



*OLCHS CERTIFIED STAFF
EVALUATION PLAN*

2022-2023 School Year

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Introduction and Overview of the OLCHS Certified Staff Evaluation Plan

Overview of Process

The primary purpose of the OLCHS Certified Staff Evaluation Plan is the improvement of instruction and the overall educational program. To this end and in accordance with the Performance Evaluation Review Act of 2010, the plan utilizes Charlotte Danielson's Framework for Teaching, which is a research-based set of components of classroom instruction and professional practice in non-classroom settings, along with a district-development plan to measure student growth using mirrored sets of common assessments.

Beginning in Fall 2022, the evaluation cycle for tenured teachers rated proficient or excellent in their last summative rating will be a three-year cycle: one year with an unrated informal where formative feedback is offered, one year in which the tenured teacher participates in the student growth process as defined in this plan, and one year in which the tenured teacher's professional practice is evaluated per this plan.

Professional Practice

Classroom Teacher Framework

Domain 1: Planning and Preparation

The components in Domain 1 describe how a teacher organizes the content that students are to learn—how the teacher *designs* instruction. A teacher’s professional practice will be evaluated on the actions that are within their control.

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
<i>1a: Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays <i>solid</i> knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice <i>reflect familiarity with a wide range of effective pedagogical approaches</i> in the subject.	The teacher displays <i>extensive</i> knowledge of the important concepts in the discipline and how these relate both to one another <i>and to other disciplines</i> . The teacher demonstrates understanding of prerequisite relationships among topics and concepts and <i>understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice anticipate student misconceptions, using a wide range of pedagogical approaches.</i>
<i>1b: Demonstrating Knowledge of Students</i>	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for <i>groups</i> of students. The teacher also purposefully acquires knowledge from <i>one</i> source about <i>groups</i> of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for <i>individual</i> students. The teacher also systematically acquires knowledge from <i>several sources</i> about <i>individual</i> students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. <i>The teacher applies this knowledge to their lesson planning, differentiating based on this knowledge.</i>

1c: Setting Instructional Outcomes	Lack of appropriate learning targets; outcomes suitable for only some students.	Learning targets emphasize task completion instead of student learning; outcomes suitable for most of the class	Learning targets are appropriate, utilize content specific vocabulary, and are written in the form of student learning; outcomes are differentiated, offering options to different groups of students	Learning targets reflect rigorous learning in the discipline and allow for students to demonstrate mastery in multiple ways ; outcomes are differentiated as appropriate and take into account the needs of individual students
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive , including those available through the school or district, in the community, through professional organizations and universities , and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity . These are appropriately differentiated for individual learners . Instructional groups are varied appropriately, with opportunity for student choice.

<p>1f: Designing Student Assessments</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. <i>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</i></p>
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Domain 2: Classroom Environment

The components in Domain 2 describe the aspects of an environment conducive to learning. These components establish a comfortable and respectful classroom that cultivates a culture for learning and creates a safe learning environment. A teacher’s professional practice will be evaluated on the actions that are within their control.

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

<p>2b: Establishing a culture for learning</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p><i>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning.</i> The teacher conveys high expectations for learning for all students and insists on hard work; <i>students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</i></p>
<p>2c: Managing Classroom Procedures.</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. <i>The teacher’s management of instructional groups and transitions,</i> or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</p>	<p>Instructional time is maximized due to <i>efficient and seamless</i> classroom routines and procedures. <i>Students take initiative in the management</i> of instructional groups and transitions, and/or the handling of materials and supplies. <i>Routines are well understood and may be initiated by students.</i> Volunteers and paraprofessionals make an independent contribution to the class.</p>

<p>2d: Managing Student Behavior</p>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p>2e: Organizing Physical Space</p>	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>

Domain 3: Instruction

Domain 3 contains the components that are at the essential heart of teaching—the engagement of students in content. This domain reflects the primary mission of schools: to enhance student learning. Teachers can demonstrate, through their instructional skills, that they can successfully implement their lesson plans. A teacher’s professional practice will be evaluated on the actions that are within their control.

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused	The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional <i>purpose of the lesson to the larger curriculum</i> ; the directions and procedures are clear and <i>anticipate possible student misunderstanding</i> . The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and <i>connecting with students’ interests</i> . Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. <i>Learning targets are integrated into the lesson, at the beginning and end.</i>

<p>3b: Questioning and Discussion Technique</p>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
<p>3c: Engaging Students in Learning</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well- designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>

<p>3d: Using Assessment in Instruction</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings</p>
<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective of "downtime."</p>	<p>The teacher successfully accommodates students' questions and interests. The teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies; utilizing either planned or impromptu adjustments, the teacher persists in seeking effective approaches for students who need help.</p>

Domain 4: Professional Responsibilities

Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. A teacher’s professional practice will be evaluated on the actions that are within their control.

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
<i>4a: Reflection on Teaching.</i>	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and <i>can cite general references to support the judgment.</i> The teacher makes <i>a few specific suggestions of what could be tried another time the lesson is taught.</i>	The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, <i>citing many specific examples from the lesson and weighing the relative strengths of each.</i> Drawing on an extensive repertoire of skills, the teacher <i>offers specific alternative actions, complete with the probable success of different courses of action.</i>
<i>4b: Maintaining Accurate Records</i>	The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. <i>Students contribute information and participate in maintaining the records.</i>

<p>4c: Participating in a Professional Learning Community</p>	<p>The teacher's professional relationships with colleagues are negative and self-serving. The teacher avoids participation in instructional team collaboration. The teacher is not involved in school events.</p>	<p>The teacher has professional relationships with colleagues solely to fulfill duties that the school requires and attends the instructional team meetings. The teacher attends some school events.</p>	<p>The teacher has professional relationships with colleagues, and actively participates in instructional team collaboration. The teacher participates in school activities beyond the classroom (committee, coaching, club sponsor, student teachers, school research, presenting at professional development, etc.).</p>	<p>The teacher has professional relationships with colleagues, and actively participates in instructional team collaboration with the teacher taking initiative in contributing to the team. The teacher participates in school activities beyond the classroom (committee, coaching, club sponsor, student teachers, school research, presenting at professional development, etc.).</p>
<p>4d: Growing and Developing Professionally</p>	<p>The teacher engages in no professional development to enhance knowledge or skill. The teacher resists feedback on teaching performance from supervisors.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and skill but falls below the district requirement. The teacher passively accepts feedback on teaching performance from supervisors.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and skill as minimally required by the district. The teacher has solicited feedback on teaching performance from at least one supervisor over the course of an evaluation cycle.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and skill beyond district requirements. The teacher is responsive to feedback on teaching performance from supervisors.</p>
<p>4e: Showing Professionalism</p>	<p>The teacher is unaware of students' needs and available resources and does not communicate with families. The teacher does not comply with district regulations, despite reminders by supervisors.</p>	<p>The teacher is aware of students' needs but does not take any action. The teacher must be reminded by supervisors about complying with district regulations.</p>	<p>The teacher is aware of students' needs, communicates with families, and usually refers to appropriate resources when necessary. The teacher follows most district regulations including confidentiality.</p>	<p>The teacher is aware of students' needs, effectively communicates with families, and refers to appropriate resources when necessary. The teacher follows district regulations including confidentiality. The teacher is proactive in serving students. Teacher takes a leadership role in team and departmental decision making.</p>

<p>4f: Attendance</p>		<p>Between February 15 of the current school year and February 15 of two school years prior, the staff members has been absent more than 35 days (Amount to be prorated for teachers in their first of second year at OLCHS. Does not include approved school business-related, FMLA or Bereavement Leave absences nor other absences due to extenuating circumstances under mutual agreement between the teacher and the administration.)</p>	<p>Between February 15 of the current school year and February 15 of two school years prior, the staff members has been absent more than 20 but less than 35 days (Amount to be prorated for teachers in their first of second year at OLCHS. Does not include approved school business-related, FMLA or Bereavement Leave absences nor other absences due to extenuating circumstances under mutual agreement between the teacher and the administration.)</p>	<p>Between February 15 of the current school year and February 15 of two school years prior, the staff members has been absent for less than 20 days (Amount to be prorated for teachers in their first of second year at OLCHS. Does not include approved school business-related, FMLA or Bereavement Leave absences nor other absences due to extenuating circumstances under mutual agreement between the teacher and the administration.) Staff member has not accumulated any unsalaried leaves.</p>
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Guidance Counselor Framework

Domain 1: Planning and Preparation

A guidance counselor's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Planning, organizing, and delivering school counseling program	Does not appear to know how or be interested in how to plan organize, or deliver a school counseling program.	Activities appear to be reactive rather than proactive and do not rely on a comprehensive school counseling program.	Is aware of the national model for school counseling programs. The counselor has drawn upon the model to improve or develop the school counseling program.	Plans, develops, manages and delivers a comprehensive school counseling program by systematically providing information and skills to maximize students' 9-12 academic, personal-social, and career development.
1b. Demonstrating knowledge of child and adolescent development	The counselor displays no knowledge of the developmental issues affecting student success and counseling theory and techniques	The counselor displays partial knowledge of the developmental issues affecting student success and counseling theory and techniques.	The counselor displays accurate knowledge of the developmental issues affecting student success and counseling theory and techniques.	The counselor displays accurate knowledge of the developmental issues affecting student success and counseling theory and techniques. The counselor uses this knowledge to proactively communicate with or about the student.
1c. Establishing goals for the counseling program appropriate to the setting and the students served	The counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	The counselor's goals for the counseling program are limited and are partially suitable to the situation in the school and to the age of the students	The counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	The counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

<p>1d. Demonstrating knowledge of legal, ethical and professional guidelines available through the school, district and state.</p>	<p>The counselor demonstrates no knowledge of legal, ethical and professional guidelines and of resources for students available through the school/district.</p>	<p>The counselor demonstrates limited knowledge of legal, ethical and professional guidelines and of resources for students available through the school or district, but no knowledge of resources available outside of the school/district</p>	<p>The counselor demonstrates accurate knowledge of legal, ethical and professional guidelines and of resources for students available through the school or district, but with limited knowledge of resources available outside of the school/district.</p>	<p>The counselor demonstrates accurate knowledge of legal, ethical and professional guidelines and of resources for students available through the school or district and accurate knowledge of resources available outside of the school/district.</p>
<p>1e. Planning the counseling program to integrate with the regular school program.</p>	<p>The counselor does not follow unit/lesson plans developed by the Instructional Team.</p>	<p>The counselor follows some of the unit/lesson plans developed by the Instructional Team.</p>	<p>The counselor follows unit/lesson plans developed by the Instructional Team.</p>	<p>The counselor follows unit/lesson plans developed by the Instructional Team, and connect lessons to school-wide initiatives</p>
<p>1f. Developing a plan to evaluate the counseling program management and accountability.</p>	<p>The counselor does not participate in evaluation of counseling program.</p>	<p>The counselor has limited participation in evaluation of counseling program or does not use data to analyze counseling program.</p>	<p>The counselor participates in evaluation of counseling program and uses data to analyze the counseling program.</p>	<p>The counselor participates in evaluation of counseling program, uses data to analyze the counseling program and articulates a plan for improvement</p>

Domain 2: The Counseling Environment

A guidance counselor's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Creating an environment of respect and rapport	The counselor's interactions with students are negative or inappropriate, and/or the counselor does not promote positive interactions among students.	The counselor's interactions with students are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are limited.	The counselor's interactions with students are positive and respectful, and the counselor actively promotes positive interactions among students.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. The counselor teaches students how to engage in positive interactions.
2b. Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole	Counselor attempts to promote a culture for productive and respectful communication between student and counselor only in the counselor setting.	Counselor promotes a culture for productive and respectful communication in the counseling setting and throughout the school. Collaboration exists with staff and administration.	Counselor promotes a culture in all settings for productive and respectful communication with the expectation of more in depth responses and commitment to the counseling process. Collaboration is used in all settings addressing program and building needs.
2c. Managing procedures	The counselor's procedures are nonexistent or in disarray.	The counselor has limited procedures.	The counselor's procedures are effective.	The counselor's procedures are seamless.
2d. Establishing standards of conduct and contributes to the culture for student behavior throughout the school.	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e. Organizing physical space	The counselor's office space is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized office space are partially successful.	The counselor's office space is inviting and conducive to the planned activities.	The counselor's office space is inviting and conducive to the planned activities. Resources are readily available.

Domain 3: Delivery of Service

A guidance counselor’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Identifying academic, personal/social, and career planning needs for students	Counselor does not identify student needs, or the assessments result in inaccurate conclusions.	Counselor’s assessment of student needs is perfunctory.	Counselor identifies student need and knows the range of student needs in the school.	Counselor utilizes detailed and individualized assessments of student needs to contribute to program planning.
3b. Assisting students in formulating of academic, personal/social, and career plans based on knowledge of student needs.	Counselor does not attempt to help students develop academic, personal/social, and/or career plans.	Counselor makes limited attempts to help students formulate academic, personal/social, and/or career plans are partially successful.	Counselor helps formulate academic, personal/social, and/or career plans for groups of students.	Counselor helps individual students formulate academic, personal/social and/or career plans.
3c. Using various techniques in individual and classroom programs	Counselor uses very few techniques to help students acquire decision making and problem solving skills.	Counselor uses some techniques to help students acquire decision making and problem solving skills.	Counselor uses a variety of counseling techniques to help students acquire decision making and problem solving skills.	Counselor uses an extensive variety of counseling techniques to help students acquire decision and problem solving skills.
3d. Utilizing resources to meet student needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor utilizes some services with other programs in the school.	Counselor utilizes other programs within the school to meet student needs.	Counselor utilizes other programs and agencies both within and beyond the school to meet individual student needs.
3e. Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence for the need change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input
3f. Communicating with families	The counselor provides no information to families, either about the counseling program as a whole or about individual students. The counselor does not respond, or responds insensitively, to parental concerns.	The counselor provides limited information to families about the counseling program or the individual students.	The counselor provides thorough and accurate information to the families about the counseling program as a whole and about individual students.	The counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. The counselor responds to family concerns with professional sensitivity.

Domain 4: Professional Responsibilities

A guidance counselor’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflection on practice	Staff member is unaware if the activity was effective or not, and shows no interest in improving.	Staff member is aware of effectiveness of some parts of the activity, but is unaware of how to improve.	Staff member is aware of effectiveness of the activity and makes suggestions on how the activity can be further developed.	Staff member is aware of the effectiveness of the activity, citing specific examples from the activity, and makes suggestions on how the activity can be further developed.
4b. Maintaining accurate records	The staff member’s system for maintaining information on student progress and records is nonexistent.	The staff member’s system for maintaining information on student progress and records is rudimentary.	The staff member’s system for maintaining information on student progress and records are generally up-to-date and accurate.	The staff member’s system for maintaining information on student progress and records are fully up-to-date and accurate.
4c. Participating in a Professional Learning Communities	The staff member’s professional relationships with colleagues are negative and self-serving. The staff member avoids participation in instructional team collaboration. The staff member is not involved in school events.	The staff member has professional relationships with colleagues solely to fulfill duties that the school requires, and attends the instructional team meetings. The staff member attends some school events.	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration with the staff member taking initiative in contributing to the team. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).

<p>4d. Growing and Developing Professionally</p>	<p>The staff member engages in no professional development to enhance knowledge or skill. The staff member resists feedback on performance from supervisors.</p>	<p>The staff member seeks out opportunities for professional development to enhance content knowledge and skill but falls below the district requirement. The staff member passively accepts feedback on performance from supervisors.</p>	<p>The staff member seeks out opportunities for professional development to enhance content knowledge and skill as <i>minimally required by the district</i>. The teacher has <i>solicited feedback</i> on teaching performance from at least one supervisor over the course of a evaluation cycle.</p>	<p>The staff member seeks out opportunities for professional development to enhance content knowledge and skill beyond district requirements. The staff member solicits feedback on performance from supervisors.</p>
<p>4e. Showing Professionalism</p>	<p>The staff member is unaware of students' needs and available resources and does not communicate with families. The staff member does not comply with district regulations, despite reminders by supervisors.</p>	<p>The staff member is aware of students' needs but does not take any action. The staff member must be reminded by supervisors about complying with district regulations.</p>	<p>The staff member is aware of their students' needs, communicates with families, and usually refers to appropriate resources when necessary. The staff member follows most district regulations including confidentiality.</p>	<p>The staff member is aware of their students' needs, effectively communicates with families, and refers to appropriate resources when necessary. The staff member follows district regulations including confidentiality.</p>
<p>4f. Attendance (effective 2016-2017 school year)</p>	<p style="text-align: center;">SEE TEACHER FRAMEWORK (Component 4f is identical in all frameworks.)</p>			

Social Worker Framework

Domain 1: Planning and Preparation

A Social Worker's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrates knowledge and skills with social assessments and social and family dynamics	Social worker demonstrates no knowledge or skill in conducting social assessments.	Social worker demonstrates little knowledge and skill in conducting social assessments and family dynamics.	Social worker demonstrates accurate knowledge and skill with social assessments and cognizant family dynamics.	Social worker demonstrates excellent knowledge and skill with social assessments and carefully considers family dynamics.
1b. Establishes goals for the social work program appropriate to the setting and the students served	The social worker demonstrates no clear goals for the social work program, or they are inappropriate to the situation or needs of the student.	The social worker demonstrates limited goals for the social work program and is limited and partially suitable to the situation or needs of the student.	The social worker demonstrates clear and appropriate goals for the social work program that are suitable to the situation and needs of the student.	The social worker demonstrates goals for the social work program are highly appropriate for the situation and needs of the student and have been developed following consultation with student, parents and colleagues.
1c. Demonstrates knowledge of child and/or adolescent development	Social worker demonstrates no knowledge of child and adolescent development.	Social worker demonstrates little knowledge of child and adolescent development.	Social worker demonstrates thorough knowledge of child and adolescent development.	Social worker demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns and sequences.
1d. Demonstrates knowledge of district, state and federal guidelines	Social worker demonstrates no knowledge of governmental regulations.	Social worker demonstrates little knowledge of governmental regulations.	Social worker demonstrates accurate knowledge of governmental regulations.	Social worker's knowledge of governmental regulations is excellent and comprehensive.
1e. Demonstrates knowledge of family, school and community resources	Social worker demonstrates no knowledge of available resources.	Social worker demonstrates little knowledge of available resources.	Social worker demonstrates accurate knowledge of available resources.	Social worker demonstrates excellent knowledge of available resources.
1f. Develops a plan to evaluate the social work program	Social worker does not participate in evaluation of the social work program.	Social worker has limited participation in the evaluation of the social work program or does not use data to analyze the social work program	Social worker participates in evaluation of the social work program and uses data to analyze the social work program.	Social worker participates in evaluation of the social work program, uses data to analyze and evaluate the effectiveness of the social work program.

Domain 2: The Environment

A Social Worker’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Establishes rapport with students	Social worker demonstrates no skill in establishing rapport with students.	Social worker demonstrates little skill in establishing rapport with students.	Social worker demonstrates appropriate skill in establishing rapport with students.	Social worker demonstrates excellent skill in establishing rapport with students.
2b. Organizes time effectively	Social worker demonstrates no judgment in setting priorities, meeting deadlines and scheduling.	Social worker demonstrates little judgment in setting priorities, meeting deadlines and scheduling.	Social worker demonstrates accurate judgment in setting priorities, meeting deadlines and scheduling.	Social worker demonstrates excellent judgment in setting priorities, meeting deadlines and scheduling.
2c. Creates comfortable environment conducive to team and parent collaboration	Social worker makes no attempt to establish a culture for teamwork or collaboration.	Social worker makes little attempt to establish a culture for teamwork or collaboration.	Social worker makes an adequate attempt to establish a culture for teamwork or collaboration.	Social worker establishes and maintains a culture for teamwork or collaboration.
2d. Establishing standards of conduct	Social worker establishes no standards of student conduct.	Social worker establishes little or minimal standards of student conduct.	Social worker establishes adequate standards of student conduct.	Social worker establishes excellent standards of student conduct.
2e. Organizing physical space for provision of social work services	No demonstration of organization in the environment and is inappropriate to the planned activities.	Little demonstration of organization in the environment and is partially inappropriate to the planned activities.	Demonstration of organization in the environment and is appropriate to the planned activities.	Demonstration of excellent organization in the environment and appropriate to the planned activities.

Domain 3: Delivery of Service

A Social Worker’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Establishing procedures for referrals	Social worker establishes no procedure for referrals.	Social worker establishes limited procedures for referrals.	Social worker establishes clear and concise procedures for referrals.	Social worker establishes thorough procedures for referral in consultation with other professionals.
3b. Responding to referrals and evaluating student needs	Social worker fails to respond to referrals and does not assess student’s needs.	Social worker demonstrates inconsistently response to referrals and makes poor assessment of student’s needs	Social worker demonstrates consistent response to referrals and makes accurate assessment of student’s needs.	Social worker demonstrates excellent response and highly competent assessment of student’s needs.
3c. Developing intervention to maximize students’ success	Social worker fails to develop interventions.	Social worker inconsistently develops interventions.	Social worker consistently develops interventions.	Social worker comprehensively develops interventions.
3d. Implementing intervention to maximize students’ success	Social worker fails to implement interventions.	Social worker poorly implements interventions.	Social worker accurately implements interventions.	Social worker implements highly effective interventions.
3e. Communicating with families	The social worker provides no information to families regarding school or community resources. The social worker does not respond, or responds insensitively, to parental concerns.	The social worker provides limited information to families about school/ community resources or the individual students.	The social worker provides thorough and accurate information to the families about school/community resources and about individual students.	The social worker is proactive in providing information to families about school/community resources and about individual students through a variety of means. The social worker responds to family concerns with professional sensitivity.
3f. Collecting information; writing reports	Social worker collects no information on which to base intervention plans; reports are inaccurate and inappropriate.	Social worker collects little information on which to base intervention plans. Reports are accurate but lack clarity and appropriateness.	Social worker collects accurate information on which to base intervention plans. Reports are accurate and appropriate to the audience.	Social worker collects excellent information on which to base intervention plans. Reports are accurate, clearly written and tailored to the audience.
3g. Demonstrating flexibility and responsiveness	Social worker demonstrates no flexibility and responsiveness.	Social worker demonstrates little flexibility and responsiveness.	Social worker demonstrates accurate flexibility and responsiveness.	Social worker demonstrates excellent flexibility and responsiveness.

Domain 4: Professional Responsibilities

A Social Worker’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflection on practice	Staff member is unaware if the activity was effective or not, and shows no interest in improving.	Staff member is aware of effectiveness of some parts of the activity, but is unaware of how to improve.	Staff member is aware of effectiveness of the activity and makes suggestions on how the activity can be further developed.	Staff member is aware of the effectiveness of the activity, citing specific examples from the activity, and makes suggestions on how the activity can be further developed.
4b. Maintaining accurate records	The staff member’s system for maintaining information on student progress and records is nonexistent.	The staff member’s system for maintaining information on student progress and records is rudimentary.	The staff member’s system for maintaining information on student progress and records are generally up-to-date and accurate.	The staff member’s system for maintaining information on student progress and records are fully up-to-date and accurate.
4c. Participating in a Professional Learning Communities	The staff member’s professional relationships with colleagues are negative and self-serving. The staff member avoids participation in instructional team collaboration. The staff member is not involved in school events.	The staff member has professional relationships with colleagues solely to fulfill duties that the school requires, and attends the instructional team meetings. The staff member attends some school events.	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration with the staff member taking initiative in contributing to the team. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).
4d. Growing and Developing Professionally	The staff member engages in no professional development to enhance knowledge or skill. The staff member resists feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill but falls below the district requirement. The staff member passively accepts feedback on performance from supervisors.	The teacher seeks out opportunities for professional development to enhance content knowledge and skill as minimally required by the district . The teacher has solicited feedback on teaching performance from at least one supervisor over the course of a evaluation cycle.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill beyond district requirements. The staff member solicits feedback on performance from supervisors.

4e. Showing Professionalism	The staff member is unaware of students' needs and available resources and does not communicate with families. The staff member does not comply with district regulations, despite reminders by supervisors.	The staff member is aware of students' needs but does not take any action. The staff member must be reminded by supervisors about complying with district regulations.	The staff member is aware of their students' needs, communicates with families, and usually refers to appropriate resources when necessary. The staff member follows most district regulations including confidentiality.	The staff member is aware of their students' needs, effectively communicates with families, and refers to appropriate resources when necessary. The staff member follows district regulations including confidentiality.
4f. Attendance (effective 2016-2017 school year)	SEE TEACHER FRAMEWORK (Component 4f is identical in all frameworks.)			

School Psychologist Framework

Domain 1: Planning and Preparation

A School Psychologist's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrates knowledge and skills with psychological assessments and cultural dynamics.	Psychologist demonstrates no knowledge or skill in conducting psychological assessments.	Psychologist demonstrates little knowledge and skill in conducting psychological assessments and cultural dynamics.	Psychologist demonstrates accurate knowledge and skill with psychological assessments and is cognizant of cultural dynamics.	Psychologist demonstrates excellent knowledge and skill with psychological assessments and carefully considers cultural dynamics.
1b. Establishes goals for psychological services appropriate to the setting and the students served	The psychologist demonstrates no clear goals for psychological services or they are inappropriate to the situation or needs of the student.	The psychologist demonstrates limited goals for psychological services and is limited and partially suitable to the situation or needs of the student.	The psychologist demonstrates clear and appropriate goals for psychological services that are suitable to the situation and needs of the student.	The psychologist demonstrates goals for psychological services that are highly appropriate for the situation and needs of the student and have been developed following consultation with student, parents and colleagues.
1c. Demonstrates knowledge of child and/or adolescent development and psychopathology.	Psychologist demonstrates no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates little knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development.	Psychologist demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns and sequences.
1d. Demonstrates knowledge of district, state and federal guidelines.	Psychologist demonstrates no knowledge of governmental regulations.	Psychologist demonstrates little knowledge of governmental regulations.	Psychologist demonstrates accurate knowledge of governmental regulations.	Psychologist's knowledge of governmental regulations is excellent and comprehensive.
1e. Psychologist demonstrates knowledge of educational programs and resources.	Psychologist demonstrates no knowledge of educational programs and resources	Psychologist demonstrates little knowledge of available educational programs and resources.	Psychologist demonstrates accurate knowledge of available educational programs and resources.	Psychologist demonstrates excellent knowledge of available educational programs and resources.
1f. Develops a plan to evaluate psychological services	Psychologist does not participate in evaluation of psychological services.	Psychologist has limited participation in the evaluation of psychological services or does not use data to analyze services	Psychologist participates in evaluation of the psychological services and uses data to analyze psychological services.	Psychologist participates in evaluation of psychological services, uses data to analyze and evaluate the effectiveness of services.

Domain 2: The Environment

A School Psychologist’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Establishes rapport with students.	Psychologist demonstrates no skill in establishing rapport with students.	Psychologist demonstrates little skill in establishing rapport with students.	Psychologist demonstrates appropriate skill in establishing rapport with students.	Psychologist demonstrates excellent skill in establishing rapport with students.
2b. Organizes time effectively	Psychologist demonstrates no judgment in setting priorities, meeting deadlines and scheduling.	Psychologist demonstrates little judgment in setting priorities, meeting deadlines and scheduling.	Psychologist demonstrates accurate judgment in setting priorities, meeting deadlines and scheduling.	Psychologist demonstrates excellent judgment in setting priorities, meeting deadlines and scheduling.
2c. Creates comfortable environment conducive to team and parent collaboration	Psychologist makes no attempt to establish a culture for team work or collaboration.	Psychologist makes little attempt to establish a culture for team work or collaboration.	Psychologist makes an adequate attempt to establish a culture for team work or collaboration.	Psychologist establishes and maintains a culture for team work or collaboration.
2d. Establishing standards of conduct	Psychologist establishes no standards of student conduct.	Psychologist establishes little or minimal standards of student conduct.	Psychologist establishes adequate standards of student conduct.	Psychologist establishes excellent standards of student conduct.
2e. Organizing physical space for provision of psychological services	No demonstration of organization in the environment and is inappropriate to the planned activities.	Little demonstration of organization in the environment and is partially inappropriate to the planned activities.	Demonstration of organization in the environment and is appropriate to the planned activities.	Demonstration of excellent organization in the environment and appropriate to the planned activities.

Domain 3: Delivery of Service

A School Psychologist's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Establishing procedures for referrals	Psychologist establishes no procedure for referrals.	Psychologist establishes limited procedures for referrals.	Psychologist establishes clear and concise procedures for referrals.	Psychologist establishes thorough procedures for referral in consultation with other professionals.
3b. Responds to referrals and evaluating student needs	Psychologist fails to respond to referrals and does not assess student's needs.	Psychologist demonstrates inconsistently response to referrals and makes poor assessment of student's needs	Psychologist demonstrates consistent response to referrals and makes accurate assessment of student's needs.	Psychologist demonstrates excellent response and highly competent assessment of student's needs.
3c. Developing intervention to maximize students' success	Psychologist fails to develop interventions.	Psychologist inconsistently develops interventions.	Psychologist consistently develops interventions.	Psychologist comprehensively develops interventions.
3d. Implementing intervention to maximize students' success	Psychologist fails to implement interventions.	Psychologist poorly implements interventions.	Psychologist accurately implements interventions.	Psychologist implements highly effective interventions.
3e. Communicating with families	The psychologist provides no information to families regarding school or community resources. The psychologist does not respond, or responds insensitively, to parental concerns.	The psychologist provides limited information to families about school/ community resources or the individual students.	The psychologist provides thorough and accurate information to the families about school/community resources and about individual students.	The psychologist is proactive in providing information to families about school/community resources and about individual students through a variety of means. The psychologist responds to family concerns with professional sensitivity.
3f. Collecting information; writing reports	Psychologist collects no information on which to base intervention plans; reports are inaccurate and inappropriate.	Psychologist collects little information on which to base intervention plans. Reports are accurate but lack clarity and appropriateness.	Psychologist collects accurate information on which to base intervention plans. Reports are accurate and appropriate to the audience.	Psychologist collects excellent information on which to base intervention plans. Reports are accurate, clearly written and tailored to the audience.
3g. Demonstrating flexibility and responsiveness	Psychologist demonstrates no flexibility and responsiveness.	Psychologist demonstrates little flexibility and responsiveness.	Psychologist demonstrates accurate flexibility and responsiveness.	Psychologist demonstrates excellent flexibility and responsiveness.

Domain 4: Professional Responsibilities

A School Psychologist's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflection on practice	Staff member is unaware if the activity was effective or not, and shows no interest in improving.	Staff member is aware of effectiveness of some parts of the activity, but is unaware of how to improve.	Staff member is aware of effectiveness of the activity and makes suggestions on how the activity can be further developed.	Staff member is aware of the effectiveness of the activity, citing specific examples from the activity, and makes suggestions on how the activity can be further developed.
4b. Maintaining accurate records	The staff member's system for maintaining information on student progress and records is nonexistent.	The staff member's system for maintaining information on student progress and records is rudimentary.	The staff member's system for maintaining information on student progress and records are generally up-to-date and accurate.	The staff member's system for maintaining information on student progress and records are fully up-to-date and accurate.
4c. Participating in a Professional Learning Communities	The staff member's professional relationships with colleagues are negative and self-serving. The staff member avoids participation in instructional team collaboration. The staff member is not involved in school events.	The staff member has professional relationships with colleagues solely to fulfill duties that the school requires, and attends the instructional team meetings. The staff member attends some school events.	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration with the staff member taking initiative in contributing to the team. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).
4d. Growing and Developing Professionally	The staff member engages in no professional development to enhance knowledge or skill. The staff member resists feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill but falls below the district requirement. The staff member passively accepts feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill as minimally required by the district . The teacher has solicited feedback on teaching performance from at least one supervisor over the course of a evaluation cycle.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill beyond district requirements. The staff member solicits feedback on performance from supervisors.

4e. Showing Professionalism	The staff member is unaware of students' needs and available resources and does not communicate with families. The staff member does not comply with district regulations, despite reminders by supervisors.	The staff member is aware of students' needs but does not take any action. The staff member must be reminded by supervisors about complying with district regulations.	The staff member is aware of their students' needs, communicates with families, and usually refers to appropriate resources when necessary. The staff member follows most district regulations including confidentiality.	The staff member is aware of their students' needs, effectively communicates with families, and refers to appropriate resources when necessary. The staff member follows district regulations including confidentiality.
4f. Attendance (effective 2016-2017 school year)	SEE TEACHER FRAMEWORK (Component 4f is identical in all frameworks.)			

School Nurse Framework

Domain 1: Planning and Preparation

A School Nurse's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrates understanding of medical knowledge and skills in nursing assessments and techniques.	School nurse demonstrates no knowledge and skill in conducting nursing assessments and techniques.	School nurse demonstrates little knowledge and skill in conducting nursing assessments and techniques.	School nurse demonstrates accurate medical knowledge and skill with nursing assessments.	School nurse demonstrates excellent medical knowledge, concepts, and skill with nursing assessments and carefully considers the nursing process
1b. Demonstrates knowledge of child and/or adolescent development	School nurse demonstrates no knowledge of child and adolescent development.	School nurse demonstrates little knowledge of child and adolescent development.	School nurse demonstrates thorough knowledge of child and adolescent development.	School nurse demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns and sequences.
1c. Establishes goals for the nursing program appropriate to the setting and students served.	The school nurse demonstrates no clear goals for the social work program, or they are inappropriate to either the situation or needs of the student.	The school nurse demonstrates limited goals for the school nurse program and is limited and partially suitable to the situation or needs of the student.	The school nurse demonstrates clear and appropriate goals that are suitable to the situation and needs of the student.	The school nurse demonstrates goals for the nursing program that are highly appropriate for the situation and needs of the students and have been developed following consultations with student, parents and colleagues.
1d. Demonstrates knowledge of government, community, and district regulations and resources.	School nurse demonstrates no knowledge of government, community and district resources.	School nurse demonstrates little knowledge of government, community, and district resources available to students.	School nurse demonstrates accurate knowledge of government, community, and district resources available to students.	School nurse demonstrates excellent knowledge of government, community, and district available resources to students and is able to match appropriate services to their needs.
1e. Demonstrates knowledge of family, school and community resources	School nurse demonstrates no knowledge of available resources.	School nurse demonstrates little knowledge of available resources.	School nurse demonstrates accurate knowledge of available resources.	School nurse demonstrates excellent knowledge of available resources.
1f. Developing a plan to evaluate the nursing program	School nurse does not have a plan or goals to evaluate the program.	School nurse has a rudimentary plan to evaluate the nursing program.	School nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School nurse's evaluation plan is effective and sources of evidence are clear toward improving the program on an ongoing, as needed basis.

Domain 2: The Environment

A School Nurse’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Creating an environment of respect and rapport.	School nurse demonstrates no skill in establishing rapport with students.	School nurse demonstrates little skill in establishing rapport with students.	School nurse demonstrates appropriate skill in establishing rapport with students.	School nurse demonstrates excellent skill in establishing rapport with students and strives to protect the privacy and confidentiality when communicating with staff and administration.
2b. Establishing a culture for health and wellness.	School nurse makes no attempt to establish a culture for health and wellness in the school.	School nurse makes little attempt to promote a culture throughout the school for health and wellness.	School nurse promotes culture of health and wellness throughout the school.	School nurse strives to promote a culture of wellness through support of environmentally sound practices.
2c. Following health protocols and procedures	School nurse does not follow any health protocols and procedures.	School nurse has vague protocols and procedures for the nursing office and does not consistently adhere to them.	School nurse effectively establishes and follows procedures and protocols to maintain student health and safety.	School nurse utilizes evidence-based practice to effectively establish and follow protocols and procedures are effective to maintain students’ health and safety.
2d. Supervising health associates	No guidelines for delegated duties have been established. School nurse does not monitor associates’ activities. School nurse does not understand roles and responsibilities that may be delegated to paraprofessionals.	School nurse makes little effort to establish guidelines for delegated duties and monitors associates’ activities sporadically. The school nurse has limited awareness of nursing responsibilities that may be delegate to paraprofessionals.	School nurse has established guidelines for delegated duties and monitors associates’ activities accordingly. The school clearly defines tasks to be delegated to paraprofessionals.	School nurse’s supervision is subtle and professional. Associates work independently, indicating clear guidelines for work.
2e. Organizing physical space.	School nurse’s office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	School nurse makes little effort to create a well-organized physical environment. Medications are stored properly but are difficult to find.	School nurse’s office is well organized and is appropriate to the planned activities. Medications are properly stores and organized.	School nurse’s office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

Domain 3: Delivery of Service

A School Nurse’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Assessing student needs and responding to health related referrals.	School nurse does not assess student needs and has not established a procedure for health related referrals.	School nurse establishes limited procedures for health related referrals.	School nurse assesses students’ needs using the nursing process and individualizing a plan of action when necessary.	School nurse conducts detailed and individualized assessment of student needs and advocates for students based on best practice.
3b. Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by individuals and signed medication authorization form are conveniently stored.	Medications are administered by designated individuals and signed medication authorization forms are conveniently stored in an organized manner and readily available. Students take an active role in medication compliance
3c. Promoting wellness through screenings and health activities	School nurse demonstrates no understanding of mandated school health screenings or activities.	School nurse demonstrates little understanding of mandated school health screenings or health promotion activities.	School nurse demonstrates appropriate understanding of mandated school health screenings or health promotion activities.	School nurse demonstrates excellent understanding of mandate school health screenings and actively promotes health service activities.
3d. Managing emergency situations	School nurse has no contingency plans for emergency situations.	School nurse poorly plans for emergency situations.	School nurse accurately plans for many emergency situations.	School nurse effectively plans for emergency situations and health associates have learned their responsibilities in case of emergencies.
3e. Demonstrating flexibility and responsiveness.	School nurse adheres to the plan, in spite of evidence of its inadequacy.	School nurse makes little changes in the nursing program when confronted with evidence of the need for change.	School nurse makes appropriate revisions in the nursing program when they are needed.	School nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, and staff input.
3f. Demonstrating knowledge of data collection and collaborating with staff to develop specialize educational programs and services for students	School nurse declines to collaborate with staff and does not demonstrate fundamental knowledge of health history components; reports are inaccurate and inappropriate.	School nurse demonstrates little knowledge of health history components and collaborates with staff when specifically asked to do so.	School nurse demonstrates consistent understanding of health history components; reports are accurate. School nurse initiates collaboration with staff in providing services for	School nurse applies the knowledge of thoroughly collecting the date for a health history; reports are accurate and appropriate. Nurse initiates collaboration with staff and locates

with diverse medical needs.			student with medical needs	additional resources from outside the school
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Domain 4: Professional Responsibilities

A School Nurse’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflection on practice	Staff member is unaware if the activity was effective or not, and shows no interest in improving.	Staff member is aware of effectiveness of some parts of the activity, but is unaware of how to improve.	Staff member is aware of effectiveness of the activity and makes suggestions on how the activity can be further developed.	Staff member is aware of the effectiveness of the activity, citing specific examples from the activity, and makes suggestions on how the activity can be further developed.
4b. Maintaining accurate records	The staff member’s system for maintaining information on student progress and records is nonexistent.	The staff member’s system for maintaining information on student progress and records is rudimentary.	The staff member’s system for maintaining information on student progress and records are generally up-to-date and accurate.	The staff member’s system for maintaining information on student progress and records are fully up-to-date and accurate.
4c. Participating in a Professional Learning Communities	The staff member’s professional relationships with colleagues are negative and self-serving. The staff member avoids participation in instructional team collaboration. The staff member is not involved in school events.	The staff member has professional relationships with colleagues solely to fulfill duties that the school requires, and attends the instructional team meetings. The staff member attends some school events.	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration with the staff member taking initiative in contributing to the team. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).

<p>4d. Growing and Developing Professionally</p>	<p>The staff member engages in no professional development to enhance knowledge or skill. The staff member resists feedback on performance from supervisors.</p>	<p>The staff member seeks out opportunities for professional development to enhance content knowledge and skill but falls below the district requirement. The staff member passively accepts feedback on performance from supervisors.</p>	<p>The staff member seeks out opportunities for professional development to enhance content knowledge and skill as <i>minimally required by the district</i>. The teacher has <i>solicited feedback</i> on teaching performance from at least one supervisor over the course of a evaluation cycle.</p>	<p>The staff member seeks out opportunities for professional development to enhance content knowledge and skill beyond district requirements. The staff member solicits feedback on performance from supervisors.</p>
<p>4e. Showing Professionalism</p>	<p>The staff member is unaware of students' needs and available resources and does not communicate with families. The staff member does not comply with district regulations, despite reminders by supervisors.</p>	<p>The staff member is aware of students' needs but does not take any action. The staff member must be reminded by supervisors about complying with district regulations.</p>	<p>The staff member is aware of their students' needs, communicates with families, and usually refers to appropriate resources when necessary. The staff member follows most district regulations including confidentiality.</p>	<p>The staff member is aware of their students' needs, effectively communicates with families, and refers to appropriate resources when necessary. The staff member follows district regulations including confidentiality.</p>
<p>4f. Attendance (effective 2016-2017 school year)</p>	<p style="text-align: center;">SEE TEACHER FRAMEWORK (Component 4f is identical in all frameworks.)</p>			

Media Specialist Framework

Domain 1: Planning and Preparation

A Media Specialist's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates basic knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates solid knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates thorough knowledge of literature and of current trends in information technology.
1b. Demonstrating knowledge of the school's academic program and student information needs within the program.	Library/media specialist demonstrates little knowledge of the school's content standards and of students needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates solid knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school to articulate the needs of students for information technology within the school's academic program.
1c. Establishing goals for the library/media activities and programs appropriate to the setting and the students served.	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

<p>1d. Demonstrating knowledge of resources, both in and beyond the school district.</p>	<p>Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in and beyond the school district.</p>	<p>Library/media specialist demonstrates basic knowledge of resources available for students and teachers in and beyond the school district.</p>	<p>Library/media specialist is fully aware of resources available for students and teachers in and beyond the school district.</p>	<p>Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program from both in and beyond the school district.</p>
<p>1e. Planning the library/media program integrated with the overall school program</p>	<p>Library/media specialist's program involves unrelated activities that do not connect with the curriculum, and the collection maintenance is disorganized.</p>	<p>Library/media specialist's plan is loosely designed, involves minimal consultation with teachers, and is inconsistent in its maintenance of the collection.</p>	<p>Library/media specialist's plan is well designed, involves consultation with teachers and maintains the collection.</p>	<p>Library/media specialist's plan is highly coherent, involves extensive consultation with teachers, and works to maintain and extend the collection.</p>
<p>1f. Developing a plan to evaluate the library/media program</p>	<p>Library/media specialist as no plan to evaluate the program or resists suggestions that such an evaluation is important.</p>	<p>Library/media specialist has a rudimentary plan to evaluate the library/media program.</p>	<p>Library/media specialist plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p>	<p>Library/media specialist's evaluation plan is highly sophisticated with sources of evidence and a clear path toward improving the program on an ongoing basis.</p>

Domain 2: The Environment

A Media Specialist’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Creating an environment of respect and rapport.	Library/media specialist’s interactions with at least some students and colleagues are negative, demeaning, insensitive, or inappropriate to cultural or developmental differences.	Library/media specialist’s interactions with students and colleagues are generally appropriate, but may reflect occasional inconsistencies, favoritism, or insensitivity for cultural or developmental differences.	Library/media specialist’s interactions with students and colleagues are mostly respectful and demonstrate awareness of students’ cultures and levels of development.	Library/media specialist’s interactions with students and colleagues consistently reflect respect and are appropriate to students’ culture and levels of development.
2b. Establishing a culture for investigation and reading.	Library/media specialist conveys a sense that the work of seeking information and reading is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading for themselves and others.

<p>2c. Establishing and maintaining library procedures.</p>	<p>Media center routines and procedures (i.e. circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion.</p>	<p>Media center routines and procedures (i.e. circulation of materials, working on computers, independent work) have been established, but function sporadically.</p>	<p>Media center routines and procedures (i.e. circulation of materials, working on computers, independent work) have been established and function smoothly.</p>	<p>Media center routines and procedures (i.e. circulation of materials, working on computers, independent work) are seamless in their operation.</p>
<p>2d. Managing student behavior.</p>	<p>There is little or no teacher monitoring of student behavior.</p>	<p>The teacher is inconsistent in response to student behavior and is met with uneven results.</p>	<p>Library/Media Specialist response to student behavior is consistent and effective.</p>	<p>Library/Media Specialist monitoring of student behavior is subtle and preventative.</p>
<p>2e. Organization of physical space.</p>	<p>Library/media specialist makes poor use of the physical environment, resulting in confusing signage, poor traffic flow, and inadequate space devoted to work areas and computer use, and general confusion.</p>	<p>Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion. Book displays are limited and need improvement.</p>	<p>Library/media specialist makes effective use of the physical environment, resulting in clear signage, good traffic flow, and adequate space devoted to work areas and computer use. Book displays are appropriate and visible.</p>	<p>Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. Book displays are attractive and inviting.</p>

Domain 3: Delivery of Service

A Media Specialist’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Maintaining and extending the library collection in accordance with the school’s needs and within budget limitations.	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b. Collaborating with teachers in the design and implementation of instructional units and lessons.	Library/media specialist does not effectively collaborate with classroom teachers in the design and implementation of instructional lessons and units.	Library/media specialist inconsistently collaborates with classroom teachers from limited subject areas in the design and implementation of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design and implementation of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers from a variety of subject areas in the design and implementation of instructional lessons and units, locating additional resources.
3c. Engaging students in enjoying reading and in learning information skills.	Library/media specialist does not foster student enjoyment of reading and learning information skills.	Library/media specialist inconsistently fosters student enjoyment of reading and learning information skills.	Library/media specialist fosters engagement of student enjoyment of reading and learning information skills.	Library/media specialist fosters high engagement of student enjoyment of reading and learning information skills.

<p>3d. Assisting students and teachers in the use of technology in the library/media center.</p>	<p>Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.</p>	<p>Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.</p>	<p>Library/media specialist facilitates sessions to assist students and teachers in the use of technology in the library/media center.</p>	<p>Library/media specialist is proactive in initiating sessions to assist student and teachers in the use of technology in the library/media center</p>
<p>3e. Demonstrating flexibility and responsiveness.</p>	<p>Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.</p>	<p>Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.</p>	<p>Library/media specialist makes revisions to the library/media program when needed.</p>	<p>Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or colleague input.</p>
<p>3f. Communicating with media center stakeholders.</p>	<p>The media specialist provides no information to the school about media center programs program or events.</p>	<p>The media specialist provides limited information to the school about media center programs or activities.</p>	<p>The media specialist provides thorough and accurate information about media center programs and events.</p>	<p>The media specialist is proactive in providing information about the media center program and events through a variety of means.</p>

Domain 4: Professional Responsibilities

A Media Specialist's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflection on practice	Staff member is unaware if the activity was effective or not, and shows no interest in improving.	Staff member is aware of effectiveness of some parts of the activity, but is unaware of how to improve.	Staff member is aware of effectiveness of the activity and makes suggestions on how the activity can be further developed.	Staff member is aware of the effectiveness of the activity, citing specific examples from the activity, and makes suggestions on how the activity can be further developed.
4b. Maintaining accurate records	The staff member's system for maintaining information on student progress and records is nonexistent.	The staff member's system for maintaining information on student progress and records is rudimentary.	The staff member's system for maintaining information on student progress and records are generally up-to-date and accurate.	The staff member's system for maintaining information on student progress and records are fully up-to-date and accurate.
4c. Participating in a Professional Learning Communities	The staff member's professional relationships with colleagues are negative and self-serving. The staff member avoids participation in instructional team collaboration. The staff member is not involved in school events.	The staff member has professional relationships with colleagues solely to fulfill duties that the school requires, and attends the instructional team meetings. The staff member attends some school events.	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration with the staff member taking initiative in contributing to the team. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).
4d. Growing and Developing Professionally	The staff member engages in no professional development to enhance knowledge or skill. The staff member resists feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill but falls below the district requirement. The staff member passively accepts feedback on performance from supervisors.	The teacher seeks out opportunities for professional development to enhance content knowledge and skill as minimally required by the district . The teacher has solicited feedback on teaching performance from at least one supervisor over the course of a evaluation cycle.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill beyond district requirements. The staff member solicits feedback on performance from supervisors.

<p>4e. Showing Professionalism</p>	<p>The staff member is unaware of students' needs and available resources and does not communicate with families. The staff member does not comply with district regulations, despite reminders by supervisors.</p>	<p>The staff member is aware of students' needs but does not take any action. The staff member must be reminded by supervisors about complying with district regulations.</p>	<p>The staff member is aware of their students' needs, communicates with families, and usually refers to appropriate resources when necessary. The staff member follows most district regulations including confidentiality.</p>	<p>The staff member is aware of their students' needs, effectively communicates with families, and refers to appropriate resources when necessary. The staff member follows district regulations including confidentiality.</p>
<p>4f. Attendance (effective 2016-2017 school year)</p>	<p>SEE TEACHER FRAMEWORK (Component 4f is identical in all frameworks.)</p>			

Instructional Specialist Framework

Domain 1: Planning and Preparation

An Instructional Specialist's professional practice will be evaluated on the actions that are within their control.

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

1f. Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
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Domain 2: The Environment

An Instructional Specialist’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don’t resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b. Establishing a culture for ongoing instructional improvement	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c. Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for work-shops) are clear to teachers, whereas others (for example, receiving informal support are not)	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
2d. Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service

An Instructional Specialist’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Basic	Proficient	Distinguished
3a. Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lesson and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b. Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist’s efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c. Sharing expertise with staff	Instructional specialist’s model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist’s model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
3d. Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist’s efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e. Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
3f. Communicating with staff and students	The instructional specialist provides no information to stakeholders about technology.	The instructional specialist provides limited information to stakeholders about technology.	The instructional specialist provides thorough and accurate information to stakeholders about technology	The instructional specialist is proactive in providing information to stakeholders about technology through a variety of means.

Domain 4: Professional Responsibilities

An Instructional Specialist's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflection on practice	Staff member is unaware if the activity was effective or not, and shows no interest in improving.	Staff member is aware of effectiveness of some parts of the activity, but is unaware of how to improve.	Staff member is aware of effectiveness of the activity and makes suggestions on how the activity can be further developed.	Staff member is aware of the effectiveness of the activity, citing specific examples from the activity, and makes suggestions on how the activity can be further developed.
4b. Maintaining accurate records	The staff member's system for maintaining information on student progress and records is nonexistent.	The staff member's system for maintaining information on student progress and records is rudimentary.	The staff member's system for maintaining information on student progress and records are generally up-to-date and accurate.	The staff member's system for maintaining information on student progress and records are fully up-to-date and accurate.
4c. Participating in a Professional Learning Communities	The staff member's professional relationships with colleagues are negative and self-serving. The staff member avoids participation in instructional team collaboration. The staff member is not involved in school events.	The staff member has professional relationships with colleagues solely to fulfill duties that the school requires, and attends the instructional team meetings. The staff member attends some school events.	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration with the staff member taking initiative in contributing to the team. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).
4d. Growing and Developing Professionally	The staff member engages in no professional development to enhance knowledge or skill. The staff member resists feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill but falls below the district requirement. The staff member passively accepts feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill as minimally required by the district . The teacher has solicited feedback on teaching performance from at least one supervisor over the course of a evaluation cycle.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill beyond district requirements. The staff member solicits feedback on performance from supervisors.

<p>4e. Showing Professionalism</p>	<p>The staff member is unaware of students' needs and available resources and does not communicate with families. The staff member does not comply with district regulations, despite reminders by supervisors.</p>	<p>The staff member is aware of students' needs but does not take any action. The staff member must be reminded by supervisors about complying with district regulations.</p>	<p>The staff member is aware of their students' needs, communicates with families, and usually refers to appropriate resources when necessary. The staff member follows most district regulations including confidentiality.</p>	<p>The staff member is aware of their students' needs, effectively communicates with families, and refers to appropriate resources when necessary. The staff member follows district regulations including confidentiality.</p>
<p>4f. Attendance (effective 2016-2017 school year)</p>	<p>SEE TEACHER FRAMEWORK (Component 4f is identical in all frameworks.)</p>			

Interventional Facilitator Framework

Domain 1: Planning and Preparation

The student intervention facilitator's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Planning, organizing, and delivering intervention program	Does not appear to know how or be interested in how to plan organize, or deliver an intervention program.	Activities appear to be solely reactive rather than proactive and do not rely on a comprehensive intervention program.	Is aware of state and national models for response to intervention programs. The student intervention facilitator has drawn upon the model to improve or develop the intervention program.	Plans, develops, manages and delivers a comprehensive intervention program by systematically providing information and skills to facilitate students' 9-12 academic and social behavior intervention.
1b. Demonstrating knowledge of child and adolescent development	The student intervention facilitator displays no knowledge of the developmental issues affecting student success and response to intervention	The student intervention facilitator displays partial knowledge of the developmental issues affecting student success and response to intervention.	The student intervention facilitator displays accurate knowledge of the developmental issues affecting student success and response to intervention.	The student intervention facilitator displays accurate knowledge of the developmental issues affecting student success and response to intervention. The student intervention facilitator uses this this knowledge to proactively communicate with or about the student.
1c. Establishing goals for the intervention program appropriate to the setting and the students served	The student intervention facilitator has no clear goals for the intervention program, or they are inappropriate to either the situation or the age of the students.	The student intervention facilitator's goals for the intervention program are limited and are partially suitable to the situation in the school and to the age of the students	The student intervention facilitator's goals for the intervention program are clear and appropriate to the situation in the school and to the age of the students.	The student intervention facilitator's goals for the intervention program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of current trends in specialty area and professional development	The student intervention facilitator demonstrates little or no familiarity with specialty area or trends in professional development.	The student intervention facilitator demonstrates basis familiarity with specialty area and trends in professional development.	The student intervention facilitator demonstrates thorough knowledge of specialty area and trends in professional development.	The student intervention facilitator's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1e. Planning the intervention program to integrate with the regular school program	The student intervention facilitator does not respond to student intervention requests by teachers.	The student intervention facilitator responds to some of the student intervention requests by teachers.	The student intervention facilitator responds to student intervention requests by teachers.	The student intervention facilitator responds to student intervention requests by teachers., and connects intervention requests to school-wide initiatives and professional development.

1f. Developing a plan to evaluate the intervention program management and accountability	The student intervention facilitator does not participate in evaluation of intervention program.	The student intervention facilitator has limited participation in evaluation of intervention program or does not use data to analyze intervention program.	The student intervention facilitator participates in evaluation of intervention program and uses data to analyze the intervention program.	The student intervention facilitator participates in evaluation of intervention program, uses data to analyze the intervention program and articulates a plan for improvement
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Domain 2: The School Environment

The student intervention facilitator’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Creates and maintains an environment of respect and rapport	Student Intervention Facilitator makes no effort to establish an environment of respect and rapport.	Student Intervention Facilitator makes minimal effort to establish an environment of respect and rapport.	Student Intervention Facilitator takes action to establish an environment of respect and rapport.	Student Intervention Facilitator takes a leadership role in establishing an environment of respect and rapport.
2b. Establishing a culture for productive communication in the learning environment	Student intervention facilitator makes no attempt to establish a culture for productive communication in the school as a whole	Student intervention facilitator promotes a culture for productive and respectful communication minimally.	Student intervention facilitator promotes a culture for productive and respectful communication in the learning environment and throughout the school.	Student intervention facilitator promotes a culture in all settings for productive and respectful communication with the expectation of more in depth responses and commitment to the intervention process. Collaboration is used in settings addressing program and building needs.
2c. Managing procedures	The student intervention facilitator’s procedures are nonexistent or in disarray.	The student intervention facilitator has limited procedures.	The student intervention facilitator’s procedures are documented and followed.	The student intervention facilitator’s procedures are effective, implemented, evaluated, and adjusted based on the needs of the students, staff and school.
2d. Establishing standards of conduct and contributes to the culture for student behavior throughout the school	Student intervention facilitator has established no standards of conduct for students during intervention period and makes no contribution to maintaining an environment of civility in the school.	Student intervention facilitator’s efforts to establish standards of conduct for intervention period are partially successful. Student intervention facilitator attempts, with limited success, to contribute to the level of civility in the school as a whole.	Student intervention facilitator has established clear standards of conduct for intervention period and contributes to the environment of civility in the school.	Student intervention facilitator has established clear standards of conduct for intervention period and works with students to be empowered to choose interventions that are in line with their educational goals. Student intervention facilitator takes a leadership role in maintaining the environment of civility in the school.
2e. Organizing physical space	The student intervention facilitator’s office space is in disarray or is inappropriate to the planned activities.	Student intervention facilitator’s attempts to create an inviting and well-organized office space are partially successful.	The student intervention facilitator’s office space is inviting and conducive to the planned activities.	The student intervention facilitator’s office space is inviting and conducive to the planned activities. Resources are readily available.

Domain 3: Delivery of Service

The student intervention facilitator’s professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Identifying intervention needs for students	Student intervention facilitator does not identify student needs, or the assessments result in inaccurate conclusions.	Student intervention facilitator’s assessment of student needs are perfunctory.	Student intervention facilitator identifies student needs and knows the range of student needs in the school.	Student intervention facilitator utilizes detailed and individualized assessments of student needs to contribute to intervention program planning and empowers students to choose appropriate interventions.
3b. Facilitates intervention program and tracks effectiveness of program on students' academic and social behavior	Student intervention facilitator does not attempt to facilitate or assign interventions for students in a timely manner.	Student intervention facilitator makes limited attempts to facilitate or assign interventions for students in a timely manner.	Student intervention facilitator works effectively with staff and students to facilitate or assign interventions for students in a timely manner.	Student intervention facilitator works effectively with staff and students to facilitate or assign interventions for students in a timely manner. and tracks progress of interventions.
3c. Using various techniques when providing direct interventions with students	Student intervention facilitator does not provide direct interventions for students.	Student intervention facilitator provides information and is a resource to students but does not use techniques to provide direct interventions that teach skills.	Student intervention facilitator uses appropriate technique to provide direct interventions.	Student intervention facilitator uses multiple techniques to provide direct interventions to teach skills and uses student data to track and show academic and/or behavioral progress in targeted students.
3d. Utilizing resources to meet student needs	Student intervention facilitator does not make connections with other programs in order to meet student needs.	Student intervention facilitator utilizes some services with other programs in the school.	Student intervention facilitator utilizes other programs within the school and collaborates with staff to meet student needs.	Student intervention facilitator utilizes other programs within the school and collaborates with staff to recommend and implement new interventions to meet student needs.
3e. Demonstrating flexibility and responsiveness	Student intervention facilitator adheres to the plan or program, in spite of evidence of its inadequacy.	Student intervention facilitator makes modest changes in the intervention program when confronted with evidence for the need change.	Student intervention facilitator makes revisions in the intervention program when they are needed.	Student intervention facilitator is continually seeking ways to improve the intervention program and makes changes as needed in response to student, parent, or teacher input.

<p>3f. Communicating with staff, students, and families</p>	<p>The student intervention facilitator provides no information to staff, students or families, either about the intervention program or about individual students. The student intervention facilitator does not respond, or responds insensitively, to concerns.</p>	<p>The student intervention facilitator provides limited information to staff, students, and families about the intervention program or the individual students.</p>	<p>The student intervention facilitator provides thorough and accurate information to the staff, students, and families about the intervention program as a whole and about individual students.</p>	<p>The student intervention facilitator is proactive in providing information to staff, students, and families about the intervention program and about individual students through a variety of means. The student intervention facilitator responds to staff, student, and family concerns with professional sensitivity.</p>
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Domain 4: Professional Responsibilities

The student intervention facilitator's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflection on practice	Staff member is unaware if the activity was effective or not, and shows no interest in improving.	Staff member is aware of effectiveness of some parts of the activity, but is unaware of how to improve.	Staff member is aware of effectiveness of the activity and makes suggestions on how the activity can be further developed.	Staff member is aware of the effectiveness of the activity, citing specific examples from the activity, and makes suggestions on how the activity can be further developed.
4b. Maintaining accurate records	The staff member's system for maintaining information on student progress and records is nonexistent.	The staff member's system for maintaining information on student progress and records is rudimentary.	The staff member's system for maintaining information on student progress and records are generally up-to-date and accurate.	The staff member's system for maintaining information on student progress and records are fully up-to-date and accurate.
4c. Participating in Professional Learning Communities	The staff member's professional relationships with colleagues are negative and self-serving. The staff member avoids participation in instructional team collaboration. The staff member is not involved in school events.	The staff member has professional relationships with colleagues solely to fulfill duties that the school requires, and attends the instructional team meetings. The staff member attends some school events.	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration with the staff member taking initiative in contributing to the team. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).
4d. Growing and Developing Professionally	The staff member engages in no professional development to enhance knowledge or skill. The staff member resists feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill but falls below the district requirement. The staff member passively accepts feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill as minimally required by the district . The teacher has solicited feedback on teaching performance from at least one supervisor over the course of a evaluation cycle.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill beyond district requirements. The staff member solicits feedback on performance from supervisors.

4e. Showing Professionalism	The staff member is unaware of students' needs and available resources and does not communicate with families. The staff member does not comply with district regulations, despite reminders by supervisors.	The staff member is aware of students' needs but does not take any action. The staff member must be reminded by supervisors about complying with district regulations.	The staff member is aware of their students' needs, communicates with families, and usually refers to appropriate resources when necessary. The staff member follows most district regulations including confidentiality.	The staff member is aware of their students' needs, effectively communicates with families, and refers to appropriate resources when necessary. The staff member follows district regulations including confidentiality.
4f. Attendance (effective 2016-2017 school year)	SEE TEACHER FRAMEWORK (Component 4f is identical in all frameworks.)			

Behavior Intervention Framework

Domain 1: Planning and Preparation

The student intervention facilitator's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Planning, organizing, and delivering intervention program	Does not appear to know how or be interested in how to plan organize, or deliver an intervention program.	Activities appear to be solely reactive rather than proactive and do not rely on a comprehensive intervention program.	Is aware of state and national models for response to intervention programs. The student intervention facilitator has drawn upon the model to improve or develop the intervention program.	Plans, develops, manages and delivers a comprehensive intervention program by systematically providing information and skills to facilitate students' 9-12 academic and social behavior intervention.
1b. Demonstrating knowledge of child and adolescent development	The student intervention facilitator displays no knowledge of the developmental issues affecting student success and response to intervention	The student intervention facilitator displays partial knowledge of the developmental issues affecting student success and response to intervention.	The student intervention facilitator displays accurate knowledge of the developmental issues affecting student success and response to intervention.	The student intervention facilitator displays accurate knowledge of the developmental issues affecting student success and response to intervention. The student intervention facilitator uses this this knowledge to proactively communicate with or about the student.
1c. Establishing goals for the intervention program appropriate to the setting and the students served	The student intervention facilitator has no clear goals for the intervention program, or they are inappropriate to either the situation or the age of the students.	The student intervention facilitator's goals for the intervention program are limited and are partially suitable to the situation in the school and to the age of the students	The student intervention facilitator's goals for the intervention program are clear and appropriate to the situation in the school and to the age of the students.	The student intervention facilitator's goals for the intervention program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of current trends in specialty area and professional development	The student intervention facilitator demonstrates little or no familiarity with specialty area or trends in professional development.	The student intervention facilitator demonstrates basis familiarity with specialty area and trends in professional development.	The student intervention facilitator demonstrates thorough knowledge of specialty area and trends in professional development.	The student intervention facilitator's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1e. Planning the intervention program to integrate with the regular school program	The student intervention facilitator does not respond to student intervention requests by teachers.	The student intervention facilitator responds to some of the student intervention requests by teachers.	The student intervention facilitator responds to student intervention requests by teachers.	The student intervention facilitator responds to student intervention requests by teachers., and connects intervention requests to school-wide initiatives and professional development.

1f. Developing a plan to evaluate the intervention program management and accountability	The student intervention facilitator does not participate in evaluation of intervention program.	The student intervention facilitator has limited participation in evaluation of intervention program or does not use data to analyze intervention program.	The student intervention facilitator participates in evaluation of intervention program and uses data to analyze the intervention program.	The student intervention facilitator participates in evaluation of intervention program, uses data to analyze the intervention program and articulates a plan for improvement
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Domain 2: The School Environment

The student intervention facilitator's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Creates and maintains an environment of respect and rapport	Student Intervention Facilitator makes no effort to establish an environment of respect and rapport.	Student Intervention Facilitator makes minimal effort to establish an environment of respect and rapport.	Student Intervention Facilitator takes action to establish an environment of respect and rapport.	Student Intervention Facilitator takes a leadership role in establishing an environment of respect and rapport.
2b. Establishing a culture for productive communication in the learning environment	Student intervention facilitator makes no attempt to establish a culture for productive communication in the school as a whole	Student intervention facilitator promotes a culture for productive and respectful communication minimally.	Student intervention facilitator promotes a culture for productive and respectful communication in the learning environment and throughout the school.	Student intervention facilitator promotes a culture in all settings for productive and respectful communication with the expectation of more in depth responses and commitment to the intervention process. Collaboration is used in settings addressing program and building needs.
2c. Managing procedures	The student intervention facilitator's procedures are nonexistent or in disarray.	The student intervention facilitator has limited procedures.	The student intervention facilitator's procedures are documented and followed.	The student intervention facilitator's procedures are effective, implemented, evaluated, and adjusted based on the needs of the students, staff and school.
2d. Establishing standards of conduct and contributes to the culture for student behavior throughout the school	Student intervention facilitator has established no standards of conduct for students during intervention period and makes no contribution to maintaining an environment of civility in the school.	Student intervention facilitator's efforts to establish standards of conduct for intervention period are partially successful. Student intervention facilitator attempts, with limited success, to contribute to the level of civility in the school as a whole.	Student intervention facilitator has established clear standards of conduct for intervention period and contributes to the environment of civility in the school.	Student intervention facilitator has established clear standards of conduct for intervention period and works with students to be empowered to choose interventions that are in line with their educational goals. Student intervention facilitator takes a leadership role in maintaining the environment of civility in the school.
2e. Organizing physical space	The student intervention facilitator's office space is in disarray or is inappropriate to the planned activities.	Student intervention facilitator's attempts to create an inviting and well-organized office space are partially successful.	The student intervention facilitator's office space is inviting and conducive to the planned activities.	The student intervention facilitator's office space is inviting and conducive to the planned activities. Resources are readily available.

Domain 3: Delivery of Service

The student intervention facilitator's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Identifying intervention needs for students	Student intervention facilitator does not identify student needs, or the assessments result in inaccurate conclusions.	Student intervention facilitator's assessment of student needs are perfunctory.	Student intervention facilitator identifies student needs and knows the range of student needs in the school.	Student intervention facilitator utilizes detailed and individualized assessments of student needs to contribute to intervention program planning and empowers students to choose appropriate interventions.
3b. Facilitates intervention program and tracks effectiveness of program on students' academic and social behavior	Student intervention facilitator does not attempt to facilitate or assign interventions for students in a timely manner.	Student intervention facilitator makes limited attempts to facilitate or assign interventions for students in a timely manner.	Student intervention facilitator works effectively with staff and students to facilitate or assign interventions for students in a timely manner.	Student intervention facilitator works effectively with staff and students to facilitate or assign interventions for students in a timely manner. and tracks progress of interventions.
3c. Using various techniques when providing direct interventions with students	Student intervention facilitator does not provide direct interventions for students.	Student intervention facilitator provides information and is a resource to students but does not use techniques to provide direct interventions that teach skills.	Student intervention facilitator uses appropriate technique to provide direct interventions.	Student intervention facilitator uses multiple techniques to provide direct interventions to teach skills and uses student data to track and show academic and/or behavioral progress in targeted students.
3d. Utilizing resources to meet student needs	Student intervention facilitator does not make connections with other programs in order to meet student needs.	Student intervention facilitator utilizes some services with other programs in the school.	Student intervention facilitator utilizes other programs within the school and collaborates with staff to meet student needs.	Student intervention facilitator utilizes other programs within the school and collaborates with staff to recommend and implement new interventions to meet student needs.
3e. Demonstrating flexibility and responsiveness	Student intervention facilitator adheres to the plan or program, in spite of evidence of its inadequacy.	Student intervention facilitator makes modest changes in the intervention program when confronted with evidence for the need change.	Student intervention facilitator makes revisions in the intervention program when they are needed.	Student intervention facilitator is continually seeking ways to improve the intervention program and makes changes as needed in response to student, parent, or teacher input.

<p>3f. Communicating with staff, students, and families</p>	<p>The student intervention facilitator provides no information to staff, students or families, either about the intervention program or about individual students. The student intervention facilitator does not respond, or responds insensitively, to concerns.</p>	<p>The student intervention facilitator provides limited information to staff, students, and families about the intervention program or the individual students.</p>	<p>The student intervention facilitator provides thorough and accurate information to the staff, students, and families about the intervention program as a whole and about individual students.</p>	<p>The student intervention facilitator is proactive in providing information to staff, students, and families about the intervention program and about individual students through a variety of means. The student intervention facilitator responds to staff, student, and family concerns with professional sensitivity.</p>
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Domain 4: Professional Responsibilities

The student intervention facilitator's professional practice will be evaluated on the actions that are within their control.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflection on practice	Staff member is unaware if the activity was effective or not, and shows no interest in improving.	Staff member is aware of effectiveness of some parts of the activity, but is unaware of how to improve.	Staff member is aware of effectiveness of the activity and makes suggestions on how the activity can be further developed.	Staff member is aware of the effectiveness of the activity, citing specific examples from the activity, and makes suggestions on how the activity can be further developed.
4b. Maintaining accurate records	The staff member's system for maintaining information on student progress and records is nonexistent.	The staff member's system for maintaining information on student progress and records is rudimentary.	The staff member's system for maintaining information on student progress and records are generally up-to-date and accurate.	The staff member's system for maintaining information on student progress and records are fully up-to-date and accurate.
4c. Participating in Professional Learning Communities	The staff member's professional relationships with colleagues are negative and self-serving. The staff member avoids participation in instructional team collaboration. The staff member is not involved in school events.	The staff member has professional relationships with colleagues solely to fulfill duties that the school requires, and attends the instructional team meetings. The staff member attends some school events.	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).	The staff member has professional relationships with colleagues, and actively participates in instructional team collaboration with the staff member taking initiative in contributing to the team. The staff member participates in school activities beyond the classroom (committee, coaching, club sponsor, student staff members, school research, presenting at professional development, etc.).
4d. Growing and Developing Professionally	The staff member engages in no professional development to enhance knowledge or skill. The staff member resists feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill but falls below the district requirement. The staff member passively accepts feedback on performance from supervisors.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill as minimally required by the district . The teacher has solicited feedback on teaching performance from at least one supervisor over the course of a evaluation cycle.	The staff member seeks out opportunities for professional development to enhance content knowledge and skill beyond district requirements. The staff member solicits feedback on performance from supervisors.

4e. Showing Professionalism	The staff member is unaware of students' needs and available resources and does not communicate with families. The staff member does not comply with district regulations, despite reminders by supervisors.	The staff member is aware of students' needs but does not take any action. The staff member must be reminded by supervisors about complying with district regulations.	The staff member is aware of their students' needs, communicates with families, and usually refers to appropriate resources when necessary. The staff member follows most district regulations including confidentiality.	The staff member is aware of their students' needs, effectively communicates with families, and refers to appropriate resources when necessary. The staff member follows district regulations including confidentiality.
4f. Attendance (effective 2016-2017 school year)	SEE TEACHER FRAMEWORK (Component 4f is identical in all frameworks.)			

Professional Practice Detailed Process Outline: 2022-23 School Year

Preliminary Activities

- Before the evaluation cycle starts, the staff member and their evaluator may arrange a classroom visit with feedback in order to build a relationship that is the basis for the observation. There will be no evidence gathered or recorded for this event.

Scheduling of Evaluation Events

- Evaluator and teacher will discuss and establish mutually acceptable dates and times for the Pre-Observation Conference, the Observation, and the Post-Observation Conference.
- Observation needs to occur within ten school days of the Pre-Observation Conference.
- Post-Observation Conference needs to occur within two school days of the Observation.
- Working Ratings will be made available within 5 school days of the Observation.
- The Formal Observation must occur prior to the **Friday of the first full week of November**.
- Informal observation must occur **no sooner than 10, and no later than 20 school days, after the formal evaluation post-conference**.
- Second formal/Optional informal observations (no more than 4 total)- **Completed by February 10***.
- For informal observations, there will be a blackout period the 5 days before 1st semester final exams, and the first 5 days of 2nd semester.
- Final Ratings/Summative Conference- **March 1**.

Pre-Observation Conference

- Teacher will submit responses to Pre-Observation Conference questions and upload relevant artifacts via Evaluwise at least two school days prior to conference date. Tenured staff choosing to roll over their prior Domain 1 ratings will still need to submit a lesson plan for the day of the observation.
- Evaluator may insert notes and/or upload artifacts to Evaluwise as needed. If these notes are used as evidence to rate a component, the evaluator must make them accessible to the teacher.
- Evaluator may extend the timeline for a teacher to submit additional artifacts as mutually identified during the pre-conference.

Formal Observation

- Evaluator will conduct one Formal Observation for tenured staff.
- Evaluator must attend the entire period of selected lesson.
- Evaluator will record observation notes via Evaluwise. The evaluator may edit and/or delete notes later following the observation.
- Following observation, evaluator will align observation notes to appropriate framework component(s) and will complete a tentative working rating based on available evidence.

Post-Observation Conference

- Following the observation, teacher may begin submitting responses and uploading artifacts related to Post-Observation Conference questions. These are due no later than 3 school days following the Observation.
- Evaluator may record conference notes via Evaluwise, which may be aligned to specific components. If these notes are used as evidence to rate a component, the evaluator must make them accessible to the teacher.
- Evaluator may extend the timeline for a teacher to submit additional artifacts as mutually identified during the post-conference.
- The evaluator will align teacher responses, artifacts, and administrator notes to appropriate framework component(s), and then release this to be viewed by the teacher.
- Within five school days of the Observation, the evaluator will use all available evidence to assign a working rating for each component, except components 4b, 4c, 4d, 4e, and 4f.

Informal Observation(s)

- Evaluator will conduct at least one Informal Observation, the first will occur no sooner than 10 and no later than 20 school days after the formal evaluation post-conference.
- Evaluator will conduct informal observation which may be announced or unannounced and which should last approximately 15 minutes.
- Teacher may upload artifacts related to the observed lesson within three (3) school days following the informal observation.
- Evaluator will record observation notes via Evaluwise and will share with teacher within five school days of the observation.
- Evaluator will tag collected evidence and assign a new working rating. Ratings may be the same, higher, or lower than the original working rating based on the accumulation of new evidence. If no new evidence is collected for any component, the rating will remain the same.
- Evaluator may schedule an optional Post-Observation Conference. A teacher may also request to schedule an optional Post-Observation Conference.
- Optional informal observations (no more than 4 total) can be requested by either the evaluator or the teacher. Teacher will be made aware if evaluator wants to conduct these optional informal observations. Working ratings will be adjusted if and as needed.
- **Note: Informal observations conducted during the Professional Practice process are distinct from the unrated informal occurring at least once in the course of the two years after the last summative rating.**

Second Formal Observation

- If teacher is non-tenured or if teacher received a “Needs Improvement” or “Unsatisfactory” overall rating his/her last evaluation cycle, evaluator and teacher will repeat steps 2 through 6 to carry out an additional Formal Observation.
- Evaluator must conduct second formal observation no later than February 15th.
- A tenured teacher who disagrees with his/her rating may request one additional Formal Observation by another administrator. Such teacher must submit a written request to the Principal, citing his/her rationale no later than the first Wednesday after winter break. The teacher will indicate if he/she would like the same evaluator from the initial formal observation or if an alternate evaluator is preferred. The Principal will then determine which secondary evaluator will carry out this process.

Domain 4

- On the third Monday in January, via Evaluwise, the evaluator will invite the teacher to share updated artifacts related to Domain 4 components. The teacher will upload such artifacts no later than two Mondays thereafter.
- On or about February 15th, the district administration will generate attendance data report for all teachers, which will be uploaded to Evaluwise. Evaluator will review this data and will apply a rating for component 4f (Attendance).
- In the growth (non-professional practice year), staff will be expected to ask an administrator to observe them (with feedback). In order to ensure compliance, component 4D will be modified to add language into the proficient category that this must be done in order to receive a minimum of proficient in that component.

Summative Rating Process

- Evaluator will determine a final summative rating and submit to teacher.
- Evaluator will invite teacher to a Summative Conference to review ratings, which must occur on or prior to March 1st. Evaluator(s) and teacher will sign Summative Evaluation Report.
- Teacher may include written response for attachment to document.
- Evaluator will submit a signed Summative Report to Principal for placement in personnel file on or before March 1st.

New for 2018-19 and beyond

Tenured staff will be able to “roll over” their entire Domain I and/or Domain IV ratings for one evaluation cycle. This will be done as a whole domain, not component by component. Staff can choose to do both domains together or in separate years. Except in cases where a staff has received discipline or a positive recognition report, then the affected component will be opened. Staff member must let evaluator know if they choose to do this at the time of setting up the Formal Observation.

New for 2022-23 and beyond

Unrated Informal Observation

Once during the evaluation cycle, tenured staff eligible for the three-year cycle will be assigned to complete an unrated formative observation, the purpose of which is to promote growth in a formative manner and ensure proper accountability. Any evidence collected will not be used in the professional practice evaluation.

- a. The unrated informal observation will be conducted by an ISBE-qualified evaluator that is assigned by the administration.
- b. The unrated informal observation will be conducted sometime after the first day of school and before the last day of school, at a mutually agreed upon date.
- c. The unrated informal observation will be one full period in duration.
- d. Within five school days of the observation, the observer will meet with the teacher to provide feedback to the teacher. The teacher may request written feedback as well.

Professional Practice Process Tasks and Timeline: 2022-23 School Year

Orientation Meeting	within the first 10 school days
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Pre-Observation Conference #1	within 10 days prior to observation
Observation #1 (FORMAL)	11/11/2022
Post-Observation Conference #1	within 2 days of observation

Working Ratings Issued	within 5 days of observation
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Observation #2 (INFORMAL)	no sooner than 10, and no later than 20 school days, after the formal evaluation post-conference**
Written Feedback Provided	within 5 days
Post-Observation Conference #2	Optional

	All non-tenured staff as well as tenured staff rated Needs Improvement or Unsatisfactory for the last evaluation cycle	All tenured staff rated Proficient or Excellent for the last evaluation cycle
Pre-Observation Conference #3	within 10 days prior	Optional
Observation #3 (FORMAL)	2/10/2023	
Post-Observation Conference #3	within 2 days of observation	

OPTIONAL INFORMAL (no more than 4 total)	2/10/2023**
Written Feedback Provided	within 5 days
Post-Observation Conference(s)	Optional

Summative Conference and Final Evaluation Submitted to Principal	3/1/2023
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**For informal observations, there will be a blackout period the 5 days before 1st semester final exams, and the first 5 days of 2nd semester.

Student Growth

Overview of Student Growth Process

The student growth component of the OLCHS Evaluation Plan includes measures that balance the need to promote maximum learning growth of ALL students with the need to keep teacher evaluation ratings subject to those factors that are within the control of the teacher, as written in the state default model and approved by the OLCHS Educational Development Committee.

For tenured teachers, the student growth component of the OLCHS Evaluation Plan will be conducted once during the three-year cycle. Non-tenured teachers will conduct the student growth and professional practice components simultaneously each year. All certificated staff not evaluated using the teacher framework will be exempt from the student growth component and their rating will be based solely on their professional practice rating.

Per state law, the student growth component of the OLCHS Evaluation Plan utilizes two assessment sets to measure the growth of student learning, with one assessment set being Type 2 and the other assessment set being Type 3. The student growth component of the OLCHS Evaluation Plan will implement a simple growth measurement model utilizing the Student Learning Objective (SLO) process for both assessment types.

Timeline

The following timeline will be followed for the student growth component process:

- Type 2 and Type 3 pre-assessments will be administered within the first two weeks of the school year.
- SLO growth goals will be submitted for approval no later than mid-first quarter.*
- A mid-point check conference will be held within two weeks after the end of first quarter.**
- Type 2 and Type 3 summative assessments will be administered within the final two weeks of the semester.
- Summative growth ratings will be established no later than February 1st.

* The establishment of an "SLO Roster" for each teacher undergoing the growth component evaluation process. The SLO roster will include all students enrolled in designated courses where students are assessed for learning growth at the mid-first quarter. The learning growth of these students will be included in the teacher's SLO growth goal rating determination. The final SLO roster may be different than a teacher's actual in-class roster due to late enrollees and withdrawals.

**A review of current student growth data during the mid-point check in process, which does NOT include the assessment data used for growth measurement purposes.

Assessment Set Selection/Approval

The student growth component of the OLCHS Evaluation Plan includes a process for the selection Type II and Type III growth assessments utilized to determine a teacher's growth component rating. This process is as follows:

- a. The administration will select one Type 2 SLO for one of the teacher's assigned courses to be used to measure student learning growth.
- b. The teacher will select one Type 3 SLO used to measure student learning growth. The teacher has options with this selection, and may choose one of the following:

- i. An existing assessment set for growth previously developed for the same course using the Type 2 SLO.
- ii. An existing assessment set for growth previously developed for a different course.
- iii. A newly developed assessment set for a course that currently has no existing assessments for growth. The new assessment set must conform to the established assessment for growth criteria.
- iv. A newly developed assessment set for a course that already has existing assessments for growth. The new assessment set must conform to the established assessment for growth criteria. The new assessment must be aligned to curricular big ideas/standards/learning targets that are different than the existing assessment sets.

Target Gains, Measurement, Ratings

For the 2021-2022 school year and beyond, individual student target gains will be calculated using the Austin Growth Model, where individual student growth goals are one half of the possible overall growth. The calculation would be: **$100 - \text{pre-assessment score} / 2 = \text{growth goal}$**

Using this model, if a student scores 40% on the pre-assessment, with a perfect score being 100%, the difference between the pre-assessment and the perfect score is 60%. One half of that difference is 30%. Therefore, the student’s SLO growth goal would be 30% growth, and he/she would need to score a 70% on the post-assessment to meet his/her goal.

Data from each assessment set will be entered in Mastery Manager. Growth goals will be entered by the teacher into Mastery Manager and approved by the evaluator. The percentage of SLO roster students who met or exceeded the pre-determined growth goal will be used to determine each SLO growth goal rating, as listed below:

Excellent	Requires 76-100% of SLO Roster to have met or exceeded the Target Gain.
Proficient	Requires 51-75% of SLO Roster to have met or exceeded the Target Gain.
Needs Improvement	Requires 25-50% of SLO Roster to have met or exceeded the Target Gain.
Unsatisfactory	Requires 0-24% of SLO Roster to have met or exceeded the Target Gain.

The OLCHS Evaluation Plan establish a process for determining an overall summative rating based on the following weighting structure:

- a. The professional practice rating will be weighted at 70% of the overall summative rating.
- b. The student growth rating will be weighed at 30% of the overall summative rating, with each SLO growth goal rated equally (15% each).

Student Growth Detailed Process Outline: 2022-23 School Year

Revised August 2022

1. **Teacher** will administer pre-assessments for the **assigned Type 2** assessment set and the **agreed upon Type 3** assessment set during the first two weeks of the school year (8/22/22 - 9/2/22).
2. **Teacher** will enter all assessment results into Mastery Manager. **Teacher** will maintain all original student work, including Master Manager bubble sheets until ratings are determined.
3. **Teacher** will create a Mastery Manager Student Growth Report for each assessment type by 9/16/22.
 - a. **Teacher** will input a target gain using the agreed upon Modified Austin Model (chart attached).
 - b. **Teacher** will name the report using the following naming convention: **TeacherName_Type 2_Fall2022**.
4. **Division Administrator** will review and approve pre-assessment data and target gains. **Division Administrator** may request a conference with the teacher.
5. **Teacher** will ensure that all students enrolled before the first mid-quarter are administered the growth assessments. After the initial pre-assessment window, the Student Services Office can facilitate this process for students enrolling after 9/6/22.
6. **Division Administrator** will establish the SLO Roster for each teacher following the first mid-quarter. Students enrolling after 9/17/22 will be excluded.
7. **Division Administrator** will schedule a mid-point check-in meeting with the **Teacher** within two weeks of the end of the first quarter (10/19/22 - 11/2/22).
 - a. The purpose of this meeting is to review current student growth data and to discuss instructional practices and interventions to ensure that students meet or exceed the target gains.
 - b. No adjustments to the target gains or SLO roster will be made.
8. **Teacher** will administer post-assessments for the assigned **Type 2 assessment** set and the agreed upon **Type 3 assessment** set during final two weeks of semester 1 (12/12/22-12/22/22). Teacher is responsible for administering the assessments to all students.
9. **Teacher** will utilize the Master Manager to finalize and submit the Mastery Manager Student Growth Report for each assessment set prior to 1/20/23.
10. **Division Administrator** will review the reports and schedule a Student Growth Summative Conference prior to February 1.
11. **Division Administrator** will submit the signed "Teacher Student Growth Evaluation" form and copies of the Mastery Manager Reports to the Principal by February 1.

Student Growth Process Tasks and Timeline: School Year 2022-23

2022-2023
 Dates for all teachers on Student
 Growth

Task

Window for Pre-Assessment Administration	8/22/22 - 9/2/22
Pre-Assessment Data Verification	9/16/22

SLO Roster Finalized/Late Enrollees Tested	9/16/22
Deadline for Growth Goal (Target Gain) Submittal	9/17/22

Window for Mid-Point Check-In Meeting	10/19/22 - 11/2/22
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Window for Post-Assessment Administration	12/12/22 - 12/22/22
Deadline for Student Growth Data Submittal	1/20/2023

Final Growth Rating Submitted to Principal	2/1/2023
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SUMMATIVE RATING DETERMINATIONS

Professional Practice

Excellent

An overall Excellent rating requires an Excellent rating in at least twelve (12) components with all others being proficient. At least two (2) of the Excellent ratings must occur in each of the four domains, with the exception of Domain 3, which must include at least three (3) Excellent components.

Proficient

An overall Proficient rating will be applied to all other scenarios not defined as Excellent, Needs Improvement, or Unsatisfactory.

Needs Improvement

An overall Needs Improvement rating is produced when four (4) or more components are rated Needs Improvement and/or one (1) or two (2) components rated Unsatisfactory.

Unsatisfactory

An overall Unsatisfactory rating is produced when three or more components are rated as Unsatisfactory.

Student Growth

Excellent

Requires 76-100% of SLO Roster to have met or exceeded the Target Gain.

Proficient

Requires 51-75% of SLO Roster to have met or exceeded the Target Gain.

Needs Improvement

Requires 25-50% of SLO Roster to have met or exceeded the Target Gain.

Unsatisfactory

Requires 0-24% of SLO Roster to have met or exceeded the Target Gain.

Professional Practice and Student Growth Table

Professional Practice (70%)	SLO Growth Goal -Type II Assessment (15%)	SLO Growth Goal -Type III Assessment (15%)	Summative Rating
Excellent	Excellent	Excellent	Excellent
	Excellent	Proficient	Excellent
	Excellent	Needs Improvement	Excellent
	Excellent	Unsatisfactory	Excellent
	Proficient	Excellent	Excellent
	Proficient	Proficient	Excellent
	Proficient	Needs Improvement	Excellent
	Proficient	Unsatisfactory	Proficient
	Needs Improvement	Excellent	Excellent
	Needs Improvement	Proficient	Excellent
	Needs Improvement	Needs Improvement	Proficient
	Needs Improvement	Unsatisfactory	Proficient
	Unsatisfactory	Excellent	Excellent
	Unsatisfactory	Proficient	Proficient
	Unsatisfactory	Needs Improvement	Proficient
	Unsatisfactory	Unsatisfactory	Proficient
Proficient	Excellent	Excellent	Proficient
	Excellent	Proficient	Proficient
	Excellent	Needs Improvement	Proficient
	Excellent	Unsatisfactory	Proficient
	Proficient	Excellent	Proficient
	Proficient	Proficient	Proficient
	Proficient	Needs Improvement	Proficient
	Proficient	Unsatisfactory	Proficient
	Needs Improvement	Excellent	Proficient
	Needs Improvement	Proficient	Proficient
	Needs Improvement	Needs Improvement	Proficient
	Needs Improvement	Unsatisfactory	Proficient
	Unsatisfactory	Excellent	Proficient
	Unsatisfactory	Proficient	Proficient
	Unsatisfactory	Needs Improvement	Proficient
	Unsatisfactory	Unsatisfactory	Needs Improvement

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

OLCHS Professional Development Plans and Remediation Plans

Professional Development Plan – Summative Rating of Needs Improvement

Section 24A-5(h) of the School Code states that, within thirty (30) school days after assigning a tenured teacher a “Needs Improvement” rating, a school district, in consultation with the teacher and taking into account the teacher’s ongoing professional responsibilities (including his or her regular teacher assignments), must develop for that teacher a “professional development plan” directed to the areas that need improvement and that includes any supports the district will provide to address the areas that need improvement.

After the development of the PDP, the teacher and observer will collaborate to determine the target completion date.

Tenured teachers will be evaluated using the OLCHS Certified Staff Evaluation Plan: Professional Practice procedures in the school year following the Professional Development Plan. Teachers who are rated as “proficient” or “excellent” at that time will be reinstated to the tenured staff evaluation process for proficient and excellent.

For any tenured teacher who is evaluated less than “proficient” at the completion of the PDP, the District will start a remediation plan under the provisions of the Illinois School Code 105 ILCS 5/24A-5.

PDP Components

- **Areas of Improvement:** Identification of the domain(s)/component(s) rated as needs improvement or unsatisfactory.
- **Specific Objectives for Areas of Improvement:** Identification of the OLCHS Framework used to evaluate practice.
- **Tasks to Complete:** Specific tasks or activities the teacher will complete to improve the domain/component, including supports and resources available.
- **Support and Resources:** List of supports and resources the teacher can use to improve (e.g. workshops, observe colleagues, ask a specialist, books/media, etc.).

Remediation Plan – Summative Rating of Unsatisfactory

Section 24A-5(i) of the School Code states that, within thirty (30) school days after assigning a tenured teacher an “Unsatisfactory” rating, a school district is required to develop and commence a 90 school day remediation plan designed to correct cited deficiencies. The Remediation Plan will be developed by the Principal and one or more other administrators in consultation with the teacher and a consulting teacher and will take into account the tenured teacher’s ongoing professional responsibilities including his/her regular teaching assignments.

- A consulting teacher, who has five (5) years of experience, familiarity with the teaching assignment, and an “excellent” rating on his/her last evaluation, shall be selected by the Principal.
- The Remediation Plan is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement and will last for a period of ninety (90) school days.
- The teacher will be formally observed at least once every thirty (30) days for the duration of the remediation period, but can be observed more frequently.
- The Principal will facilitate pre-observation conferences and post-observation conferences for each formal observation and will provide a mid-point (formative) and final (summative) evaluation at the end of the evaluation period.

Tenured teachers will be evaluated using the OLCCHS Certified Staff Evaluation Plan: Professional Practice procedures in the school year following the Remediation Plan. Teachers who are rated as “proficient” or “excellent” at that time will be reinstated to the tenured staff evaluation process for proficient and excellent.

For any tenured teacher who is evaluated less than “proficient” at the completion of the remediation period, the District will consider the dismissal of the teacher under the provisions of the Illinois School Code 105 ILCS 5/24A-5.

Remediation Plan Components

- **Teaching Deficiencies:** Identification of the domain(s)/component(s) rated as needs improvement or unsatisfactory.
- **Specific Objectives to Remediate Deficiencies:** Identification of the OLCCHS Framework used to evaluate practice.
- **Required Activities to Meet the Remediation Objectives:** Specific tasks or activities the teacher will complete to improve the domain/component, including supports and resources available.
- **Suggested Activities to Meet the Remediation Objectives:** Specific tasks or activities the teacher may complete to improve the domain/component, including supports and resources available.

Appendix:
Forms, Question Prompts, Growth Tables

Domain Reference Guides

Domain Reference Guides provide additional information regarding each component regarding sources of evidence, indicators, and critical attributes at each performance level. Staff members are encouraged to consult the Domain Reference Guides should they require additional clarity on any framework component.

Domain Reference Guides for each framework can be found in the Staff/Admin/Principal folder on the P Drive.

Pre-Observation Conference Form/Lesson Plan

Date	Learning Targets/Objectives	Activities	Assessment Plans
1			
2			
3 (Observed Lesson)			
4			
5			

1. Overview: Provide a brief overview of the lesson. The overview should provide the observer with a description of the lesson's content and how it relates to the larger unit. Include prerequisite knowledge required to meet lesson outcomes and relationship to future learning (1a).
2. Lesson Procedures: The procedures should clearly describe the sequences of learning activities and include approximate time allocations for each portion of the lesson (1a, 1e).
3. Interdisciplinary Connections: Provide a listing of the subject area(s), in addition to the primary subject area, that are incorporated in this lesson (1a).
4. Anticipated Difficulties: What difficulties or possible misunderstanding (misconceptions) do you anticipate that students may encounter? How will you prevent them from occurring? (1a)
5. Relevance/Rationale: Why are the lesson outcomes important in the real world? How is this lesson relevant to students in this class (interests, cultural heritages, needs)? (1b)
6. Class Information: Briefly describe any unique characteristics of the class (considerations may include: students with disabilities, language levels, learning styles, etc.). Also include any other circumstances an observer should know about. (1b)
7. Differentiation/Modifications/Accommodations and Access for All: What curriculum modifications and/or classroom accommodations will you make FOR THIS LESSON for students with varied needs (EL Learners, Students with Disabilities, Low Performing, Advanced)? (1b, 1e)
8. Grouping Strategy: Describe how you will group students to facilitate learning of the outcomes of this lesson. What is the rationale for the grouping strategy? Academic knowledge of students: What do you know about your students' prior knowledge and skill levels that has an impact on how you approach this lesson? Consider the need for differentiation (1b, 1e).
9. Learning Targets: What are the learning targets for this lesson? What state standards are addressed by this lesson? (1c) *This is where SEL standards should be addressed.*
10. Outcomes: How will different students demonstrate mastery of the learning targets? What will students know/understand and be able to do as a result of this lesson? (1c, 1f)
11. Technologies and Other Materials/Resources: List all materials, handouts, resources and technology tools that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, other staff, etc.) (1d)
12. Use of Formative Assessment to Inform Planning: Describe your students' current levels of understanding of the content related to the outcome for this lesson. What are some of the indicators that let you know that these outcomes and the lesson activities represent the appropriate amount of cognitive challenge for all students? (1f)
13. Assessment Criteria for Success: How will you and your students know if they have successfully met the outcomes? List and submit any formative and summative assessments you will be using to assess whether students have successfully met the outcomes. (1f)
14. What structures, routines, or procedures will you use to incorporate SEL competencies into this lesson? (1a, 1b, 1c)

Post-Observation Conference Questions

(Submitted immediately following an observed lesson.)

1. Overall how successful was the lesson? Did your students meet the learning targets? How do you know? Attach artifacts as necessary. (4a, 3d)
2. Did you make any adjustments/modifications to your plan during the lesson? If so, describe them and explain what motivated these changes. (3e, 4a)
3. Describe how the effectiveness of this lesson will impact future instruction. (4a)
4. Please share any other pertinent information related to this lesson.

Professional Responsibilities Questions

(Submitted in February via Domain 4 Uploads.)

I. Professional Responsibilities

1. Describe the ways in which you reflect on your own practice. Have you sought out feedback about your teaching performance from peers or supervisors? (4d)
2. Describe your process for maintaining accurate records of attendance and academic progress. Attach artifacts as necessary. (4b, 4e)
3. Describe the strategies and/or resources you employ to become aware of student needs. How do you address individual student needs? (4e)
4. How do you effectively communicate with parents and/or support staff? Describe the types of contacts you have made and/or attach artifacts as necessary. (4e)

II. Professional Contributions

5. List your involvement in the school outside of the classroom. (IT leadership roles, committee involvement, activity sponsorship, coaching, student teacher supervision, school research projects, presenting professional development information, etc.). (4c)
6. Describe the professional development opportunities in which you have participated. (4d)

**CERTIFIED STAFF EVALUATION
OAK LAWN COMMUNITY HIGH SCHOOL**



Staff Member:		<input type="checkbox"/> Tenured
Evaluator:		Not Tenured: <input type="checkbox"/> 1 st Year <input type="checkbox"/> 2 nd Year <input type="checkbox"/> 3 rd Year <input type="checkbox"/> 4 th Year

EVALUATORS: Utilize sections of this form as appropriate; leave non-applicable sections blank. Submit to Principal by March 1.

Professional Practice – School Year: _____ or leave blank if not applicable.	
<input type="checkbox"/>	<p>Excellent An overall Excellent rating requires an Excellent rating in at least twelve (12) components with all others being proficient. At least two (2) of the Excellent ratings must occur in each of the four domains, with the exception of Domain 3, which must include at least three (3) Excellent components.</p>
<input type="checkbox"/>	<p>Proficient An overall Proficient rating will be applied to all other scenarios not defined as Excellent, Needs Improvement, or Unsatisfactory.</p>
<input type="checkbox"/>	<p>Needs Improvement An overall Needs Improvement rating is produced when four (4) or more components are rated Needs Improvement and/or one (1) or two (2) components rated Unsatisfactory.</p>
<input type="checkbox"/>	<p>Unsatisfactory An overall Unsatisfactory rating is produced when three or more components are rated as Unsatisfactory.</p>

Attachment: Summative Component Rating Evaluative Document

Student Growth – School Year: _____ or leave blank if not applicable.			
Type 2		Type 3	
<input type="checkbox"/>	<p>Excellent Requires 76-100% of SLO Roster to have met or exceeded the Target Gain.</p>	<input type="checkbox"/>	<p>Excellent Requires 76-100% of SLO Roster to have met or exceeded the Target Gain.</p>
<input type="checkbox"/>	<p>Proficient Requires 51-75% of SLO Roster to have met or exceeded the Target Gain.</p>	<input type="checkbox"/>	<p>Proficient Requires 51-75% of SLO Roster to have met or exceeded the Target Gain.</p>
<input type="checkbox"/>	<p>Needs Improvement Requires 25-50% of SLO Roster to have met or exceeded the Target Gain.</p>	<input type="checkbox"/>	<p>Needs Improvement Requires 25-50% of SLO Roster to have met or exceeded the Target Gain.</p>
<input type="checkbox"/>	<p>Unsatisfactory Requires 0-24% of SLO Roster to have met or exceeded the Target Gain.</p>	<input type="checkbox"/>	<p>Unsatisfactory Requires 0-24% of SLO Roster to have met or exceeded the Target Gain.</p>

Attachment: Mastery Manager Student Growth Reports

**CERTIFIED STAFF EVALUATION
OAK LAWN COMMUNITY HIGH SCHOOL**



Staff Member:		<input type="checkbox"/> Tenured
Evaluator:		Not Tenured: <input type="checkbox"/> 1 st Year <input type="checkbox"/> 2 nd Year <input type="checkbox"/> 3 rd Year <input type="checkbox"/> 4 th Year

<p>Summative Rating – School Year: _____ or leave blank if not applicable.</p> <p><i>Determined by the OLCHS Summative Rating Determination calculated as Professional Practice (70%), Type 2 Assessment Results (15%), and Type 3 Assessment Results (15%)</i></p>	
<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory

This evaluation has been conducted in accordance with current Union/Board Agreement evaluation procedures with respect to time limit restrictions concerning the evaluation conference and non-tenured teacher evaluation notification. Exceptions are noted.

- I have reviewed this evaluation and choose to comment. (Comments to be attached)
- I have reviewed this evaluation and DO NOT choose to comment.

Teacher's Initials: _____

Evaluator –Signature

Staff Member –Signature

Date

Student Growth Rating Form

TEACHER STUDENT GROWTH EVALUATION
OAK LAWN COMMUNITY HIGH SCHOOL



Staff Member:		THIS FORM IS FOR USE IN THE EVALUATION OF TENURED TEACHERS DURING THE STUDENT GROWTH PORTION OF THE EVALUATION CYCLE.
Evaluator:		

Student Growth			
Type 2		Type 3	
<input type="checkbox"/>	Excellent Requires 76-100% of SLO Roster to have met or exceeded the Target Gain.	<input type="checkbox"/>	Excellent Requires 76-100% of SLO Roster to have met or exceeded the Target Gain.
<input type="checkbox"/>	Proficient Requires 51-75% of SLO Roster to have met or exceeded the Target Gain.	<input type="checkbox"/>	Proficient Requires 51-75% of SLO Roster to have met or exceeded the Target Gain.
<input type="checkbox"/>	Needs Improvement Requires 25-50% of SLO Roster to have met or exceeded the Target Gain.	<input type="checkbox"/>	Needs Improvement Requires 25-50% of SLO Roster to have met or exceeded the Target Gain.
<input type="checkbox"/>	Unsatisfactory Requires 0-24% of SLO Roster to have met or exceeded the Target Gain.	<input type="checkbox"/>	Unsatisfactory Requires 0-24% of SLO Roster to have met or exceeded the Target Gain.

Attachment: Mastery Manager Student Growth Reports

This evaluation has been conducted in accordance with current Union/Board Agreement evaluation procedures with respect to time limit restrictions concerning the evaluation conference and non-tenured teacher evaluation notification. Exceptions are noted.

- I have reviewed this evaluation and choose to comment. (Comments to be attached)
- I have reviewed this evaluation and DO NOT choose to comment.

Teacher's Initials: _____

Evaluator –Signature

Staff Member –Signature

Date

**TEACHER SUMMATIVE EVALUATION
(PROFESSIONAL PRACTICE ONLY)
OAK LAWN COMMUNITY HIGH SCHOOL**



Staff Member:	
Evaluator:	

NOTE: THIS FORM IS FOR USE IN THE EVALUATION OF STAFF MEMBERS WHO ARE NOT ELIGIBLE TO RECEIVE STUDENT GROWTH RATINGS.

Overall Ranking:

<input type="checkbox"/>	<p>Excellent An overall Excellent rating requires an Excellent rating in at least twelve (12) components with all others being proficient. At least two (2) of the Excellent ratings must occur in each of the four domains, with the exception of Domain 3, which must include at least three (3) Excellent components.</p>
<input type="checkbox"/>	<p>Proficient An overall Proficient rating will be applied to all other scenarios not defined as Excellent, Needs Improvement, or Unsatisfactory.</p>
<input type="checkbox"/>	<p>Needs Improvement An overall Needs Improvement rating is produced when four (4) or more components are rated Needs Improvement and/or one (1) or two (2) components rated Unsatisfactory.</p>
<input type="checkbox"/>	<p>Unsatisfactory An overall Unsatisfactory rating is produced when three or more components are rated as Unsatisfactory.</p>

This evaluation has been conducted in accordance with current Union/Board Agreement evaluation procedures with respect to time limit restrictions concerning the evaluation conference and non-tenured teacher evaluation notification. Exceptions are noted.

- I have reviewed this evaluation and choose to comment. (Comments to be attached)
- I have reviewed this evaluation and DO NOT choose to comment.

Teacher's Initials: _____

Evaluator –Signature

Staff Member –Signature

Date

Student Growth Target Gains Table

Austin Model Growth Expectations for Fall 2021 and forward								
Instructions: Use the student's Pre-Test Score to determine the Target Gain (one half growth). Enter each student's Target Gain in Mastery Manager using a new cluster.								
Pre-Test Score and CLUSTER NAME	Pre-Test UPPER CUTSCORE	Pre-Test LOWER CUTSCORE	TARGET SCORE (Expected Post-Test Score)		Pre-Test Score and Cluster Name	Pre-Test UPPER CUTSCORE	Pre-Test LOWER CUTSCORE	Expected Post-Test Score
0	0	0.49	50		25	24.5	25.49	62.5
1	0.5	1.49	50.5		26	25.5	26.49	63
2	1.5	2.49	51		27	26.5	27.49	63.5
3	2.5	3.49	51.5		28	27.5	28.49	64
4	3.5	4.49	52		29	28.5	29.49	64.5
5	4.5	5.49	52.5		30	29.5	30.49	65
6	5.5	6.49	53		31	30.5	31.49	65.5
7	6.5	7.49	53.5		32	31.5	32.49	66
8	7.5	8.49	54		33	32.5	33.49	66.5
9	8.5	9.49	54.5		34	33.5	34.49	67
10	9.5	10.49	55		35	34.5	35.49	67.5
11	10.5	11.49	55.5		36	35.5	36.49	68
12	11.5	12.49	56		37	36.5	37.49	68.5
13	12.5	13.49	56.5		38	37.5	38.49	69
14	13.5	14.49	57		39	38.5	39.49	69.5
15	14.5	15.49	57.5		40	39.5	40.49	70
16	15.5	16.49	58		41	40.5	41.49	70.5
17	16.5	17.49	58.5		42	41.5	42.49	71
18	17.5	18.49	59		43	42.5	43.49	71.5
19	18.5	19.49	59.5		44	43.5	44.49	72
20	19.5	20.49	60		45	44.5	45.49	72.5
21	20.5	21.49	60.5		46	45.5	46.49	73
22	21.5	22.49	61		47	46.5	47.49	73.5
23	22.5	23.49	61.5		48	47.5	48.49	74
24	23.5	24.49	62		49	48.5	49.49	74.5

Austin Model Growth Expectations for Fall 2021 and forward

Instructions: Use the student's Pre-Test Score to determine the Target Gain (one half growth). Enter each student's Target Gain in Mastery Manager using a new cluster.

Pre-Test Score and CLUSTER NAME	Pre-Test UPPER CUTSCORE	Pre-Test LOWER CUTSCORE	TARGET SCORE (Expected Post-Test Score)		Pre-Test Score and Cluster Name	Pre-Test UPPER CUTSCORE	Pre-Test LOWER CUTSCORE	Expected Post-Test Score
50	49.5	50.49	75		75	74.5	75.49	87.5
51	50.5	51.49	75.5		76	75.5	76.49	88
52	51.5	52.49	76		77	76.5	77.49	88.5
53	52.5	53.49	76.5		78	77.5	78.49	89
54	53.5	54.49	77		79	78.5	79.49	89.5
55	54.5	55.49	77.5		80	79.5	80.49	90
56	55.5	56.49	78		81	80.5	81.49	90.5
57	56.5	57.49	78.5		82	81.5	82.49	91
58	57.5	58.49	79		83	82.5	83.49	91.5
59	58.5	59.49	79.5		84	83.5	84.49	92
60	59.5	60.49	80		85	84.5	85.49	92.5
61	60.5	61.49	80.5		86	85.5	86.49	93
62	61.5	62.49	81		87	86.5	87.49	93.5
63	62.5	63.49	81.5		88	87.5	88.49	94
64	63.5	64.49	82		89	88.5	89.49	94.5
65	64.5	65.49	82.5		90	89.5	90.49	95
66	65.5	66.49	83		91	90.5	91.49	95.5
67	66.5	67.49	83.5		92	91.5	92.49	96
68	67.5	68.49	84		93	92.5	93.49	96.5
69	68.5	69.49	84.5		94	93.5	94.49	97
70	69.5	70.49	85		95	94.5	95.49	97.5
71	70.5	71.49	85.5		96	95.5	96.49	98
72	71.5	72.49	86		97	96.5	97.49	98.5
73	72.5	73.49	86.5		98	97.5	98.49	99
74	73.5	74.49	87		99	98.5	99.49	99.5

Student Growth Suggested Topics for Mid-Point Meeting

- Any questions or concerns regarding the student growth process
- The two big ideas/student growth assessments in general
- Any formative data collected to monitor student progress toward this learning goal
- How this information is used (or can be used) to monitor student progress and/or to differentiate instruction
- Students or groups of students who are not on track to reach target gain and planned adjustments/interventions
- Instructional strategies that have been effective
- Team conversations or work related to the big ideas
- Other plans to collect data, monitor progress, or adjust instruction between now and the post-test