help move them to a deeper understanding of design, facilitate professional learning opportunities help teachers adapt new learning to their content area(s) and student learning needs

SAMPLE INDICATORS:

- Applies knowledge about the change process when planning and implementing professional learning
- Provides professional learning experiences that deepen understanding and meaning of concepts and strategies
- Differentiates professional learning experiences in response to teacher needs and concerns
- Advances teacher learning through observation, reflection and feedback

Effective Instructional Facilitator Scale 6: Collaboration

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Coach:</p> <ul style="list-style-type: none"> •provides resources and materials on effective collaboration skills •provides experiences for teachers to gain knowledge of ways to resolve conflict •invites colleagues to resolve conflicts 	<p>Coach:</p> <ul style="list-style-type: none"> •provides opportunities for teachers to practice collaboration skills •provides experiences for teachers to gain knowledge of ways to resolve conflict and opportunities to learn strategies for constructive conflict resolution •manages conflicts with colleagues 	<p>Coach:</p> <ul style="list-style-type: none"> •provides opportunities for teachers to practice collaboration skills and assess the effectiveness of their collaborations skills •provides experiences for teachers to gain knowledge of ways to resolve conflict, opportunities to learn strategies for constructive conflict resolution and provides resources and materials of effective conflict resolution •manages conflicts with colleagues and serves as a role model for staff on how to resolve conflict constructively 	<p>Coach:</p> <ul style="list-style-type: none"> •provides opportunities for teachers practice collaboration skills, assess effectiveness of their collaborations and assist teachers in applying collaboration skills with students and other adults •provides experiences for teachers knowledge of ways to resolve conflict opportunities to learn strategies for constructive conflict resolution, provides resources and materials of effective conflict resolution, assist teachers in applying conflict resolutions skills, mediates or facilitates conflict resolution •manages conflicts with colleagues serves as a role model for staff on how to resolve conflict constructively and opportunities for staff members to share different perspectives in a risk-free

SAMPLE INDICATORS:

- Demonstrates and models respect and courtesy in interactions with others
- Uses structures and processes for collaborative work that promote collegiality and shared responsibility
- Provides opportunities to learn and apply collaborative skills
- Models use of effective collaborative skills
- Engages staff in learning and applying effective conflict resolution skills
- Uses effective conflict resolution skills with staff

Effective Instructional Facilitator Scale 7: Communication

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Coach:</p> <ul style="list-style-type: none"> •promotes the idea that some students and staff are incapable of learning at high levels •provides resources for teachers to differentiate instruction •provides professional learning about how assumptions impact teaching practice and student learning •helps teachers establish classroom learning environments focused on maintaining order 	<p>Coach:</p> <ul style="list-style-type: none"> •makes a personal commitment to ensuring the success of all students and staff •helps teachers implement differentiation in curriculum, instruction, assessment, and resources to meet the needs of all learners •challenges individual staff members to examine their own assumptions about teaching and learning •supports staff to create safe and productive learning environments within their classrooms 	<p>Coach:</p> <ul style="list-style-type: none"> •makes a personal commitment to ensuring the success of all students and staff and models behaviors that convey high expectations for all students and staff •helps teachers implement differentiation in curriculum, instruction, assessment, and resources to meet the needs of all learners and acquire strategies to reach struggling students •challenges individual staff members to examine their own assumptions about teaching and learning and conducts classroom observations to gather data to help staff understand how their own assumptions influence their instructional practices and student learning •supports staff to create safe and productive learning environments within their classrooms and develop discipline plans to ensure emotional and physical safety for all students 	<p>Coach:</p> <ul style="list-style-type: none"> •makes a personal commitment to ensuring the success of all students and staff, models behaviors that convey expectations for all students and staff, and accepts no excuses but helps teachers gather data to identify and meet the needs of struggling learners •helps teachers implement differentiation in curriculum, instruction, assessment, and resources to meet the needs of all learners and helps teachers demonstrate high expectations and acquire strategies to reach struggling students •challenges individual staff members to examine their own assumptions about teaching and learning, conducts classroom observations to gather data to help staff understand how their own assumptions influence their instructional practices and student learning and supports staff members to change their attitudes about assumptions and instructional practices •supports staff to create safe and productive learning environments within their classrooms, develop discipline plans to ensure emotional and physical safety for all students, and establish and maintain norms for all interactions with staff

SAMPLE INDICATORS:

- Promotes high expectations for self, students, and staff
- Supports staff in setting and communicating high expectations
- Works with staff to understand the impact of their attitudes, background, culture, and social class on teaching and learning
- Contributes to the development of a learning environment that is emotionally and physically safe for students and staff
- Communicates with other instructional coaches in order to support and contribute to team effectiveness

Effective Instructional Facilitator Scale 8: Professional Development

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Coach: •avoids becoming involved in professional development •does not participate in the implementation of district initiatives •does not attend classes, workshops or other activities for personal improvement	Coach: •occasionally participates in professional development •inconsistently participates in the implementation district initiatives •attends classes, workshops and other activities for personal improvement	Coach: •participates in professional development making a substantial contribution •participates in and assumes a leadership role in the implementation of minimal district initiatives •participates in classes, workshops and other activities for personal improvement	Coach: •participates in and assumes a leadership role in professional development making a substantial contribution •participates in and assumes a leadership role in the implementation of district initiatives •actively seeks and participates in classes, workshops and other activities for personal improvement

SAMPLE INDICATORS:

- Participates in the district improvement process and implemented district improvement goals
- Participates in on-going professional development for personal improvement
- Participates in classes, workshops, or activities intended to advance professional development
- Demonstrates a willingness to facilitate professional development activities

Effective Instructional Facilitator Scale 9: Technology

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Coach:</p> <ul style="list-style-type: none"> •promotes the use of technology minimally in learning situations •shares web-based interactive resources with staff •does not communicate effectively with staff electronically •has no knowledge of the role of technology in effective instruction 	<p>Coach:</p> <ul style="list-style-type: none"> •uses technology as a professional learning management tool and in professional learning presentations •encourages staff to participate in online content-area networks and conduct action research •communicates effectively with staff via email •has awareness of methods of integrating technology into effective instruction 	<p>Coach:</p> <ul style="list-style-type: none"> •relays information about available opportunities concerning the use of technology for professional learning •encourages staff to participate in online content-area networks, conduct action research and share and seek resources electronically •communicates effectively with staff via email and collaborates with other coaches through online discussion forums •assists staff in the integration of technology into effective instruction 	<p>Coach:</p> <ul style="list-style-type: none"> •networks with coaches and makes available of appropriate technology for professional learning opportunities •encourages staff to participate in online content-area networks, conduct action research, share and seek resources electronically and engages staff using online decision-making tools •communicates effectively with staff via email and researches and shares web-based interactive resources with staff and collaborates with other coaches through online discussion forums •provides leadership for integration of technology into effective instruction

SAMPLE INDICATORS:

- Engages staff in the use of technology as a component of professional learning
- Uses technology to collaborate with teachers, administrators, and other instructional coaches
- Supports staff in the integration of technology in the classroom
- Works with the district personnel to train staff in the integration of technology
- Participates in technological training as a means to advance knowledge and skills

Effective Interventionist Scale 1: Learning Targets

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Learning target: •is not clear •is rarely or never measurable and specific •does not consistently reflect important-types of learning</p> <p>No improvement in student learning is evident.</p>	<p>Learning target: •is only moderately clear •is not always measurable and lacks specificity •reflects several types of learning but no effort is made at coordination or generalization</p> <p>Little or inconsistent improvement in student learning is evident.</p>	<p>Learning target: •is consistently clear •is measurable and specific •reflects several different types of learning and contains opportunities for generalization</p> <p>Adequate improvement in student learning is evident.</p>	<p>Learning target: •clearly articulates how the target establishes high expectations in relationship to-program specific standards Teacher demonstrates expertise in identifying learning targets that are measurable and specific</p> <p>Significant improvement in student learning is evident.</p>

SAMPLE INDICATORS:

- Demonstrates competency in assessing the learner and designing and executing instructional plans based upon assessment
- Documents instructional planning through written lesson plans based on assessments
- Planning reflects knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data
- Provides clear statements of learning targets – skill target, knowledge target, reasoning target, product target
- Provides clear questions to check understanding of targets
- Responds to student questions regarding learning targets
- Ensures that targets are measurable and specific
- Assesses learner targets using the following tools:
 - PAWS (Performance Assessments for Wyoming Students)
 - MAP (Measure of Academic Progress)
 - Assessments for Learning
 - Semester exams
 - Classroom observation/work samples
 - Passport Assessments
 - Common assessments

- Other assessments included in the district/program plan

Effective Interventionist Scale 2: Utilization of Instructional Media/Materials

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •is unaware of resources available through the school or district •does not utilize materials and resources that support the instructional targets or engage students in meaningful learning •handles materials inefficiently, resulting in significant loss of instructional time •utilizes instructional materials and resources unsuitable to instructional goals or that do not engage students 	<p>Teacher:</p> <ul style="list-style-type: none"> •displays limited awareness of resources available through the school district •inconsistently utilizes materials and resources to support the instructional goals and engage students in meaningful learning •establishes routines for handling materials and supplies which function moderately well, but cause loss of instructional time •selects instructional materials and resources that are partially suitable to the instructional goals and moderately engage students 	<p>Teacher:</p> <ul style="list-style-type: none"> •is aware of most resources available through the school district •utilizes materials and resources to support the instructional goals and engage students in meaningful learning •establishes routines for handling materials and supplies that occur smoothly, with little loss of instructional time •selects instructional materials and resources that are suitable to the targets and engage students 	<p>Teacher:</p> <ul style="list-style-type: none"> •is aware of school and district resources, and actively seeks other material to enhance instruction from professional organizations or the community •utilizes and fully integrates materials and resources to support the targets and engage students in meaningful learning •includes evidence of student participation in selecting •establishes routines for handling materials and supplies that are seamless, with students assuming some responsibility for efficient operation •selects and fully integrates instructional materials and resources that are suitable to the instructional goals and engage students

SAMPLE INDICATORS:

- Demonstrates competency in the use of instructional media/materials
- Documents instructional planning through written lesson plans based on assessments and student goals
- Planning reflects knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data
- Ensures clarity of materials, visibility, copy quality/quantity
- Provides evidence that materials are affecting desired learning targets

- Reflects creative and/or logical modifications of materials
- Takes advantage of district technology/media access
- Monitors appropriate use of media/materials
- Utilizes resources both within and outside school or district

Effective Interventionist Scale 3: Planning of Instructional Techniques

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •is unfamiliar with the different approaches to learning that students exhibit, such as learning styles and modalities •does not make connections between the content and other parts of the discipline •displays little understanding of student characteristics related to the identified population <p>The lesson or unit has no clearly defined structure, or the structure is chaotic.</p> <p>Time allocations are unrealistic.</p> <p>Instructional targets and activities, interactions, and the classroom environment convey only modest expectations for student achievement.</p> <p>Representation of program specific content is inappropriate and unclear or uses poor examples and analogies.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •displays some understanding of the different approaches to learning that students exhibit, such as learning styles and modalities •makes limited connections between the content and other parts of the discipline •displays basic understanding of the characteristics related to the identified population <p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.</p> <p>Most time allocations are reasonable.</p> <p>Instructional targets and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.</p> <p>Representations of program specific content are inconsistent in quality: some is are done skillfully, with good examples; other portions are difficult to follow.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •displays solid understanding of the different approaches to learning that different students exhibit such as learning styles and modalities •makes consistent connections between the content and other parts of the discipline •displays a more in depth understanding of the characteristics related to the identified population and how the characteristics affect student learning <p>The lesson or unit has a clearly defined structure that activities are organized around.</p> <p>Time allocations are reasonable.</p> <p>Instructional targets and activities, interactions, and the classroom environment convey high expectations for student achievement most of the time.</p> <p>Representation of program specific content is appropriate and links well with students' knowledge and</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning •makes extensive connections between the content and other parts of the discipline •discusses, questions, analyzes, teaches, and explains the characteristics related to the identified population and-how the characteristics affect student learning <p>The lesson or unit has a clearly defined structure that activities are organized around.</p> <p>Time allocations of the lesson's or unit's structure is clear and allows for different pathways to learning according to student needs.</p> <p>Instructional targets and activities, interactions, and the classroom environment consistently convey high</p>

		experience.	<p>expectations for student achievement.</p> <p>Representation of program specific content is appropriate and consistently links well with students' knowledge and experience.</p>
--	--	-------------	--

SAMPLE INDICATORS:

- Demonstrates content knowledge in planning
- Planning reflects knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data
- Provides evidence of pre-planning
- Exhibits knowledge of content

Effective Interventionist Scale 4: Delivery of Instructional Techniques

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •directions and procedures are confusing to students •questions are generally of poor quality •does not use effective instructional strategies or has no repertoire of instructional strategies •does not accept responsibility for the success of all students <p>Learning activities are not suitable to students or instructional targets.</p> <p>Progression of activities is not organized and does not reflect effective professional practices.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •directions and procedures are clarified after initial student confusion or are excessively detailed •questions are a combination of low and high quality and inconsistent wait time is provided for student response •exhibits ineffective use of instructional strategies and has only a limited repertoire of instructional strategies •accepts responsibility for the success of all students <p>Only some of the activities are suitable to students or to instructional targets.</p> <p>Progression of activities in the lesson or unit is uneven, and only some activities reflect effective professional practices.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •directions and procedures are clear to students and contain an appropriate level of detail •questions are of high quality and adequate time is available for students to respond •exhibits effective use of a moderate repertoire of strategies •persists in seeking approaches for students who have difficulty learning <p>All of the learning activities are suitable to students and instructional targets.</p> <p>Progression of activities in the lesson or unit is fairly even, and most activities reflect effective professional practices.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •directions and procedures are clear to students and anticipate possible student misunderstanding •questions are of uniformly high quality, with adequate time for students to respond and formulate further questions •exhibits effective use of many research or evidence based instructional strategies, has an extensive repertoire of strategies, and solicits additional resources from the educational community •persists in seeking many and varied effective approaches for students who have difficulty learning <p>Learning activities are highly relevant to students and instructional targets.</p> <p>Progression of activities in the lesson or unit is coherent, and all activities reflect effective professional practices.</p>

SAMPLE INDICATORS:

- Uses the components of an effective lesson and the basic principles of learning when providing instruction
- Varies instructional strategies, approaches, and resources, aligned with instructional objectives, to engage students in learning
- Utilizes review techniques
- Utilizes advance organizers
- Demonstrates clarity of presentation
- Demonstrates suitable techniques to promote learning targets
- Elicits student feedback
- Differentiates instruction based on student feedback
- Utilizes motivation techniques

Effective Interventionist Scale 5: Instructional Style

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •demonstrates little or no enthusiasm for subject matter •elicits student interactions that are generally inappropriate, and may reflect occasional inconsistencies or favoritism •provides no evidence of a respectful learning community 	<p>Teacher:</p> <ul style="list-style-type: none"> •demonstrates limited enthusiasm for subject matter •elicits student interactions that are generally appropriate, but may reflect occasional inconsistencies or favoritism •provides minimal evidence of a respectful learning community 	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains a high level of enthusiasm for subject matter •elicits student interactions that are in a consistently friendly manner and demonstrates genuine warmth, caring and respect •provides adequate evidence of a respectful learning community 	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains a high level of enthusiasm and motivates student enthusiasm for subject matter •elicits student interactions that are in a consistently friendly manner and demonstrates genuine warmth, caring and respect and is successful in creating-a collaborative, caring community of learners •provides substantial evidence of a respectful learning community

SAMPLE INDICATORS;

- Provides constructive positive interactions which enhance student self-esteem
- Initiates effective communication and consultation with students and parents
- Utilizes behavioral management plan (Project Reach/PBS)
- Communicates high expectations
- Incorporates a variety of modalities (pace, liveliness, expression, tone, verbal and nonverbal cues)
- Teacher and student interactions and student to student interactions are positive
- Cultural norms of the classroom are clearly evident

Effective Interventionist Scale 6: Instructional Efficiency/Student Involvement

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •has no clearly defined lesson structure •has inappropriate pacing of the lesson, too slow or rushed, or both •loses large amounts of instructional time during transitions •rarely makes accommodations and/or modifications based on evidence of student need and/or lack of participation •engages some students in discussions, activities and assignments <p>Instructional groups:</p> <ul style="list-style-type: none"> •are not organized, do not work with the teacher and/or are not productively engaged in learning •participate in activities and assignments that are inappropriate for students in terms of their age or backgrounds 	<p>Teacher:</p> <ul style="list-style-type: none"> •has a recognizable lesson structure, although it is not uniformly maintained •has inconsistent pacing of the lesson •loses some instructional time during transitions •demonstrates some flexibility in making accommodations and/or modifications and moderate responsiveness to students' needs and participation •engages most students in discussions, activities, and assignments, but with only limited success <p>Instructional groups:</p> <ul style="list-style-type: none"> •are partially organized, resulting in some uncorrected off-task behavior when teacher is involved with one group •participate in activities and assignments that are appropriate to most students 	<p>Teacher:</p> <ul style="list-style-type: none"> •has a clearly defined lesson structure around which the activities are organized •has generally appropriate pacing of the lesson •transitions smoothly, losing little instructional time •demonstrates flexibility in making accommodations and/or modifications based on students' needs, interest, questions, and participation •successfully engages all students in discussions, activities, and assignments <p>Instructional groups:</p> <ul style="list-style-type: none"> •are organized according to task and groups are managed so that most students are engaged at all times •participate in activities and assignments that are appropriate to all students 	<p>Teacher:</p> <ul style="list-style-type: none"> •has a highly coherent lesson structure allowing for reflection and closure as appropriate •always has appropriate pacing of the lesson for all students •transitions seamlessly, with students assuming some responsibility for efficient operation •is highly successful in making accommodations and/or modifications based on each student's needs, interest, questions, and participation •successfully engages all students in discussions, activities, and assignments <p>All students have an opportunity for input through a variety of instructional strategies.</p> <p>Instructional groups:</p> <ul style="list-style-type: none"> •are organized according to task and groups are managed so that all students are engaged at all times •productively participate in activities and assignments that are appropriate to all students

SAMPLE INDICATORS:

- Demonstrates competency designing and executing instructional plans
- Displays knowledge and understanding of teaching and learning practices
- Designs lessons that have a clearly defined sequence, structure and appropriate pacing
- Aligns accommodations and/or modifications with instructional objectives to meet the needs of students
- Develops procedures, routines, and transitions to effectively limit interruptions, distraction, and off task behavior
- Demonstrates competency designing and executing instructional plans
- Designs higher order thought questions to cognitively engage students (Thinking Strategies and/or Assessment for Learning)
- Provides interventions and enrichments to enhance learning
- Incorporates a variety of flexible instructional grouping techniques, as needed

Effective Interventionist Scale 7: Responses and Feedback to Students

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •provides little or no positive reinforcement •interaction with at least some students is characterized as negative, demeaning, or sarcastic <p>Descriptive Feedback:</p> <ul style="list-style-type: none"> •on all student work, oral and written, is either not provided or is of uniformly poor quality •is not provided in a timely manner <p>PowerGrade/Passport Assessment entries are rarely completed.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •provides some specific positive reinforcement based on student needs •interactions with students is generally appropriate but may reflect occasional inconsistencies or demonstrate favoritism <p>Descriptive Feedback:</p> <ul style="list-style-type: none"> •on all student work, oral and written, is inconsistent in quality •is inconsistently provided in a timely manner <p>PowerGrade/Passport Assessment entries are completed inconsistently.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •consistently provides specific positive reinforcement based upon student needs •interactions with students is are friendly and demonstrate general warmth, caring, and respect <p>Descriptive Feedback:</p> <ul style="list-style-type: none"> •on all student work, oral and written, is consistently moderate or of varied quality •is consistently provided in a timely manner <p>PowerGrade/Passport Assessment entries are completed consistently as required by building administrator and collaboratively, when appropriate.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •consistently provides a variety of specific positive reinforcement based upon student needs •interactions with students are always friendly and demonstrate general warmth, caring, and respect <p>Descriptive Feedback:</p> <ul style="list-style-type: none"> •on all student work, oral and written, is always of high quality •is always provided in a timely manner <p>PowerGrade/Passport Assessment entries are completed more frequently than required by the building administrator and collaboratively, when appropriate.</p>

SAMPLE INDICATORS:

- Demonstrates effective communication with students
- Communicates evidence that interactions enhance pupil self-esteem
- Models respect and courtesy in student and parent interactions
- Monitors frequency, timeliness, and student reaction to positive responses
- Encourages specificity of positive responses
- Utilizes Project Reach/PBS to appropriate grade level
- Maintains established atmosphere of a respectful learning community
- Demonstrates competency in using assessment for learning
- Provides descriptive feedback that is clear, accurate, and understandable
- Discusses corrections with student in a timely manner
- Models correct responses
- Performs direct monitoring during guided practice
- Gives equitable feedback
- Inputs PowerGrade entries and Passport Assessment data

Effective Interventionist Scale 8: Classroom Management

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •rarely or never maintains a physical environment conducive to learning •is generally unaware of student behavior and misses the activities of most students •does not respond to misbehavior •is repressive or does not respect student dignity •rarely responds to negative student interactions such as conflict, sarcasm, or put-downs •does not teach or promote positive interactions <p>No standards of conduct appear to have been established, or students are confused as to what is expected.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains a physical environment conducive to learning in an inconsistent manner •is generally aware of student behavior, but misses the activities of some students •responds inconsistently to misbehavior •is inconsistent in showing respect for student dignity •does not demonstrate consistency in responding to negative student interactions •inconsistently teaches or promotes positive interactions <p>Some standards of conduct appear to have been established for most situations, and most students seem to understand expectations.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •consistently maintains a physical environment conducive to learning •is aware of all student behavior •responds to misbehavior appropriately and successfully •consistently shows respect for student dignity •consistently responds to any negative student interactions •consistently teaches or promotes ways to positively interact <p>Standards of conduct are clear to students.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •works to include students in maintaining a physical environment conducive to learning •monitors student behavior in a subtle and preventative manner •responds to misbehavior in a highly effective and sensitive manner and is responsive to students' individual needs •always shows respect for student dignity •always responds to any negative student interactions •has successfully taught student to monitor their own behavior, respectfully correct each other, and interact positively <p>Standards of conduct are clear to all students and appear to have been taught and practiced with student participation.</p>

SAMPLE INDICATORS:

- Maintains an academic focus and on-task behavior
- Communicates and maintains a classroom management/discipline plan
- Models respect and courtesy in both student and parent interactions
- Creates a physical environment that supports the teaching/learning process
- Communicates verbal references for behavioral expectations
- Delivers positive reinforcers (praise, smiles, recognition, tokens, points, tickets, food, toys, etc.)
- Delivers negative consequences (verbalizations, loss of privilege, detention, removal from class, etc.)
- Provides clear expectations that are consistently applied
- Focuses correction on behavior not the student
- Makes use of Project Reach/PBS at appropriate grade level
- Handles intensity level I and II behaviors in a manner consistent with the building behavior matrix

- Implements building reward system

Effective Interventionist Scale 9: Monitoring of Student Progress

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •displays little ability to effectively and ethically administer and interpret a variety of standardized and non-standardized assessment tools •maintains limited or no information system on student completion of assignments, tests and other student progress in achieving goals •rarely or never maintains instructional or noninstructional records accurately or completely, and does not submit records in a timely manner •makes little or no effort to use student achievement data to determine and monitor student progress and to improve learning for students <p>Procedures related to checking for understanding are of poor quality.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •displays basic ability to effectively and ethically administer and interpret a variety of standardized and non-standardized assessment tools •maintains a rudimentary or inconsistent information system on student completion of assignments, tests and other student progress in achieving goals •maintains inconsistent instructional and non-instructional records that are sometimes inaccurate, incomplete, and not submitted in a timely manner •uses student achievement data in an inconsistent manner to determine and monitor student progress and to improve learning for students <p>Procedures related to checking for understanding are of variable quality.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •displays a more in depth ability to effectively and ethically administer and interpret a variety of standardized and non-standardized assessment tools •maintains an effective information system on student completion of assignments, tests and other student progress in achieving-goals •maintains instructional and noninstructional records that mostly are accurate, thorough and submitted in a timely manner •uses student achievement data to determine and monitor student progress and to improve learning for students <p>Procedures related to checking for understanding are of high quality.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> •effectively and ethically administers and interprets a variety of standardized and non-standardized assessment tools and shares results with stakeholders •maintains a highly effective information system on student completion of assignments, tests and other student progress in achieving goals •maintains consistent instructional and noninstructional records that are accurate, thorough, and submitted in a timely manner •demonstrates expertise in using student achievement data to determine student progress to improve learning for students <p>Procedures related to checking for understanding are of uniformly high quality with students monitoring their progress toward self-selected goals.</p>

SAMPLE INDICATORS;

- Demonstrates competency in the analysis of assessment and how it improves student learning
- Communicates effectively with students, other educators, and parents
- Analyzes student achievement, access/equity, and other site specific demographic data
- Identifies desired results for student learning/achievement that are measurable, and used for instructional planning to determine and monitor student progress
- Follows assessment regulations and guidelines
- Collects progress data frequently (screening and/or diagnostic tools, classroom assessments, progress monitoring)
- Records/charts data (phone logs, student attendance, behavior charts)
- Correlates data to learning targets
- Directly observes student accomplishments of learning target during lesson
- Checks assignments for completion
- Provides examples of reteaching for mastery
- Maintains PowerGrade records
- Monitors student progress through formative and summative assessments
- Checks for understanding during lesson
- IEPs and ILPs include measurable objects and goals

Effective Interventionist Scale 10: Communication with Parents/Guardians

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •does not respond or responds insensitively to parent concerns about students •makes no attempt to engage parents/guardians in the instructional program 	<p>Teacher:</p> <ul style="list-style-type: none"> •responds minimally to parent concerns •makes modest and inconsistent attempts to engage parents/guardians in the instructional program 	<p>Teacher:</p> <ul style="list-style-type: none"> •responds to parent concerns is done professionally •communicates with parents about student progress on a regular basis and is available to respond to parent concerns •efforts to engage parents/guardians in the instructional program are frequent and successful 	<p>Teacher:</p> <ul style="list-style-type: none"> •responds to parent concerns is done professionally and in a timely manner •provides information to parents frequently on aspects of student progress •engages parents/guardians frequently and successfully in the instructional program •engages parents/guardians as partners in their child’s education

SAMPLE INDICATORS:

- Provides communication to parents/guardians and students related to behavior and achievement
- Works professionally with administration, staff, and parents/guardians
- Initiates specific incidents of constructive relationships with parents/guardians
- Documents attempts to improve relationships with parents/guardians
- Provides for additional parent conferences
- Keeps record of telephone calls and results
- Keeps examples of letters and prepares progress reports for communication purposes
- Records specific example of positive/negative interactions with parents/guardians and students
- Maintains PowerGrade records
- Involves parents/guardians in instructional program
- Conducts effective parent/guardian/teacher conferences
- Shows empathy and respect in communication processes
- Takes advantage of district technology/media access
- Students participate in preparing informative materials for their parents/guardians.

Effective Interventionist Scale 11: Teamwork/Collaboration

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •does not maintain professional and collegial relationships with colleagues •rarely or never attends collaboration meetings •rarely or never demonstrates the norms of collaboration and/or other group norms •offers limited support to paraprofessionals who have no clearly defined duties 	<p>Teacher:</p> <ul style="list-style-type: none"> •generally maintains professional and collegial relationships with colleagues •attends all collaboration meetings •inconsistently demonstrates the norms of collaboration and/or other group norms •engages paraprofessionals during portions of class time but require frequent supervision 	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains professional and collegial relationships with colleagues •attends all collaboration meetings and assumes an active role during these meetings •consistently demonstrates the norms of collaboration and/or other group norms •engages paraprofessionals productively and independently throughout the entire school setting 	<p>Teacher:</p> <ul style="list-style-type: none"> •maintains professional and collegial relationships with colleagues and takes initiative in assuming leadership among the faculty in promoting a professional and collegial environment •assumes a leadership role during collaboration meetings and attends state, regional or national conferences •always demonstrates the norms of collaboration and/or other group norms •guides and leads paraprofessionals to make a substantive contribution to the school environment

SAMPLE INDICATORS:

- Demonstrates effective communication with colleagues
- Participates in required job-related meetings, activities, and performs assigned duties
- Works professionally with administration, staff, parents, and community
- Completes job responsibilities
- Provides assistance to colleagues
- Shares successful ideas
- Teams for classroom projects or teaching
- Shares noteworthy articles
- Supplies materials for others
- Shares individual expertise to assist other classrooms
- Practices the seven norms of collaboration
- Reviews student data/work with colleagues
- Supports consensus decisions

Effective Interventionist Scale 12: Organizational Commitment

LEVEL OR PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •avoids becoming involved in required school and district projects and events. •does not comply with school, district, state, or federal policies and regulations •does not participate in district initiatives •does not teach program specific curriculum 	<p>Teacher:</p> <ul style="list-style-type: none"> •occasionally participates in required school and district events and projects •inconsistently complies with school procedures and district policies and regulations, as well as state and federal laws applicable to teachers •inconsistently participates in district initiatives •inconsistently teaches program specific curriculum 	<p>Teacher:</p> <ul style="list-style-type: none"> •participates in required school and district events and projects, making a substantial contribution •consistently complies with school procedures and district policies and regulations, as well as state and federal laws applicable to teachers •participates in and assumes an active role concerning a few district initiatives •consistently teaches program specific curriculum 	<p>Teacher:</p> <ul style="list-style-type: none"> •volunteers to participate and assumes a leadership role in school and district events and projects making a substantial contribution •always complies with school procedures and district policies and regulations, as well as state and federal laws applicable to teachers •participates in and assumes a leadership role concerning most district initiatives •consistently teaches program specific curriculum and supplements when appropriate

SAMPLE INDICATORS:

- Demonstrates knowledge of legal and ethical considerations of school personnel, parents/guardians and students
- Participates in the school improvement process and implements school improvement goals
- Participates in required job-related meetings and activities and performs assigned duties
- Teaches ~~to~~ program specific curriculum
- Shows commitment to district initiatives
- Assists with school discipline and other school policies
- Creates lesson plans designed to meet individual student goals
- Assumes leadership in at least some aspect of school life
- Dresses appropriately for job or duties
- Accepts professional and ethical responsibilities as determined by the district policy
- Demonstrates collaboration involvement
- Provides documentation for PTSB certification, when applicable.
- Provides documentation for NCLB highly qualified status in teaching assignment
- Understands school improvement goals
- Participates in school and district events and projects (PTO, school carnivals, parent involvement nights, field-trips)

Effective Interventionist Scale 13: Professional Development

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher:</p> <ul style="list-style-type: none"> •does not engage in school and district professional development activities to enhance knowledge or skill and/or makes no effort to share knowledge with others or to assume professional responsibilities 	<p>Teacher:</p> <ul style="list-style-type: none"> •participates in school and district professional development activities to a limited extent and/or finds limited ways to contribute to the profession 	<p>Teacher:</p> <ul style="list-style-type: none"> •assumes an active role during school and district professional development activities •seeks out opportunities for school and professional development to enhance content knowledge and teaching skill •participates actively in assisting other educators 	<p>Teacher:</p> <ul style="list-style-type: none"> •assumes a leadership role during professional development activities at school and district level and extends that leadership role by participating in state, regional, or national level professional development •seeks out and acquires opportunities for professional development activities at school and district level, and makes a systematic attempt to conduct action research in and out of the classroom •initiates important activities to contribute to the profession, such as mentoring new teachers, being a lab classroom, writing articles for publication and making presentations

SAMPLE INDICATORS:

- Participates in the school improvement process and implements school improvement goals
- Addresses identified individual professional development goals/improvement plans
- Participates in on-going professional development to improve content knowledge and pedagogical skills
- Attends classes, workshops, or activities intended to facilitate professional development
- Successfully implements new teaching skills or strategies
- Implements school and district initiatives
- Demonstrates a willingness to attempt new approaches to instruction
- Demonstrates a willingness to facilitate or present building/district initiatives
- Initiates personal advancement that benefits the district

