

Vermilion Association for Special Education Teacher Evaluation Plan



Adopted by the School Board
June 2, 2014

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Evaluation Committee Process and Members

We recognize that our schools are designed for student learning. Since teachers are the single most valuable contributor to student learning, this evaluation process is built on the premise that highly effective teachers are necessary for student success.

"Teacher" means full-time or part-time professional employee of the cooperative who is required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code.

Roles and Responsibilities of Evaluation Committee

The development process included ongoing communication with certified staff and will provide continued professional development of both certified staff and administration in order to be able to implement the plan with fidelity and transparency. The Board of Education will approve the plan prior to implementation.

Committee Members

Barb Moore, Director of Special Education

Kristin Bartelt, Assistant Director of Special Education

Lindsey Nixon, Middlefork Principal

Pam Harms, VASE Audiology/Early Childhood Secretary/VEA President

Marie Ellis, Vision Itinerant Teacher

Steve Wolfe, Regional Safe Schools Teacher

Lisa Combs Yowell, School Social Worker

Luisa Stone, School Psychologist

Jodi Armstrong, Speech-Language Pathologist

Terri Tate, Prevocational Coordinator/Vocational Coordinator

Kim Hobick, Certified Occupational Therapy Assistant

Brenda Pelman, Paraprofessional

Section 1: Introduction and Overview of Danielson Framework

Introduction

The Vermilion Association for Special Education Teacher Evaluation Plan assesses teacher performance based on the four domains of teaching skills found in The 2013 Framework for Teaching Evaluation Instrument by Charlotte Danielson. At this time, the “required inclusion of student growth as a significant factor in evaluation of teachers” remains conditional upon the development of the growth plan by the Joint Committee. This committee’s ongoing goal is to create and add a student growth criterion to the Teacher Evaluation Plan, following the pilot process.

Danielson Framework

The 2013 Framework for Teaching Evaluation Instrument by Charlotte Danielson is the basis for the Vermilion Association for Special Education Teacher Evaluation Plan. The Framework for Teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among educators as they seek to enhance their skill in the complex task of teaching. The Framework will anchor Vermilion Association for Special Education’s recruitment and hiring, mentoring, professional development, and teacher appraisal processes. The goal is to link all of these activities together to help Teachers and Evaluators become more thoughtful practitioners. The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Vermilion Association for Special Education’s adapted Framework for Teaching includes four domains defined by 22 components and descriptive elements. Four levels of performance in each component clarify our understanding of teaching.

Purposes of Evaluation

- Promote student learning through the highest quality of teaching, which includes a commitment to continuous professional development, shared understanding of learning (professional growth) and collective inquiry
- Develop each individual’s capacity for professional contribution to the team, building and district levels
- Support Vermilion Association for Special Education’s culture, vision, and mission
- Support new Teacher growth through a formative process within clearly defined expectations
- Support tenured Teacher growth through a formative process that promotes collective inquiry and examination of practice
- Build and foster collaborative relationships among the Teacher and the Evaluator
- Validate the hiring/selection process during the probationary (non-tenure) period
- Encourage and support teacher leaders and encourage the development and identification of future educational leaders

Section 2: Vermilion Association for Special Education Evaluation Process Beliefs and Commitments

| Beliefs | Aligned Commitments |
|--|---|
| Vermilion Association for Special Education believes that the Performance Evaluation process must support: | <i>In order to embed these Performance Evaluation Process beliefs into ongoing professional practice, Vermilion Association for Special Education commits to:</i> |
| A Positive Professional Learning Environment with a focus on continuous improvements to better ourselves as educators. | <ul style="list-style-type: none"> • Every person is focused on ever-inspiring professionalism by providing and participating in mentoring, support, and collaboration for all staff, each striving to the highest level of performance • The organization provides a variety of high quality professional development opportunities tailored to individual needs • Every member of the organization continuously assesses and reviews the effectiveness of the professional development programs and services • Ensuring both Teachers and Evaluators take ownership of the process to grow as professionals |
| Mutual Respect and Fairness in all aspects of the evaluation process. | <ul style="list-style-type: none"> • Periodic school climate and culture checks • Continuous efforts towards healthy teamwork • Notifying teachers of who their Evaluator will be and tentative dates of pre-observation conversation, formal observation(s), and post-observation conversation within the first day of student attendance |
| Ongoing Feedback and Reflection to maintain culture that values feedback as an ongoing collaborative process, which allows for specific and constructive dialogue facilitating reflection and growth. | <ul style="list-style-type: none"> • Using data that are evidence-based and collected in a variety of ways • Providing differentiated resources to support growth • Scheduling regular discussions around teaching practice • Ensuring both Teacher and Evaluator are learners focused on improving professional practice |
| A Defined, Differentiated Evaluation Rating System that rates and describes effective practice consistently implemented across all settings. | <ul style="list-style-type: none"> • Recognizing ongoing excellent professional practice • Providing ongoing training in order to establish and maintain inter-rater reliability • Developing a variety of examples to guide both Teacher and Evaluator understanding that effective teaching can look different from classroom to classroom |
| An Evaluation Process Review that will occur regularly. | <ul style="list-style-type: none"> • Soliciting feedback from Teachers and Evaluators for improving the evaluation process • Scheduling annual reviews of the system by a team of Teachers and Evaluator to revisit, rework, and redefine the plan |

Section 3: Roles of Evaluators and Teachers/Specialists in Evaluation Process

Evaluator's Responsibilities

- ✓ Communicate with Teachers including Framework for Teaching (FfT) or Framework for Specialists (FfS) aligned feedback.
- ✓ Meet with Teachers to discuss expectations based on the FfT/FfS and district/school goals.
- ✓ Provide opportunities in utilizing district student data to make informed teaching decisions.
- ✓ Conduct formal and informal observations.
- ✓ Continuously provide feedback to Teacher regarding Teacher/Specialist evidence of practice.
- ✓ Conduct summative conference, notify Teacher of employment status, and facilitate appropriate professional plan for growth/improvement.
- ✓ Maintain the integrity of the Vermilion Association of Special Education Teacher Evaluation Plan.

Teacher/Specialist's Responsibilities

- ✓ Understand and implement the FfT/FfS.
- ✓ Meet with Evaluator to ensure adherence to FfT/FfS.
- ✓ Take personal responsibility for attaining *Proficient* or *Excellent* performance.
- ✓ Provide evidence of professional practice as it relates to the components and elements of the Framework.
- ✓ Maintain the integrity of the Vermilion Association of Special Education Teacher Evaluation Plan.

Section 4: Standards for Teachers and Specialists (1)

Teacher Framework

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

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| Domain 1 – Planning & Preparation Demonstrates effective planning and preparation for instruction through: A. Knowledge of Content and Pedagogy B. Knowledge of Students C. Setting Instructional Outcomes* D. Knowledge of Resources E. Designing Coherent Instruction* F. Designing Student Assessments* | Domain 2 – The Classroom Environment Creates an environment conducive for learning by: A. Creating an Environment of Respect and Rapport B. Establishing a Culture for Learning* C. Managing Classroom Procedures D. Managing Student Behavior E. Managing Physical Space |
| Domain 4 – Professional Responsibilities Demonstrates professionalism by: A. Reflecting on Practice B. Maintaining Accurate Records C. Collaborating with Stakeholders D. Participating in a Professional Community E. Growing and Developing Professionally F. Showing Professionalism | Domain 3 – Instruction Demonstrates effective instruction by: A. Communicating with Students* B. Using Questioning and Discussion Techniques* C. Engaging Students in Learning* D. Using Assessment in Instruction* E. Demonstrating Flexibility and Responsiveness |

*These components specifically align with implementation of the Common Core State Standards.

Section 4: Standards for Teachers and Specialists (2)

Teacher of the Visually Impaired Framework

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

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| Domain 1 – Planning & Preparation Demonstrates effective planning and preparation for instruction through: A. Demonstrating Knowledge of Content and Pedagogy Related to the Area of Visual Impairment B. Demonstrating Knowledge of child and Adolescent Development C. Developing the Vision Program to Meet the Needs of Individual Students D. Demonstrating Knowledge of Local, State, and Federal Regulations E. Developing a Plan to Evaluate the Visually Impaired Program | Domain 2 – The Environment Creates an environment conducive for learning by: A. Creating an Environment of Trust and Respect B. Demonstrating Effective Organizational Skills C. Managing Student Behavior D. Organizing Physical Space for Testing and Instruction of Students |
| Domain 4 – Professional Responsibilities Demonstrates professionalism by: A. Reflecting on Practice B. Maintaining Accurate Records C. Collaborating with Stakeholders D. Participating in a Professional Community E. Growing and Developing Professionally F. Showing Professionalism | Domain 3 – Delivery of Service Demonstrates effective delivery of service by: A. Responding to Referrals and Evaluating Student's Needs B. Developing and Implementing Goals and Objectives Written on the IEP C. Engaging Student's in Learning D. Sharing Expertise with Staff E. Demonstrating Flexibility and Responsiveness F. Assists in the Management of Assistive Technology (AT) Equipment, Large Print or Braille Books G. Demonstrates Knowledge of Braille |

Section 4: Standards for Teachers and Specialists (3)

Teacher of the Deaf and Hard of Hearing Framework

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

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| Domain 1 – Planning & Preparation Demonstrates effective planning and preparation for instruction through: A. Demonstrating Knowledge of Content and Pedagogy Related to Deaf and Hard of Hearing B. Demonstrating Knowledge of Child and Adolescent Development C. Developing the Deaf and Hard of Hearing Program to Meet the Needs of Individual Students D. Demonstrating Knowledge of Local, State, and Federal Regulations E. Developing a Plan to Evaluate the Deaf and Hard of Hearing Program | Domain 2 – The Environment Creates an environment conducive for learning by: A. Creating an Environment of Trust and Rapport B. Demonstrating Effective Organizational Skills C. Managing Student Behavior D. Organizing Physical Space for Testing of Students and Providing Instruction |
| Domain 4 – Professional Responsibilities Demonstrates professionalism by: A. Reflecting on Practice B. Maintaining Accurate Records C. Collaborating with Stakeholders D. Participating in a Professional Community E. Growing and Developing Professionally F. Showing Professionalism | Domain 3 – Delivery of Services Demonstrates effective delivery of services by: A. Responding to Referrals and Evaluating Student's Needs B. Developing and Implementing Goals and Objectives written on IEP C. Engaging Students in Learning D. Sharing Expertise with Staff E. Demonstrating Flexibility and Responsiveness F. Assisting in the Management and Consults with Audiologist for Assistive Communication and Hearing Devices H. Demonstrating Competence in Sign Language |

Section 4: Standards for Teachers and Specialists (4)

Adapted Physical Education Teacher Framework

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

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| Domain 1 – Planning & Preparation Demonstrates effective planning and preparation for instruction through: A. Demonstrating Knowledge of Content and Pedagogy Related to Adapted Physical Education B. Demonstrating Knowledge of Child and Adolescent Development C. Developing the Adapted Physical Education Program Services to Meet the Needs of Individual Students D. Demonstrating Knowledge of Local, State, and Federal Guidelines E. Developing a Plan to Evaluate the Adapted Physical Education Program | Domain 2 – The Environment Creates an environment conducive for learning by: A. Creating an Environment of Trust and Rapport B. Demonstrating Effective Organizational Skills C. Managing Student Behavior D. Organizing Physical Space for Testing and Instruction of Students |
| Domain 4 – Professional Responsibilities Demonstrates professionalism by: A. Reflecting on Practice B. Maintaining Accurate Records C. Collaborating with Stakeholders D. Participating in a Professional Community E. Growing and Developing Professionally F. Showing Professionalism | Domain 3 – Delivery of Services Demonstrates effective delivery of services by: A. Responding to Referrals and Evaluating Student's Needs B. Developing and Implementing Goals and Objectives Written on the IEP C. Engaging Students in Physical Activity and Learning D. Collaborating with Teachers in the Design of Instructional Units and Lessons E. Sharing Expertise with Staff F. Demonstrating Flexibility and Responsiveness. G. Incorporating Regular Physical Educators, Classroom Teachers and Instructional/Personal Assistants into the Child's Physical Education Program and Training them to Utilize Adapted Materials and Equipment |

Section 4: Standards for Teachers and Specialists (5)

School Social Worker

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

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| Domain 1 – Planning & Preparation Demonstrates effective planning and preparation for instruction through: A. Demonstrating Knowledge of School Social Work Practice and Service Delivery B. Demonstrate Knowledge of Child & Adolescent Development C. Establishing Goals for Social Work Practice D. Demonstrating Knowledge of Local, State, and Federal Regulations E. Planning School Social Work Services to Meet the Needs of Individual Students, including Prevention 1F: Demonstrates Knowledge of Available Community Resources. | Domain 2 – Context for Learning Creates an effective context for learning by: A. Creating an Environment of Respect and Rapport B. Organizes and Manages Time, Routines, and Procedures. C. Creating a Culture of Social-Emotional Well-Being throughout the School D. Managing Social Work Practice and Organizing Physical Space |
| Domain 4 – Professional Responsibilities Demonstrates professionalism by: A. Reflecting on Practice B. Maintaining Accurate Records C. Collaborating with Stakeholders D. Participating in a Professional Community E. Growing and Developing Professionally F. Showing Professionalism | Domain 3 – Student-Focused Delivery of Service Demonstrates effective Student-Focused Delivery of Service: A. Responding to Referrals B. Providing Evidence-Informed Programs and Services C. Uses Social Work Interventions with Individuals, Groups and/or Classrooms D. Assessing Student Needs and Services E. Demonstrates Flexibility and Responsiveness F. Demonstrating Ability to Manage Crisis Situations |

Section 4: Standards for Teachers and Specialists (6)

Speech Therapist

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

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| Domain 1 – Planning & Preparation Demonstrates effective planning and preparation for instruction through: A. Demonstrating Knowledge and Skill in the Speech-Language Pathology Therapy Area B. Demonstrating Knowledge of Child & Adolescent Development C. Establishing Goals and Developing a Therapy Program Appropriate to the Setting and Students Served D. Demonstrating Knowledge of Local, State and Federal Guidelines E. Developing a Plan to Evaluate Therapeutic Services F. Demonstrating Knowledge of Resources Both Within and Beyond the School and District | Domain 2 – The Environment Creates an environment conducive for learning by: A. Creating an Environment of Respect and Rapport B. Organizing Time for Learning C. Establishing Standards of Conduct D. Managing Therapy Procedures E. Organizing Physical Space |
| Domain 4 – Professional Responsibilities Demonstrates professionalism by: A. Reflecting on Practice B. Maintaining Accurate Records C. Collaborating with Stakeholders D. Participating in a Professional Community E. Growing and Developing Professionally F. Showing Professionalism | Domain 3 – Delivery of Service Demonstrates effective Delivery of Service: A. Responding to Referrals B. Implementing Treatment Plans to Maximize Students' Success C. Communicating with Families D. Collecting Information; Writing Reports E. Demonstrating Flexibility and Responsiveness |

Section 4: Standards for Teachers and Specialists (7)

School Psychologist

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

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| Domain 1 – Planning & Preparation Demonstrates effective planning and preparation for instruction through: A. Demonstrating Knowledge of Assessments B. Demonstrating Knowledge of Child and Adolescent Development C. Establishing Goals for the School Psychologist Appropriate to the Setting and the Students Served D. Demonstrating Knowledge of Local, State, and Federal Guidelines E. Considering Possible Interventions and Instructional Supports based on Student Needs | Domain 2 – The Environment Creates an environment conducive for learning by: A. Creating an Environment of Respect and Rapport B. Contributing to a Positive Culture for Learning C. Establishing and Maintaining Clear Procedures for Referrals and using Time Effectively D. Establishing Standards of Student Conduct in the Evaluation/Counseling Environment E. Organizing Physical Space |
| Domain 4 – Professional Responsibilities Demonstrates professionalism by: A. Reflecting on Practice B. Maintaining Accurate Records C. Collaborating with Stakeholders D. Participating in a Professional Community E. Growing and Developing Professionally F. Showing Professionalism | Domain 3 – Delivery of Service Demonstrates effective Delivery of Service: A. Communicating with Students B. Interpreting Data to Facilitate Effective Instructional Decision-Making C. Promoting the use of Evidence-Based Interventions and Supports based on Student Needs D. Administering and Scoring Assessments Appropriate to Student Needs E. Demonstrating Flexibility & Responsiveness F. Writing Comprehensive School Psychological Reports |

Section 4: Standards for Teachers and Specialists (8)

Vocational Coordinator

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

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| Domain 1 – Planning & Preparation Demonstrates effective planning and preparation for instruction through: A. Demonstrating Knowledge of Post Secondary Transition/Vocational Program B. Demonstrates Knowledge of Child and Adolescent Development C. Develops Vocational Program to meet the Needs of Individual students D. Demonstrates knowledge of Local, State , and Federal Guidelines E. Plan for Evaluating the Secondary Transition Experience Program (STEP) F. Demonstrates Knowledge of Resources for Transition Planning and STEP | Domain 2 – The Environment Creates an environment conducive for learning by: A. Creating an Environment of Trust and Rapport B. Demonstrates Effective Organization of Time and Priorities C. Establishes Standards of Conduct D. Establishes a Culture of Learning E. Establishes Referral, Application, and Approval Procedures for STEP |
| Domain 4 – Professional Responsibilities Demonstrates professionalism by: A. Reflecting on Practice B. Maintaining Accurate Records C. Collaborating with Stakeholders D. Participating in a Professional Community E. Growing and Developing Professionally | Domain 3 – Delivery of Service Demonstrates effective Delivery of Service: A. Communicates with Students B. Train and Supervise Job Coach and Administrative Assistant C. Promotes STEP and Develops Community Training Sites D. Assesses Student Progress in STEP E. Demonstrating Flexibility and Responsiveness |

Section 5: Professional Evaluation Rating Definitions

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| Excellent | <ul style="list-style-type: none"> Professional practice at the <i>Excellent</i> level is consistently characterized by evidence of extensive knowledge and expertise in understanding and implementing the components of the Vermilion Association for Special Education Teacher Evaluation Framework. Practice at the <i>Excellent</i> level is characterized by exceptional commitment to flexible, differentiated, and responsive instructional practice as evidenced by effective teacher modeling, high levels of student engagement, student-directed learning, and student growth. There is evidence of extensive and rigorous individualized instruction that is appropriate based on student needs. A Teacher at the <i>Excellent</i> level takes initiative, provides leadership in the cooperative and/or districts and is committed to reflective, continuous, professional practice that ensures high levels of student learning and student ownership. |
| Proficient | <ul style="list-style-type: none"> Professional practice at the <i>Proficient</i> level is consistently characterized by evidence of a solid knowledge of effective instructional practices, purposeful teaching preparation, and use of a broad repertoire of strategies and activities supported by the Vermilion Association for Special Education Teacher Evaluation Framework. Practice at the <i>Proficient</i> level is consistent and includes high expectations for student learning. Accurate knowledge of instructional practices, content, students, and resources is demonstrated. A Teacher at the <i>Proficient</i> level works independently and collaboratively to improve his/her professional practice to support and promote high levels of student learning. |
| Needs Improvement | <ul style="list-style-type: none"> Professional practice at the <i>Needs Improvement</i> level is characterized by evidence of minimal understanding and/or implementation of the Vermilion Association for Special Education Teacher Evaluation Framework. Practice at the <i>Needs Improvement</i> level is inconsistent. Understanding and implementation of instructional and/or professional behaviors demonstrate limited effectiveness with uneven results. A Tenured Teacher at the <i>Needs Improvement</i> level requires specific supports and interventions to improve individual professional practice to Proficient or Excellent levels of practice. However, this level may be considered minimally competent for Teachers in the first two years of their careers. |
| Unsatisfactory | <ul style="list-style-type: none"> Professional practice at the <i>Unsatisfactory</i> level is characterized by evidence of little to no understanding and/or implementation of the Vermilion Association for Special Education Teacher Evaluation Framework. Practice at the <i>Unsatisfactory</i> level is harmful or detrimental to student achievement. Inadequate and inappropriate instructional and/or unprofessional behaviors persist even after intervention(s) and support(s) have been provided. A Tenure Teacher at the <i>Unsatisfactory</i> level must successfully implement <i>specific steps</i> to improve his/her professional practice to the <i>Proficient</i> or <i>Excellent</i> level. |

Section 6: Professional Evaluation Rating System

As required by Illinois School Code, the Teacher Evaluation Plan shall address

- Planning (Domain 1)
- Classroom management (Domain 2)
- Instructional delivery (Domain 3)
- Competency in the subject matter (Domains 1 & 3)
- Teacher's attendance (Domain 4)

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| Excellent | <ul style="list-style-type: none">• Eighteen or more components are <i>Excellent</i> with the rest <i>Proficient</i> |
| Proficient | <ul style="list-style-type: none">• No more than four components rated <i>Needs Improvement</i> with no more than two components at the <i>Needs Improvement</i> level in any one Domain with the remaining components must be rated <i>Proficient</i> or higher |
| Needs Improvement | <ul style="list-style-type: none">• Five or more components rated <i>Needs Improvement</i>, OR• Three or more components rated <i>Needs Improvement</i> in any one Domain, OR• One component rated <i>Unsatisfactory</i> |
| Unsatisfactory | <ul style="list-style-type: none">• Two or more components rated <i>Unsatisfactory</i>, OR• Two consecutive performance evaluation ratings of <i>Needs Improvement</i> |

Section 7: Teacher Evaluation Plan Definitions (1)

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

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

Critical Attributes- Additional tools to support the understanding of teaching practice in order to assist in distinguishing across levels of performance. These are considered characteristics of teaching practice and are not evident in all situations at all times. Instead, they can be used as the “look for” and “listen for” in teaching practice.

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

Domains of Specialized Practice- Four main areas of effective specialized practice: Planning & Preparation, Environment, Delivery of Services, and Professional Responsibilities.

Domains of Teaching- Four main areas of effective teaching: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

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

Evidence- Evidence comes from two principal sources: direct observation and the examination of artifacts.

Direct observation- Observation of teaching or practice by an evaluator

Examination of artifacts- Including, but not limited to, analysis of activities and assignments for their cognitive challenge, analysis of student work, analysis of planning documents, or analysis of examples of component of Domain 4

Individual Growth Plan (IGP)- A plan for professional development jointly developed by the Evaluator and Teacher who has been rated *Excellent* or *Proficient*. The Evaluator and other professional peers shall be available to provide assistance to the Teacher in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the Teacher.

Observation (Formal)- Formal observations will include the following: (1) pre-observation conference using *Form B1/B2: Pre-Observation Conference Form* to facilitate professional conversation; (2) observation in the classroom, minimum of 45 minutes –or a complete lesson –or an entire class period in duration; (3) documentation of the observation provided to the Teacher; (4) post-observation conference using *Form C1/C2: Post-Observation Conference Form*.

Observation (Informal)- Informal observations will include the following: (1) observations in a variety of settings and/or among a variety of individuals that may or may not be announced; (2) are not subject to time requirements, (3) have no pre-conference, (4) have optional post-observation conference as requested by the Teacher or Evaluator or both, and (5) include documentation of the observation provided to the Teacher.

Section 7: Teacher Evaluation Plan Definitions (2)

Performance Evaluation- Written evaluation of the Teacher's job performance based on the ratings earned on each of the components. According to state requirements, Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*.

Performance Evaluation Conference - A performance evaluation conference is a meeting, separate from the post-observation conference, in which the Teacher and Evaluator review and sign the final *Vermilion Association for Special Education Framework for Teaching* and discuss possible next steps for professional growth.

Performance Evaluation Ratings (Summative) - The final rating of the Teacher using the rating levels of *Excellent, Proficient, Needs Improvement, or Unsatisfactory* and includes consideration of professional practice and when applicable, indicators of student growth. (see Section 24A-2.5 of the School Code)

Pre-Observation Conference- A Pre-Observation conference must precede a formal observation and include (1) a written lesson or unit plan and/or evidence of planning for lesson/activity in advance of the conference; (2) input by the Teacher regarding the focus of observation; and (3) a discussion of the lesson/activity to be observed.

Post-Observation Conference- A Post-Observation conference must follow a formal observation and informal observation (when requested) and include (1) the Evaluator and the Teacher discussing the evidence collected about the Teacher's professional practice; (2) the Evaluator providing specific feedback in writing; and (3) the Teacher being given the opportunity to reflect and respond to the evidence provided and give additional information/explanation if needed.

Professional Development Plan (PDP)- A plan for professional development created by the Evaluator in consultation with a tenured Teacher who has been rated *Needs Improvement* on a Summative Evaluation.

Qualified Evaluator- An individual who has completed the pre-qualification process and who has successfully passed the State-developed assessments specified to evaluate Teachers. Each qualified Evaluator shall maintain his/her qualification by completing the re-training required. In the Vermilion Association for Special Education, a qualified Evaluator must be an administrator.

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

Remediation Plan- A state-mandated plan for professional development created by the Evaluator in consultation with a tenured Teacher who has been rated *Unsatisfactory* on a Summative Evaluation (see Illinois School Code).

Teacher- Full-time or part-time professional employee of the co-op who is required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code

Written Notification- Document provided to each Teacher by the first day of school (or no later than thirty days after the contract is executed—but prior to the commencement of the evaluation process—if the Teacher is hired after the start of the school term): 1) Rating definitions and the method for determining the ratings; 2) Performance Evaluation rubric that is appropriate for the Teacher; and 3) the defined process for a Teacher who receives *Needs improvement* or *Unsatisfactory*.

Section 8: Informal Observation, Formal Observation, and Performance Evaluation Process (1)

Informal Observation Process:

- A. A Pre-Conference is not required for an informal observation. Informal observations may or may not be announced and are not subject to time requirements.
- B. Observations must be made in the work environment. Work environment includes, but is not limited to: classrooms, teacher workroom/lounge, hallways, inservices, staff meetings, IEP meetings, and any setting in which the employee is representing the Vermilion Association for Special Education. Teachers may request informal observation(s).
- C. If evidence from an informal observation gathered by an Evaluator will be used in the performance evaluation rating, the Teacher will receive a copy of **Form C1/C2: Informal Observation Form**, as completed by the Evaluator, within three (3) school days of the observation. Additional evidence specific to the observation may be submitted by the Teacher and returned to the Evaluator no later than three (3) school days after receiving **Form C1/C2: Informal Observation Form** from the Evaluator. If requested by either the Evaluator or the Teacher, a Post-Observation Conference will occur.

Formal Observation Process:

- A. The Teacher will complete the following Pre-Conference steps:
 - Electronically document evidence in **Form G-N: Vermilion Association for Special Education** Domain 1 and Domain 4 sections. Submit the form to the Evaluator no later than one (1) day/24 hours before the Pre-Observation Conference.
 - The Teacher should complete **Form A1 or A2: Pre-Observation Conference Form** and submit no later than one (1) day/24 hours before the Pre-Observation Conference.
 - The Teacher will bring evidence of planning specific to the observation (e.g. a lesson plan). Teachers are also encouraged to bring artifacts that support the planning process.
- B. The evaluator may seek feedback from an employee who has direct supervisory experience over the Teacher (i.e. SLP feedback for SLP in CFY, administrator feedback for itinerant teacher). During the Pre-Observation Conference, the evaluator will provide the Teacher with names of the employees from whom feedback is sought and a summary of any feedback received.
- C. Observations must be for a minimum of forty-five (45) minutes, a complete lesson or an entire class period in a classroom/work setting.
- D. The following steps will occur before the Post-Conference:
 - The evaluator and Teacher will schedule a mutually agreeable date and time for the Post-Conference. The Post-Observation Conference will be held in a mutually agreed upon space no later than ten (10) school days after each formal observation.
 - No later than one (1) day/24 hours prior to the scheduled Post Conference, the Evaluator will provide **Form G-N: Vermilion Association for Special Education Framework for Teaching** to the Teacher to review.
 - The Teacher should complete **Form B1/B2: Post-Observation Conference Form** and submit no later than one (1) day/24 hours before the Post-Observation Conference.
 - Teacher may gather additional documents or artifacts to bring to the Post Conference.

- E. The Post Conference is held between the evaluator and Teacher. During the conference, the Teacher reflects on the observed practice while sharing supporting evidence. The evaluator will guide the Teacher through the reflection process through questioning.
- F. The following steps will occur after the Post-Conference:
 - **Form G-N: Vermilion Association for Special Education Framework for Teaching** will be reviewed and may be modified based upon additional information and dialogue between the Teacher and the Evaluator.
 - The Evaluator will make necessary modification to **Form G-N: Vermilion Association for Special Education Framework for Teaching** within three (3) school days and provide the updated form to the Teacher.

Performance Evaluation Rating Process:

- A. A Performance Evaluation Conference will be held at a mutually agreed-upon time once per year for Non-Tenured and Tenured-*Needs Improvement* or Tenured-*Unsatisfactory* and once every two years for Tenured-*Proficient* or *Excellent*. These conferences will be scheduled on or before March 15 in the year a performance evaluation rating is issued.
- B. At least one (1) day/24 hours prior to the Performance Evaluation Conference, the Evaluator will provide the Teacher with a final **Form G-N: Vermilion Association for Special Education Framework for Teaching** and **Form D: Vermilion Association for Special Education Performance Evaluation Rating Form**.
- C. The Teacher and Evaluator will review the final **Form G-N: Vermilion Association for Special Education Framework for Teaching** and discuss possible next steps for professional growth.
- D. A Teacher has the option to attach additional comments to **Form D: Vermilion Association for Special Education Performance Evaluation Rating Form**.

Section 9: Non-Tenured Professional Evaluation Plan Chart: Years 1-4

| Evaluation Timeline for Year 1-4 NON-TENURED | | |
|--|--|--|
| Time of Year | Process | Forms |
| By the first student attendance day (or within 30 days of hire, if hired after the start of the year) | <ul style="list-style-type: none"> Review of the Teacher evaluation process using the Vermilion Association for Special Education Teacher Evaluation Plan Written notification of Evaluator | <ul style="list-style-type: none"> Vermilion Association for Special Education Teacher Evaluation Plan |
| 1 st Eight Weeks of Student Attendance (Timelines for observations may be adjusted in collaboration with the administrator and VEA for any teacher hired after the start of the school year.) | <ul style="list-style-type: none"> Formal Observation (Pre- and Post- Observation Conference) –One Required One or more informal Observations (Post- Conference if requested by either Evaluator or Teacher)—as needed* | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching Form A1 or A2: Pre-Conference Form B1 or B2: Post-Conference Form C1 or C2: Informal Observation |
| Week 9 to March 1** | <ul style="list-style-type: none"> Formal Observation (Pre- and Post- Observation Conference)- one required One or more Informal Observations (Post- Conference if requested by either Evaluator or Teacher) – as needed* | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching Form A1 or A2: Pre-Conference Form B1 or B2: Post-Conference Form C1 or C2: Informal Observation |
| By March 15 | <ul style="list-style-type: none"> Performance Evaluation Rating (received by Teacher one day prior to Conference) Performance Evaluation Conference – required | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching Form D: Vermilion Association for Special Education Performance Evaluation Rating (Summative) Form |

*A minimum of one (1) informal observation is required each school year. A minimum of three (3) observations must be conducted during the evaluation cycle with two of the observations being formal.

**Additional informal evaluations can occur after March 1st and apply to the next cycle.

Tenure will be gained in accordance with the State law. Tenure will only be considered for Teachers who have a summative rating of *Proficient* or *Excellent* at the end of the fourth probationary year.

Section 10: Tenured Professional Evaluation Plan Chart: Proficient & Excellent

| Evaluation Timeline for TENURED: PROFICIENT & EXCELLENT RATING | | |
|---|---|---|
| Time of Year | Process | Forms |
| By the first student attendance day | <ul style="list-style-type: none"> Review of the Teacher evaluation process using the Vermilion Association for Special Education Teacher Evaluation Plan Written notification of Evaluator | <ul style="list-style-type: none"> Vermilion Association for Special Education Teacher Evaluation Plan |
| During Year 1 of the two year process | <ul style="list-style-type: none"> Informal Observation (Post-Observation Conference at the request of either Evaluator or Teacher or both) – Required Formal (up to two additional) and/or Informal Observations at the request of either the Evaluator or the Teacher* | <ul style="list-style-type: none"> Form A1/A2: Pre-Conference Form B1/B2: Post-Conference Form C1/C2: Informal Observation |
| During Year 2 of the two year process (but no later than March 1)** | <ul style="list-style-type: none"> Formal Observation (Pre- and Post- Observation Conference) – required Formal (one additional) and/or Informal Observations at the request of either the Evaluator or the Teacher* | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching Form A1/A2: Pre-Conference Form B1/B2: Post-Conference |
| By March 15 of Year 2 | <ul style="list-style-type: none"> Performance Evaluation Rating (received by Teacher 24 hours prior to Conference) Performance Evaluation Conference – required <ul style="list-style-type: none"> Overall Rating of <i>Proficient</i> or <i>Excellent</i> – Continuation of the district's evaluation schedule Overall Rating of <i>Needs Improvement</i> – Professional Development Plan – See Section 11: <i>Needs Improvement</i> Overall Rating of <i>Unsatisfactory</i>– Remediation Plan – See Section 12: <i>Unsatisfactory</i> | <ul style="list-style-type: none"> Form D: Vermilion Association for Special Education Performance Evaluation Rating (Summative) Form Form G-N: Vermilion Association for Special Education Framework for Teaching Form E1/E2: Professional Development Plan (if needed) Form F1/F2: Remediation Plan (if needed) |

*For Tenured – *Proficient/Excellent*, a minimum of two (2) observations must be conducted during the evaluation cycle with one of the observations being formal.

**Additional informal evaluations can occur after March 1st and apply to the next cycle.

Section 11: Tenured Professional Evaluation Plan Chart: Needs Improvement

| Evaluation Timeline for TENURED: NEEDS IMPROVEMENT RATING | | |
|--|--|--|
| Time of Year | Process | Forms |
| Within 30 school days of the Teacher receiving an overall rating of <i>Needs Improvement</i> | <ul style="list-style-type: none"> Teacher and Evaluator collaborate to construct a Professional Development Plan to address components that are cited as needing improvement. Evaluator makes final decisions for all aspects of the plan. | <ul style="list-style-type: none"> Form E1/E2: Professional Development Plan |
| 1 st Eight Weeks of Student Attendance | <ul style="list-style-type: none"> Formal Observation (Pre- and Post- Observation Conference) – required One or more Informal Observations (Post-Conference by request of either Evaluator or Teacher) – as needed* | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching Form A1/A2: Pre-Conference Form B1/B2: Post-Conference Form C1/C2: Informal Observation (if needed) |
| Week 9 to March 1** | <ul style="list-style-type: none"> Formal Observation (Pre- and Post- Observation Conference) – required One or more Informal Observations (Post-Conference by request of either Evaluator or Teacher) – as needed* | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching Form A1/A2: Pre-Conference Form B1/B2: Post-Conference Form C1/C2: Informal Observation (if needed) |
| By March 15 | <ul style="list-style-type: none"> Performance Evaluation Rating (received by Teacher 24 hours prior to Conference) Performance Evaluation Conference – required <ul style="list-style-type: none"> Overall Rating of <i>Proficient</i> or <i>Excellent</i> – Reinstatement to the district's evaluation schedule – See Section 10: <i>Proficient/Excellent</i> Second overall rating of <i>Needs Improvement</i> – Automatic <i>Unsatisfactory</i> rating and Remediation Plan- See Section 12: <i>Unsatisfactory</i> | <ul style="list-style-type: none"> Form D: Vermilion Association for Special Education Performance Evaluation Rating (Summative) Form Form G-N: Vermilion Association for Special Education Framework for Teaching Form F1/F2: Remediation Plan (if needed) |

*For Tenured – *Needs Improvement*, a minimum of three (3) observations must be conducted during the evaluation cycle with two of the observations being formal.

**Additional informal evaluations can occur after March 1st and apply to the next cycle.

Section 12: Tenured Professional Evaluation Plan Chart: Unsatisfactory

| Evaluation Timeline for TENURED: UNSATISFACTORY RATING | | |
|---|--|---|
| Time of Year | Process | Forms |
| Within 30 school days of the Teacher receiving an overall rating of <i>Unsatisfactory</i> | <ul style="list-style-type: none"> Evaluator will develop a 90 school day Remediation Plan to address deficiencies cited, provided the deficiencies are remediable. Explain and confirm the Remediation Plan with Teacher and Consulting Teacher | <ul style="list-style-type: none"> Form F1/F2: Remediation Plan Vermilion Association for Special Education Teacher Evaluation Plan |
| Immediately upon receipt of the Remediation Plan | <ul style="list-style-type: none"> The Teacher begins the implementation of the Remediation Plan with the support of the Consulting Teacher | <ul style="list-style-type: none"> Form F1/F2: Remediation Plan |
| Before the 45 day midpoint of the Remediation Plan period | <ul style="list-style-type: none"> One Formal Observation (Pre- and Post- Observation Conference) One Informal Observation (Post-Observation Conference is required) Additional Informal Observations as determined by the Evaluator in consultation with the Teacher* | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching Form A1/A2: Pre-Conference Form B1/B2: Post-Conference Form C1/C2: Informal Observation |
| At the midpoint of the Remediation Plan period | <ul style="list-style-type: none"> Summative Remediation Plan Evaluation is conducted and reviewed with the teacher Midpoint ratings are assigned | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching |
| After the midpoint of the Remediation Plan period | <ul style="list-style-type: none"> One Formal Observation (Pre- and Post- Observation Conference) Additional Formal and/or Informal Observations as determined by the Evaluator in consultation with the Teacher* | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching Form A1/A2: Pre-Conference Form B1/B2: Post-Conference |
| At the conclusion of the Remediation Plan period | <ul style="list-style-type: none"> Summative Remediation Plan Evaluation is conducted and reviewed the Teacher <ul style="list-style-type: none"> Overall rating of <i>Proficient</i> or <i>Excellent</i> – Reinstatement to the district's evaluation schedule (The District and VEA will negotiate a modified timeline for this process, which will include two formal and one informal observations, and the regular evaluation process for the Teacher will immediately commence) Overall rating <i>Needs Improvement</i> or <i>Unsatisfactory</i> – Immediate recommendation for dismissal (Section 24-12 of the School Code) | <ul style="list-style-type: none"> Form G-N: Vermilion Association for Special Education Framework for Teaching Form D: Vermilion Association for Special Education Performance Evaluation Rating (Summative) Form |

*For Tenured – *Unsatisfactory*, a minimum of three (3) observations must be conducted during the evaluation cycle with two of the observations being formal.

Form A1: Teacher Pre-Observation Conference Form (1)

Vermilion Association for Special Education Teacher Evaluation Plan

Questions below to be completed in writing by teacher and submitted to evaluator at least three (3) days prior to the pre-observation conference. Questions serve as guidance for the pre-conference. Any questions that do not pertain to the observation may be left blank.

Teacher:

School:

Grade Level(s):

Subject(s):

Observer:

Date:

| Conversation Components | | Observable Components | |
|---|--|--|--|
| <i>Domain 1 Planning and Preparation</i> | <i>Domain 4 Professional Responsibilities</i> | <i>Domain 2 Classroom Environment</i> | <i>Domain 3 Instruction</i> |
| 1A. Knowledge of Content and Pedagogy 1B. Knowledge of Students 1C. Setting Instructional Outcomes 1D. Knowledge of Resources 1E. Designing Coherent Instruction 1F. Designing Student Assessments | 4A. Reflecting on Practice 4B. Maintaining Accurate Records 4C. Communicating with Stakeholders 4D. Participating in a Professional Community 4E. Growing and Developing Professionally 4F. Showing Professionalism | 2A. Creating an Environment of Respect and Rapport 2B. Establishing a Culture for Learning 2C. Managing Classroom Procedures 2D. Managing Student Behavior 2E. Organizing Physical Space | 3A. Communicating with Students 3B. Using Questioning and Discussion Techniques 3C. Engaging Students in Learning 3D. Using Assessment in Instruction 3E. Demonstrating Flexibility and Responsiveness |

Questions for Discussion between Teacher and Evaluator:

1. Briefly describe the students in your class. What have you learned about your students this year that has gone into your planning? (1B)
2. Discuss how you plan and prepare for lessons. What are the specific learning targets of the lesson to be observed, and how will you communicate these to students? (1A, 1C, links to 3A)
3. Discuss how you organize the overall structure, pacing, and materials within lessons to engage students in the learning process. (1D, links to 3C)
4. How do you organize the classroom to promote a respectful learning environment? How do your classroom procedures and the physical arrangement of the classroom help students to be successful in your classroom? How have you changed your organizational procedures/arrangement based on previous feedback? (2A, 2C, 2D)

Form A1: Teacher Pre-Observation Conference Form (2)

5. How do you differentiate and adjust your teaching through questions, discussion, and activities? (3B, 3E)

6. What are some special areas/student needs or issues you need to address?

7. How do you plan to formatively assess students' progress towards mastery of the identified learning targets? (1F, links to 3D)

8. How do you collaborate with colleagues? What professional activities have influenced your practice? (Links to 4D and 4E)

9. Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students? (4C)

10. During the observation I will be collecting evidence about your teaching directions, procedures, explanations, discussion process and learning expectations, transitions and closure. What specific information would you like me to collect about your instructional communication? (3A, 3B, links to 4A)

11. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

12. Are there any special circumstances that may affect this lesson?

Form A2: Specialist Pre-Observation Conference Form (1)

Vermilion Association for Special Education Teacher Evaluation Plan

Questions below to be completed in writing by specialist and submitted to evaluator at least three (3) days prior to the pre-observation conference. Questions serve as guidance for the pre-conference. Any questions that do not pertain to the observation may be left blank.

Teacher:

School:

Grade Level(s):

Subject(s):

Observer:

Date:

For the purpose of this document, “stakeholder” can be defined as any individual you are interacting with during the observation. A stakeholder can include, but is not limited to: students, parents, teachers, administrators.

An observation can be defined as the “activity” in which you are a part of during an observation by your evaluator. An observation can include, but is not limited to: therapy sessions, IEP meetings, classroom lessons, administering assessments.

1. What are some of the skills/knowledge stakeholders will need to bring to this observation to be successful?

2. What are some things about your stakeholders' readiness (background knowledge, social skills, self-management, cultural needs, etc.) that are influencing the design of the activity to be observed?

3. Discuss how you plan and prepare for the observed activity.

4. What are some special areas/student needs or issues you will need to address?

5. As you think about what you know about your stakeholders and the content, what are some key learning goals?

6. Given these goals, how will you monitor stakeholders' learning? How will you support/extend stakeholders' learning success?

Form A2: Specialist Pre-Observation Conference Form (2)

7. What are some ways you will ensure engagement for all stakeholders?
8. What are some resources or materials you/your stakeholders will need to support and extend learning?
9. How do you collaborate with colleagues? What professional activities have influenced your practice?
10. Thinking beyond the observation how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your management and instructional decisions with individual students?
11. Beyond what we have already discussed, what else would you like to share with me about the activity that I will be observing?
12. Are there any special circumstances that may affect this observation?
13. What do you want me to specifically observe in this observation?

Form B1: Teacher Post-Observation Conference Form (1)

The evaluator will share **Form G-N: Vermilion Association for Special Education Framework for Teaching** with any evidence collected.

| | |
|---|--|
| Name of Teacher: | |
| School: | |
| Grade Level/Subject(s): | |
| Name of Observer: | |
| Date of Post-Observation Conference: | |
| Date of Classroom Observation: | |

The teacher will respond in writing to the questions below and submit to the evaluator at least three (3) days prior to the post-observation conference. Questions serve as guidance for the post-conference. Any questions that do not pertain to the observation may be left blank.

Guiding Questions: (Component numbers align with teacher rubric)

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (1C, 3D, 4A)

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (4A, 3C, 3D)

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to students learning? (2C, 2D, 4A)

4. Did you depart from your plan? If so, how, and why? (3E, 4A)

Form B1: Teacher Post-Observation Conference Form (2)

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective? (3C, 4A)
 6. If you had a choice to teach this skill again to the same group of student(s), what would you do differently? (3E, 4A)
 7. As you reflect on your practice, choose one domain. Identify areas of strength and areas for growth. Explain why you selected this area for growth and how focusing on these areas for growth will help you improve as a professional. (4A)

Evaluator Signature: _____ **Date:** _____

Teacher Signature: _____ Date: _____

Your signature acknowledges receipt of this observation summary, which will be placed in your personnel file. Your signature does not indicate agreement with the descriptions or conclusions arrived at this observation. You may attach your written response to this observation summary for inclusion in your personnel file.

Form B2: Specialist Post-Observation Conference Form (1)

The **evaluator** will share **Form G-N: Vermilion Association for Special Education Framework for Teaching** with any evidence collected.

| | |
|--------------------------------------|--|
| Name of Teacher: | |
| School: | |
| Grade Level/Subject(s): | |
| Name of Observer: | |
| Date of Post-Observation Conference: | |
| Date of Classroom Observation: | |

The specialist will respond in writing to the questions below and submit to the evaluator at least three (3) days prior to the post-observation conference. Questions serve as guidance for the post-conference. Any questions that do not pertain to the observation may be left blank.

For the purpose of this document, “stakeholder” can be defined as any individual you are interacting with during the observation. A stakeholder can include, but is not limited to: students, parents, teachers, administrators.

An observation can be defined as the “activity” in which you are a part of during an observation by your evaluator. An observation can include, but is not limited to: therapy sessions, IEP meetings, classroom lessons, administering assessments.

1. In general, how successful was the observed activity? Did the stakeholders learn what you intended for them to learn? How do you know?
2. What did your stakeholders take away/understand from the observation? How did your communication, questions, and activities influence stakeholder learning?
3. How did you alter your delivery of services (directions, questions, feedback, discussion techniques, etc.) based upon your stakeholders' feedback?

Form B2: Post-Observation Conference Form (2)

4. What next steps are you considering? What support, if any, would be helpful in taking these next steps?
 5. If you had a choice to complete the observed activity again with the same group of stakeholders(s), what would you do differently?
 6. As you reflect on your practice, choose one domain. Identify areas of strength and areas for growth. Explain why you selected this area for growth and how focusing on these areas for growth will help you improve as a professional. (4A)

Evaluator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Your signature acknowledges receipt of this observation summary, which will be placed in your personnel file. Your signature does not indicate agreement with the descriptions or conclusions arrived at this observation. You may attach your written response to this observation summary for inclusion in your personnel file.

Form C1: Teacher Informal Observation Form (1)

Teacher:

Evaluator:

School/Position/Subject:

Date of Observed Practice:

Date Form C1 Provided to Employee:

Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):

General Observations

| Teacher Actions: Teacher spent most of the time.... | Student Behaviors: Students spent most of the time... |
|--|--|
| | |

Observations of the Classroom Environment

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|---|---|
| 2A. Respect and Rapport <input type="checkbox"/> Students were respectful of the teacher and each other. <input type="checkbox"/> Teacher was respectful of the students, school, and community. | |
| 2B. Culture for Learning <input type="checkbox"/> Punctuality and good use of time are evident. <input type="checkbox"/> Academic expectations are rigorous and clear to students. <input type="checkbox"/> Teacher used presence to impact behavior and performance. | |
| 2C. Classroom Procedures <input type="checkbox"/> Established classroom routines were evident. <input type="checkbox"/> Transitions between activities are efficient. <input type="checkbox"/> The seating arrangement was conducive to learning. <input type="checkbox"/> Learning resources and teaching materials were organized and readily available. | |
| 2D. Managing Student Behavior <input type="checkbox"/> The teacher effectively, efficiently, sensitively addressed issues of misbehavior. <input type="checkbox"/> Behavioral expectations are clearly communicated to students. <input type="checkbox"/> Positive behavior interventions are used. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Form C1: Teacher Informal Observation Form (2)

Observations of the Instruction

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|--|
| 3A. Communicating Clearly and Accurately <ul style="list-style-type: none"> <input type="checkbox"/> Objectives are clear and appropriate. <input type="checkbox"/> Directions are presented clearly, in both oral and written format with teacher modeling, if appropriate. | |
| 3B. Questioning and Discussion Techniques <ul style="list-style-type: none"> <input type="checkbox"/> Teacher utilizes in-depth questioning and encourages thoughtful discussion <input type="checkbox"/> Teacher uses a variety of techniques to encourage all students to contribute to the discussion. | |
| 3C. Engaging Students in Learning <ul style="list-style-type: none"> <input type="checkbox"/> Students were engaged in learning activities. <input type="checkbox"/> Students knew why they were doing this activity. <input type="checkbox"/> Learning activities require high-level student thinking. <input type="checkbox"/> Pace is suitable for the lesson: neither dragged out nor rushed, with time for closure and student reflection. | |
| 3D. Using Assessment in Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides timely, effective, constructive feedback to students, including praise as appropriate. <input type="checkbox"/> The teacher pays close attention to evidence of student understanding. <input type="checkbox"/> Teacher poses specifically created questions to elicit evidence of student understanding. | |
| 3E. Flexibility and Responsiveness <ul style="list-style-type: none"> <input type="checkbox"/> Teacher addresses diverse abilities. <input type="checkbox"/> Teacher adjusts instruction in response to evidence of student understanding (or lack of it). <input type="checkbox"/> Teacher handled unexpected circumstances. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Evaluator or employee may request a post-conference to further address information observed.

Form C2: Teacher of the Visually Impaired Informal Observation Form (1)

Teacher:

Evaluator:

School/Position/Subject:

Date of Observed Practice:

Date Form C2 Provided to Employee:

Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):

General Observations

| | |
|---|---|
| Specialists Actions: Specialist spent most of the time.... | Stakeholders Behaviors: Stakeholders spent most of the time... |
| | |

Observations of the Environment

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 2A. Respect and Rapport <input type="checkbox"/> Students were respectful of the teacher and each other. <input type="checkbox"/> Teacher was respectful of the students, school, and community. <input type="checkbox"/> Teacher makes general connections with individual students. | |
| 2B. Demonstrating Effective Organizational Skills <input type="checkbox"/> Workspace is organized. <input type="checkbox"/> Schedule is efficient. <input type="checkbox"/> Paperwork is completed by deadlines. | |
| 2C. Managing Student Behavior <input type="checkbox"/> The teacher effectively, efficiently, sensitively addressed issues of misbehavior <input type="checkbox"/> Behavioral expectations are clearly communicated to students. <input type="checkbox"/> Positive behavior interventions are used. | |
| 2D. Organizing Physical Space for Testing/Providing Instruction <input type="checkbox"/> Teaching area is well organized. <input type="checkbox"/> Materials are readily accessible. <input type="checkbox"/> Space is safe for all students. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Form C2: Teacher of the Visually Impaired Informal Observation Form (2)

Observations of the Delivery of Services

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|---|--|
| 3A. Responding to Referrals and Evaluating Students Needs <ul style="list-style-type: none"> <input type="checkbox"/> Teacher responds to and initiates referrals. <input type="checkbox"/> Teacher makes thorough assessment of student needs. | |
| 3B. Developing and Implementing Goals/Objective <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses assessment results/current data to formulate goals. <input type="checkbox"/> Teacher writes goals that are measurable and aligned to the CCSS. <input type="checkbox"/> Teacher communicates the rationale for the targeted goal area. <input type="checkbox"/> Teacher shares responsibility for related academic goals. | |
| 3C. Engaging Students in Learning <ul style="list-style-type: none"> <input type="checkbox"/> Students were intellectually engaged in learning activities. <input type="checkbox"/> Learning tasks have multiple correct responses/approaches. <input type="checkbox"/> Learning activities require high-level student thinking. <input type="checkbox"/> Students are invited to explain their thinking as part of a task. <input type="checkbox"/> Pace is suitable for the lesson: neither dragged out nor rushed. | |
| 3D. Sharing Expertise with Staff <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides workshops when asked and volunteer to provide them when they see the need. <input type="checkbox"/> Materials and resources require intellectual engagement, as appropriate. Participants are engaged. <input type="checkbox"/> The pacing of the lesson/activity provides for the time needed to be intellectually engaged. | |
| 3E. Flexibility and Responsiveness <ul style="list-style-type: none"> <input type="checkbox"/> Teacher conveys to students that s/he has other approaches to try when the students experience difficulty. <input type="checkbox"/> Teacher adjusts instruction in response to evidence of student understanding (or lack of it). <input type="checkbox"/> Teacher handled unexpected circumstances. | |
| 3F: Assisting in the Management of Assistive Technology Equipment, Large Print or Braille Books <ul style="list-style-type: none"> <input type="checkbox"/> Equipment is checked regularly. <input type="checkbox"/> Teacher troubleshoots equipment when problems arise <input type="checkbox"/> Books and tangible materials were ordered. | |
| 3G: Demonstrating Competence in Braille. <ul style="list-style-type: none"> <input type="checkbox"/> Teacher is able to Braille Grade 1 & 2 Braille from print material and read literary Braille. <input type="checkbox"/> Teacher has competent knowledge of prerequisite skills needed for Braille. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Evaluator or employee may request a post-conference to further address information observed.

Form C2: Teacher of the Deaf and Hard of Hearing Informal Observation Form (1)

Teacher:

Evaluator:

School/Position/Subject:

Date of Observed Practice:

Date Form C2 Provided to Employee:

Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):

General Observations

| | |
|---|---|
| Specialists Actions: Specialist spent most of the time.... | Stakeholders Behaviors: Stakeholders spent most of the time... |
| | |

Observations of the Environment

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 2A. Respect and Rapport <input type="checkbox"/> Students were respectful of the teacher and each other. <input type="checkbox"/> Teacher was respectful of the students, school, and community. <input type="checkbox"/> Teacher makes general connections with individual students. | |
| 2B. Demonstrating Effective Organizational Skills <input type="checkbox"/> Workspace is organized. <input type="checkbox"/> Schedule is efficient. <input type="checkbox"/> Paperwork is completed by deadlines. | |
| 2C. Managing Student Behavior <input type="checkbox"/> The teacher effectively, efficiently, sensitively addressed issues of misbehavior <input type="checkbox"/> Behavioral expectations are clearly communicated to students. <input type="checkbox"/> Positive behavior interventions are used. | |
| 2D. Organizing Physical Space for Testing/Providing Instruction <input type="checkbox"/> Teaching area is well organized. <input type="checkbox"/> Materials are readily accessible. <input type="checkbox"/> Space is safe for all students. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Form C2: Teacher of the Deaf and Hard of Hearing Informal Observation Form (2)

Observations of the Delivery of Services

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 3A. Responding to Referrals and Evaluating Students Needs | |
| <input type="checkbox"/> Teacher responds to and initiates referrals. <input type="checkbox"/> Teacher makes thorough assessment of student needs. | |
| 3B. Developing and Implementing Goals/Objective | |
| <input type="checkbox"/> Teacher uses assessment results/current data to formulate goals. <input type="checkbox"/> Teacher writes goals that are measurable and aligned to the CCSS. <input type="checkbox"/> Teacher communicates the rationale for the targeted goal area. <input type="checkbox"/> Teacher shares responsibility for related academic goals. | |
| 3C. Engaging Students in Learning | |
| <input type="checkbox"/> Students were intellectually engaged in learning activities. <input type="checkbox"/> Learning tasks have multiple correct responses/approaches. <input type="checkbox"/> Learning activities require high-level student thinking. <input type="checkbox"/> Students are invited to explain their thinking as part of a task. <input type="checkbox"/> Pace is suitable for the lesson: neither dragged out nor rushed. | |
| 3D. Sharing Expertise with Staff | |
| <input type="checkbox"/> Teacher provides workshops when asked and volunteer to provide them when they see the need. <input type="checkbox"/> Materials and resources require intellectual engagement, as appropriate. Participants are engaged. <input type="checkbox"/> The pacing of the lesson/activity provides for the time needed to be intellectually engaged. | |
| 3E. Flexibility and Responsiveness | |
| <input type="checkbox"/> Teacher conveys to students that s/he has other approaches to try when the students experience difficulty. <input type="checkbox"/> Teacher adjusts instruction in response to evidence of student understanding (or lack of it). <input type="checkbox"/> Teacher handled unexpected circumstances. | |
| 3F: Assisting in the Management & Consults with Audiologist for Assistive Communication and Hearing Devices | |
| <input type="checkbox"/> Equipment is checked regularly. <input type="checkbox"/> Teacher troubleshoots equipment when problems arise. <input type="checkbox"/> Teacher communicates with audiologist on a regular basis. | |
| 3G: Demonstrating Competence Sign Language | |
| <input type="checkbox"/> Teacher can sign fluently to communicate with students. <input type="checkbox"/> Teacher is able to read sign language to get students wants and needs. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Evaluator or employee may request a post-conference to further address information observed.

Form C2: Adapted Physical Education Teacher Informal Observation Form (1)

Teacher:

Evaluator:

School/Position/Subject:

Date of Observed Practice:

Date Form C2 Provided to Employee:

Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):

General Observations

| | |
|---|---|
| Specialists Actions: Specialist spent most of the time.... | Stakeholders Behaviors: Stakeholders spent most of the time... |
| | |

Observations of the Environment

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 2A. Respect and Rapport <input type="checkbox"/> Students were respectful of the teacher and each other. <input type="checkbox"/> Teacher was respectful of the students, school, and community. <input type="checkbox"/> Teacher makes general connections with individual students. | |
| 2B. Demonstrating Effective Organizational Skills <input type="checkbox"/> Workspace is organized. <input type="checkbox"/> Schedule is efficient. <input type="checkbox"/> Paperwork is completed by deadlines. | |
| 2C. Managing Student Behavior <input type="checkbox"/> The teacher effectively, efficiently, sensitively addressed issues of misbehavior <input type="checkbox"/> Behavioral expectations are clearly communicated to students. <input type="checkbox"/> Positive behavior interventions are used. | |
| 2D. Organizing Physical Space for Testing/Providing Instruction <input type="checkbox"/> Teaching area is well organized. <input type="checkbox"/> Materials are readily accessible. <input type="checkbox"/> Space is safe for all students. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Form C2: Adapted Physical Education Teacher Informal Observation Form (2)

Observations of the Delivery of Services

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 3A. Responding to Referrals and Evaluating Students Needs | |
| <input type="checkbox"/> Teacher responds to and initiates referrals. <input type="checkbox"/> Teacher makes thorough assessment of student needs. | |
| 3B. Developing and Implementing Goals/Objective | |
| <input type="checkbox"/> Teacher uses assessment results/current data to formulate goals. <input type="checkbox"/> Teacher writes goals that are measurable. <input type="checkbox"/> Teacher communicates the rationale for the targeted goal area. <input type="checkbox"/> Teacher shares responsibility for related academic goals. | |
| 3C. Engaging Students in Learning | |
| <input type="checkbox"/> Students were intellectually/physically engaged in learning tasks. <input type="checkbox"/> Physical tasks/activities require a great deal of movement. <input type="checkbox"/> Instructional materials are appropriate to the activity/task. <input type="checkbox"/> Pace is suitable for the lesson: neither dragged out nor rushed. | |
| 3D. Sharing Expertise with Staff | |
| <input type="checkbox"/> Teacher provides workshops when asked and volunteer to provide them when they see the need. <input type="checkbox"/> Materials and resources require intellectual engagement, as appropriate. Participants are engaged. <input type="checkbox"/> The pacing of the lesson/activity provides for the time needed to be intellectually engaged. | |
| 3E. Flexibility and Responsiveness | |
| <input type="checkbox"/> Teacher conveys to students that s/he has other approaches to try when the students experience difficulty. <input type="checkbox"/> Teacher adjusts instruction in response to evidence of student understanding (or lack of it). <input type="checkbox"/> Teacher handled unexpected circumstances. | |
| 3F: Collaborating with Teachers in the Design of Instructional Units | |
| <input type="checkbox"/> Teacher readily and regularly collaborates with classroom teacher. <input type="checkbox"/> Teacher models tasks for classroom teacher. | |
| 3G: Incorporating Regular Physical Educators, Classroom Teachers, and Aides into the Child's Program | |
| <input type="checkbox"/> Teacher readily communicates with stakeholders in regards to physical education program. <input type="checkbox"/> Teacher properly trains all staff to use specialized equipment. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Evaluator or employee may request a post-conference to further address information observed.

Form C2: School Social Worker Informal Observation Form (1)

Teacher:

Evaluator:

School/Position/Subject:

Date of Observed Practice:

Date Form C2 Provided to Employee:

Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):

General Observations

| | |
|---|---|
| Specialists Actions: Specialist spent most of the time.... | Stakeholders Behaviors: Stakeholders spent most of the time... |
| | |

Observations of the Environment

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 2A. Respect and Rapport <input type="checkbox"/> School social workers interactions consistently model sensitivity and provide a warm and caring environment. <input type="checkbox"/> SSW is highly respectful of the cultural and developmental differences among individuals and groups of students. <input type="checkbox"/> SSW shares information with students, families, and staff | |
| 2B. Organizes and Manages Time, Routines, and Procedures <input type="checkbox"/> Evaluations are on time. <input type="checkbox"/> Paperwork is completed prior to the meeting and turned in. <input type="checkbox"/> School social worker has a schedule for meeting with students and adheres to it and/or makes alternate arrangements. | |
| 2C. Creating a Culture of Social-Emotional Well-Being <input type="checkbox"/> Social Worker collaborates with staff on building wide positive behavior interventions, as desired/allowed by the district served. <input type="checkbox"/> Social Worker consults with staff on specific social/emotional concerns that present in the classroom. | |
| 2D. Managing Social Work Practice and Organizing Physical Space <input type="checkbox"/> Office is well organized, non-confidential materials and manipulatives are varied and easily accessible. <input type="checkbox"/> Materials are stored securely. <input type="checkbox"/> With minimal guidance and prompting, students will follow their established routines. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Form C2: School Social Worker Informal Observation Form (2)

Observations of the Delivery of Services

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 3A. Responding to Referrals <ul style="list-style-type: none"> <input type="checkbox"/> School Social Worker responds to and initiates referrals. <input type="checkbox"/> School Social Worker collaborates with others to meet special education timelines. <input type="checkbox"/> School Social Worker meets timelines. | |
| 3B. Providing Evidence-Informed Services & Programs <ul style="list-style-type: none"> <input type="checkbox"/> SSW provides opportunities for social emotional learning. <input type="checkbox"/> SSW creates and implements the functional behavior analysis and <input type="checkbox"/> SSW is knowledgeable about evidence-informed programs and services. | |
| 3C. Using Social Work Interventions with Individuals, Groups, and/or Classrooms. <ul style="list-style-type: none"> <input type="checkbox"/> SSW offers creative and effective strategies during collaborations. <input type="checkbox"/> SSW participates in development, implementation, monitoring, and revision of IEP and behavior intervention plans. <input type="checkbox"/> SSW utilizes a variety of problem-solving skills and strategies in a variety of settings. <input type="checkbox"/> SSW consistently writes and monitors IEP goals. | |
| 3D. Assessing Student Needs and Services <ul style="list-style-type: none"> <input type="checkbox"/> SSW collects all the important information on which to base the intervention plans and goals. <input type="checkbox"/> Reports are accurate. <input type="checkbox"/> Reports are appropriate to the audience. | |
| 3E. Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> <input type="checkbox"/> SSW recognizes individual student needs and selects interventions based upon specific needs. <input type="checkbox"/> When faced with a problematic situation, SSW gives direction on how to address the problem. <input type="checkbox"/> SSW meets job responsibilities and is flexible in order to meet student and staff within their assigned placement | |
| 3F: Demonstrating Ability to Manage Crisis Situations <ul style="list-style-type: none"> <input type="checkbox"/> SSW is an integral part of the crisis team. <input type="checkbox"/> SSW consults on building level with staff on crisis situations. <input type="checkbox"/> Documentation is completed. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Evaluator or employee may request a post-conference to further address information observed.

Form C2: Speech-Language Pathologist Informal Observation Form (1)

Teacher:

Evaluator:

School/Position/Subject:

Date of Observed Practice:

Date Form C2 Provided to Employee:

Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):

General Observations

| | |
|---|---|
| Specialists Actions: Specialist spent most of the time.... | Stakeholders Behaviors: Stakeholders spent most of the time... |
| | |

Observations of the Environment

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 2A. Respect and Rapport <input type="checkbox"/> Communication between SLP and student/s is uniformly respectful. <input type="checkbox"/> SLP demonstrates an established connection with individual student, encouraging participation in activities. | |
| 2B. Organizing Time for Learning <input type="checkbox"/> Transitions within and between therapy sessions are smooth. <input type="checkbox"/> Therapy session routines function smoothly. <input type="checkbox"/> Paperwork is completed in a timely manner | |
| 2C. Establishing Standard of Conduct <input type="checkbox"/> SLP frequently monitors student behavior <input type="checkbox"/> SLP responds consistently to misbehavior among the students. | |
| 2D. Organizing Physical Space <input type="checkbox"/> The therapy room is safe and arranged to support the instructional goals and learning activities. <input type="checkbox"/> Therapy resources are purposefully arranged to support instructional goals and learning activities. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Form C2: Speech-Language Pathologist Informal Observation Form (2)

Observations of the Delivery of Services

| Components | <i>Evidence, Examples, Suggestions, Notes, Directives</i> |
|--|--|
| 3A. Responding to Referrals <ul style="list-style-type: none"> <input type="checkbox"/> SLP follows up on referrals within the mandated time frame <input type="checkbox"/> SLP completes thorough screening/ assessment of student based off identified concerns. | |
| 3B. Implementing Treatment Plans to Maximize Student Success <ul style="list-style-type: none"> <input type="checkbox"/> SLP uses appropriate clinical judgment when selecting therapy materials <input type="checkbox"/> Therapy materials are appropriate for age, development, and assessment areas. <input type="checkbox"/> Targeted tasks match stated goals. | |
| 3C. Communicating with Families <ul style="list-style-type: none"> <input type="checkbox"/> SLP makes information about the therapy program available <input type="checkbox"/> SLP regularly sends home information about student progress <input type="checkbox"/> SLP develops activities designed to successfully and appropriately engage families in their children's learning. <input type="checkbox"/> All of Speech-Language Pathologist's communications are appropriate to families' cultural norms | |
| 3D. Collecting Information; Writing Reports <ul style="list-style-type: none"> <input type="checkbox"/> Data collection is consistent and accurate during therapy sessions. <input type="checkbox"/> Data collection is relevant to identified student needs. <input type="checkbox"/> Reports are written in a manner that is easily understood by general audiences. <input type="checkbox"/> Reports contain no errors. | |
| 3E. Flexibility and Responsiveness <ul style="list-style-type: none"> <input type="checkbox"/> SLP uses data to evaluate treatment and make necessary changes. <input type="checkbox"/> SLP immediately makes changes to therapeutic strategies during session. <input type="checkbox"/> SLP individualizes minutes of services to address needs of students | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Evaluator or employee may request a post-conference to further address information observed.

Form C2: School Psychologist Informal Observation Form (1)

Teacher:

Evaluator:

School/Position/Subject:

Date of Observed Practice:

Date Form C2 Provided to Employee:

Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):

General Observations

| | |
|---|---|
| Specialists Actions: Specialist spent most of the time.... | Stakeholders Behaviors: Stakeholders spent most of the time... |
| | |

Observations of the Environment

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 2A. Respect and Rapport <input type="checkbox"/> Respectful interactions with all stakeholders <input type="checkbox"/> Effort made towards repairing relationships and building rapport <input type="checkbox"/> Establishes visibility in the school and is approachable to all | |
| 2B. Positive Culture for Learning <input type="checkbox"/> Actively works to enhance the culture and climate of the school <input type="checkbox"/> Participates in school-wide committees, leadership teams, or problem-solving teams <input type="checkbox"/> Is involved in the planning and implementation of Tier 1 social/emotional and behavioral interventions | |
| 2C. Establishing and Maintaining Clear Procedures for Referrals and Using Time Effectively <input type="checkbox"/> Materials are readily available and secured. <input type="checkbox"/> Copyright laws pertaining to assessments are respected <input type="checkbox"/> Timelines are met by the school psychologist | |
| 2D. Establishing Standards of Conduct <input type="checkbox"/> Collaborates with school personnel regarding student behavior <input type="checkbox"/> Helps defuse students in crisis. <input type="checkbox"/> Employs techniques designed to effectively manage student behavior | |
| 2E. Organizing Physical Space <input type="checkbox"/> Student test materials are placed out of sight from others <input type="checkbox"/> Psychologist can easily access test materials during testing | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Form C2: School Psychologist Informal Observation Form (2)

Observations of the Delivery of Services

| Components | <i>Evidence, Examples, Suggestions, Notes, Directives</i> |
|--|--|
| 3A. Communicating with Students <ul style="list-style-type: none"> <input type="checkbox"/> Boundaries between school psychologist and student are clear and developmentally appropriate <input type="checkbox"/> Students are included in discussions about their education and needs <input type="checkbox"/> Expectations or explanations of activities are clearly communicated to students | |
| 3B. Interpreting Data to Facilitate Effective Instructional Decision-Making <ul style="list-style-type: none"> <input type="checkbox"/> Regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns <input type="checkbox"/> Consistently uses tools and processes to effectively collect data <input type="checkbox"/> Uses accurate data sources to assist with instructional planning, progress monitoring, and decision making | |
| 3C. Promoting the Use of Evidence-Based Interventions & Supports <ul style="list-style-type: none"> <input type="checkbox"/> Regularly participates in meetings in which appropriate interventions are developed for students <input type="checkbox"/> Recommends appropriate interventions based on student data | |
| 3D. Administering and Scoring Assessments <ul style="list-style-type: none"> <input type="checkbox"/> Knowledgeable about available assessments and uses the appropriate instruments based upon student characteristics <input type="checkbox"/> Follows standardized administration procedures | |
| 3E. Flexibility and Responsiveness <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of students' needs and interests drive recommendations <input type="checkbox"/> Has different approaches within their repertoire to address the diverse needs of students <input type="checkbox"/> During unexpected situations, the school psychologist responds flexibly with usage of their time and adjustment of priorities | |
| 3F. Writing Comprehensive School Psychological Reports <ul style="list-style-type: none"> <input type="checkbox"/> Reports rely on the use of "laymen's" terms to ease comprehension for parents and staff <input type="checkbox"/> Evaluation results inform and guide interventions, eligibility, supports | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Evaluator or employee may request a post-conference to further address information observed.

Form C2: Vocational Coordinator Informal Observation Form (1)

Teacher:

School/Position/Subject:

Evaluator:

Date of Observed Practice:

Date Form C2 Provided to Employee:

Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):

General Observations

| | |
|---|---|
| Specialists Actions: Specialist spent most of the time.... | Stakeholders Behaviors: Stakeholders spent most of the time... |
| | |

Observations of the Environment

| Components | Evidence, Examples, Suggestions, Notes, Directives |
|--|---|
| 2A. Respect and Rapport <input type="checkbox"/> Talk between Specialist and stakeholders is uniformly respectful. <input type="checkbox"/> Specialist responds to disrespectful behavior among students. <input type="checkbox"/> Specialist makes general connections with individual stakeholders. | |
| 2B. Demonstrates Effective Organization of Time and Priorities <input type="checkbox"/> Session routines function smoothly. <input type="checkbox"/> Materials are readily available to the Specialist. <input type="checkbox"/> Resources are arranged to support the goals and learning activities. Specialist makes appropriate use of available technology. <input type="checkbox"/> Specialist handles scheduling changes in a timely manner. | |
| 2C. Establishes Standards of Conduct <input type="checkbox"/> Standards of conduct are established. <input type="checkbox"/> Student behavior is generally appropriate. <input type="checkbox"/> Specialist frequently monitors student behavior. <input type="checkbox"/> Specialist response to misbehavior is effective. | |
| 2D. Established a Culture for Learning <input type="checkbox"/> Specialist communicates the importance of the content and the conviction that with hard work all can master the material. <input type="checkbox"/> Specialist conveys an expectation of high levels of effort. | |
| 2E. Establishes Referral, Application, & Approvals for STEP <input type="checkbox"/> Specialist had a clear procedure for referral, applications, and approval for STEP that is shared with teachers each year. <input type="checkbox"/> Procedures are followed consistently. | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Form C2: Vocational Coordinator Informal Observation Form (2)

Observations of the Delivery of Services

| Components | <i>Evidence, Examples, Suggestions, Notes, Directives</i> |
|---|--|
| 3A. Communicating with Students <ul style="list-style-type: none"> <input type="checkbox"/> Specialist states clearly verbally or in writing what is being discussed or presented. <input type="checkbox"/> The specialist models the process to be followed in the task. <input type="checkbox"/> Specialist describes specific strategies they might use, inviting the students to interpret the strategies in the context of what they are learning. <input type="checkbox"/> Specialist's vocabulary and grammar are appropriate. | |
| 3B. Train and Supervise Job Coach and Administrative Assistant <ul style="list-style-type: none"> <input type="checkbox"/> Specialist offers formal and informal training for the job coach to improve completion of new responsibilities. <input type="checkbox"/> Specialist uses an approved assessment to determine efficacy of job coach/ assistant's responsibilities. | |
| 3C. Promotes STEP and Develops Community Training Sites <ul style="list-style-type: none"> <input type="checkbox"/> Specialist considers the student's age, experience, interest and post-secondary goals in locating a training placement. <input type="checkbox"/> Specialist evaluates students to determine any accommodations needed for student success at any site. <input type="checkbox"/> Specialist provides for a job coach when needed <input type="checkbox"/> Specialist establishes an employment network to include volunteer to paid experiences | |
| 3D. Assesses Student Progress in STEP <ul style="list-style-type: none"> <input type="checkbox"/> Specialist makes the standards of high quality work clear <input type="checkbox"/> Students are invited to assess their own work and make improvements <input type="checkbox"/> Feedback includes specific and timely guidance <input type="checkbox"/> Demonstrates consistent, relevant data collection | |
| 3E. Flexibility and Responsiveness <ul style="list-style-type: none"> <input type="checkbox"/> When improvising becomes necessary, Specialist makes adjustments to the lesson <input type="checkbox"/> Specialist incorporates students' interests and questions into the sessions <input type="checkbox"/> Specialist conveys to students that s/he has other approaches to try when they experience difficulty | |

Note: Unchecked boxes mean only that a trait was **not observed** during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.

Evaluator or employee may request a post-conference to further address information observed.

Form D: Vermilion Association for Special Education Performance Evaluation Rating (Summative) Form

Teacher:

Evaluator:

School/Position:

Current Tenure Status (Tenured/Non-Tenured):

Formal Observation Dates:

Informal Observation Dates:

Performance Evaluation Rating Issued Date:

Performance Evaluation Conference Date:

Performance Evaluation Rating (highlight one):

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

We have conducted a conversation regarding **Form G-N: Vermilion Association for Special Education Framework for Teaching**. The Teacher has the right to attach written comments for inclusion in his/her personnel file. This overall rating is based on Vermilion Association for Special Education's Performance Evaluation Definitions and Operating Principles.

Teacher Signature: _____ Date: _____

Signature indicates only that the Teacher has received the evaluation.

Evaluator Signature: _____ Date: _____

Form E1: Vermilion Association for Special Education Teacher Professional Development Plan for Needs Improvement for the Teacher

Teacher:

Evaluator:

School/Position:

Date of Performance Evaluation Rating (Summative):

Date of PDP Implementation:

Date of PDP

Conclusion:

Required Areas for Improvement (highlighted)

| Conversation Components | | Observable Components | |
|--|--|--|--|
| Domain 1 <i>Planning and Preparation</i> | Domain 4 <i>Professional Responsibilities</i> | Domain 2 <i>Classroom Environment</i> | Domain 3 <i>Instruction</i> |
| 1A. Knowledge of Content and Pedagogy 1B. Knowledge of Students 1C. Setting Instructional Outcomes* 1D. Knowledge of Resources 1E. Designing Coherent Instruction* 1F. Designing Student Assessments* | 4A. Reflecting on Teaching 4B. Maintaining Accurate Records 4C. Collaborating with Stakeholders 4D. Participating in a Professional Community 4E. Growing and Developing Professionally 4F. Showing Professionalism | 2A. Creating an Environment of Respect and Rapport 2B. Establishing a Culture for Learning* 2C. Managing Classroom Procedures and Physical Space 2D. Managing Student Behavior 2E. Organizing Physical Space | 3A. Communicating with Students* 3B. Using Questioning and Discussion Techniques* 3C. Engaging Students in Learning* 3D. Using Assessment in Instruction* 3E. Demonstrating Flexibility and Responsiveness |

Performance Chart

| Component | Directives for Improvement | Supports and Resources (include activities, personnel, training, etc., needed to complete strategies) | Measurement of Objectives | Progress Review (Date) | Component Remediated (Yes/No) |
|-----------|----------------------------|--|---------------------------|------------------------|-------------------------------|
| | | | | | |
| | | | | | |

The intent of this Professional Development Plan is to assist the teacher in improving performance to an overall rating of *Proficient* or better as designated by the State Statute.

Evaluator Signature

Date

Teacher Signature

Date

Form E2: Vermilion Association for Special Education Teacher Professional Development Plan for Needs Improvement for the Specialist

Teacher:

Evaluator:

School/Position:

Date of Performance Evaluation Rating (Summative):

Date of PDP Implementation:

Date of PDP

Conclusion:

Required Areas for Improvement (highlighted)

| Conversation Components | | Observable Components | |
|--|--|---|---------------------------------|
| <i>Domain 1 Planning and Preparation</i> | <i>Domain 4 Professional Responsibilities</i> | <i>Domain 2 Classroom Environment</i> | <i>Domain 3 Instruction</i> |
| | 4A. Reflecting on Teaching 4B. Maintaining Accurate Records 4C. Communicating with Families 4D. Participating in a Professional Community 4E. Growing and Developing Professionally 4F. Showing Professionalism | | |

Performance Chart

| Component | Directives for Improvement | Supports and Resources (include activities, personnel, training, etc., needed to complete strategies) | Measurement of Objectives | Progress Review (Date) | Component Remediated (Yes/No) |
|------------------|-----------------------------------|---|----------------------------------|-------------------------------|--------------------------------------|
| | | | | | |
| | | | | | |

The intent of this Professional Development Plan is to assist the teacher in improving performance to an overall rating of *Proficient* or better as designated by the State Statute.

Evaluator Signature

Date

Teacher Signature

Date

Form F1: Vermilion Association for Special Education Teacher Remediation Plan for Unsatisfactory (1)

Teacher:

Evaluator:

School/Position:

Consulting Teacher:

Date of Performance Evaluation Rating (Summative):

Date of Remediation Plan Implementation:

Date of Remediation Plan Conclusion:

Required Areas for Corrections (highlighted)

| Conversation Components | | Observable Components | |
|--|--|---|--|
| Domain 1 <i>Planning and Preparation</i> | Domain 4 <i>Professional Responsibilities</i> | Domain 2 <i>Classroom Environment</i> | Domain 3 <i>Instruction</i> |
| 1A. Knowledge of Content and Pedagogy 1B. Knowledge of Students 1C. Setting Instructional Outcomes* 1D. Knowledge of Resources 1E. Designing Coherent Instruction* 1F. Designing Student Assessments* | 4A. Reflecting on Teaching 4B. Maintaining Accurate Records 4C. Collaborating with Stakeholders 4D. Participating in a Professional Community 4E. Growing and Developing Professionally 4F. Showing Professionalism | 2A. Creating an Environment of Respect and Rapport 2B. Establishing a Culture for Learning* 2C. Managing Classroom Procedures 2D. Managing Student Behavior 2E. Organizing Physical Space | 3A. Communicating with Students* 3B. Using Questioning and Discussion Techniques* 3C. Engaging Students in Learning* 3D. Using Assessment in Instruction* 3E. Demonstrating Flexibility and Responsiveness |

*These components specifically align with implementation of the Common Core State Standards.

Performance Chart

| Component | Directives for Improvement | Supports and Resources (include activities, personnel, training, etc., needed to complete strategies) | Measurement of Objectives | Progress Review (Date) | Component Remediated (Yes/No) |
|-----------|----------------------------|--|---------------------------|------------------------|-------------------------------|
| | | | | | |
| | | | | | |

The intent of this Remediation Plan is to assist the teacher in improving performance to an overall rating of *Proficient* or better as designated by the State Statute.

Form F1: Vermilion Association for Special Education Teacher Remediation Plan for Unsatisfactory (2)

Beginning Evaluation Date: _____

Evaluator Signature

Teacher Signature

Consulting Peer's Signature

Progress Summary:

Midpoint Evaluation Date: _____

Evaluator Signature

Teacher Signature

Consulting Peer's Signature

Progress Summary:

Final Evaluation Date: _____

Evaluator Signature

Teacher Signature

Consulting Peer's Signature

Form F2: Vermilion Association for Special Education Teacher Remediation Plan for Unsatisfactory (1)

Teacher:

Evaluator:

School/Position:

Consulting Teacher:

Date of Performance Evaluation Rating (Summative):

Date of Remediation Plan Implementation:

Date of Remediation Plan Conclusion:

Required Areas for Improvement (Evaluator fill in the components)

| Conversation Components | | Observable Components | |
|--|--|-------------------------------------|---|
| <i>Domain 1 Planning and Preparation</i> | <i>Domain 4 Professional Responsibilities</i> | <i>Domain 2 The Environment</i> | <i>Domain 3 Delivery of Service</i> |
| | 4A. Reflecting on Teaching 4B. Maintaining Accurate Records 4C. Communicating with Families 4D. Participating in a Professional Community 4E. Growing and Developing Professionally 4F. Showing Professionalism | | |

Performance Chart

| Component | Directives for Improvement | Supports and Resources (include activities, personnel, training, etc., needed to complete strategies) | Measurement of Objectives | Progress Review (Date) | Component Remediated (Yes/No) |
|-----------|----------------------------|--|---------------------------|------------------------|-------------------------------|
| | | | | | |
| | | | | | |

The intent of this Remediation Plan is to assist the teacher in improving performance to an overall rating of *Proficient* or better as designated by the State Statute.

Form F2: Vermilion Association for Special Education Teacher Remediation Plan for Unsatisfactory (2)

Beginning Evaluation Date: _____

Evaluator Signature

Teacher Signature

Consulting Peer's Signature

Progress Summary:

Midpoint Evaluation Date: _____

Evaluator Signature

Teacher Signature

Consulting Peer's Signature

Progress Summary:

Final Evaluation Date: _____

Evaluator Signature

Teacher Signature

Consulting Peer's Signature

Form G: Framework for Teachers

Form G: Vermilion Association for Special Education Framework for Teachers

Domain I for Teachers: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|---|
| 1a: Knowledge of Content and Pedagogy | In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| 1a: Critical Attributes | -Teacher makes content errors. -Teacher does not consider prerequisite relationships when planning. -Teacher's plans use inappropriate strategies for the discipline. | -Teacher's understanding of the discipline is rudimentary. -Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. -Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. | -Teacher can identify important concepts of the discipline and their relationships to one another. -Teacher provides clear explanations of the content. -Teacher answers student questions accurately and provides feedback that furthers their learning. -Instructional strategies in unit and lesson plans are entirely suitable to the content. | -Teacher cites intra- and interdisciplinary content relationships. -Teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. -Teacher's plans reflect recent developments in content-related pedagogy. |
| Evidence: | | | | |

Domain I for Teachers: Planning and Preparation

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

Domain I for Teachers: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|--|--|
| 1c: Setting Instructional Outcomes | The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. |
| 1c: Critical Attributes | -Outcomes lack rigor. -Outcomes do not represent important learning in the discipline. -Outcomes are not clear or are stated as activities. -Outcomes are not suitable for many students in the class. | -Outcomes represent a mixture of low expectations and rigor. -Some outcomes reflect important learning in the discipline. -Outcomes are suitable for most of the class. | -Outcomes represent high expectations and rigor. -Outcomes are related to "big ideas" of the discipline. -Outcomes are written in terms of what students will learn rather than do. -Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. -Outcomes, differentiated where necessary, are suitable to groups of students in the class. | -Teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. -Teacher connects outcomes to previous and future learning. -Outcomes are differentiated to encourage individual students to take educational risks. |
| Evidence: | | | | |

Domain I for Teachers: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|-----------------------------------|--|---|--|--|
| 1d: 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. | Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive. The teacher utilizes resources beyond those provided by the school or district, including those on the Internet, in the community, through professional organizations and universities, and seeks out such resources. |
| 1d: Critical Attributes | <ul style="list-style-type: none"> -The teacher uses only district-provided materials, even when more variety would assist some students. -The teacher does not seek out resources available to expand her own skill. -Although the teacher is aware of some student needs, he does not inquire about possible resources. | <ul style="list-style-type: none"> -The teacher uses materials in the school but does not search beyond the school for resources. -The teacher participates in content-area workshops offered by the school but does not pursue other professional development. -The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. | <ul style="list-style-type: none"> -Texts are at varied levels. -Texts are supplemented by guest speakers and field experiences. -The teacher facilitates the use of Internet resources. -Resources are multidisciplinary. -The teacher expands her knowledge through professional learning groups and organizations. -The teacher pursues options offered by universities. -The teacher provides lists of resources outside the classroom for students to draw on. | <ul style="list-style-type: none"> -Texts are matched to student skill level. -The teacher has ongoing relationships with colleges and universities that support student learning. -The teacher maintains a log of resources for student reference. -The teacher pursues apprenticeships to increase discipline knowledge. -The teacher facilitates student contact with resources outside the classroom. |
| Evidence: | | | | |

Domain I for Teachers: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| 1e: Designing Coherent Instruction | Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. |
| 1e: Critical Attributes | <ul style="list-style-type: none"> -Learning activities are boring and/or not well aligned to the instructional goals. -Materials are not engaging or do not meet instructional outcomes. -Instructional groups do not support learning. -Lesson plans are not structured or sequenced and are unrealistic in their expectations. | <ul style="list-style-type: none"> -Learning activities are moderately challenging. -Learning resources are suitable, but there is limited variety. -Instructional groups are random, or they only partially support objectives. -Lesson structure is uneven or may be unrealistic about time expectations. | <ul style="list-style-type: none"> -Learning activities are matched to instructional outcomes. -Activities provide opportunity for higher-level thinking. -Teacher provides a variety of appropriately challenging materials and resources. -Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. -The plan for the lesson or unit is well structured, with reasonable time allocations. | <ul style="list-style-type: none"> -Activities permit student choice. -Learning experiences connect to other disciplines. -Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. -Lesson plans differentiate for individual student needs. |
| Evidence: | | | | |

Domain 1 for Teachers: Planning and Preparation

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|--|---|---|--|---|
| 1f: Designing Student Assessments | <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. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p> |
| 1f: Critical Attributes | <ul style="list-style-type: none"> -Assessments do not match instructional outcomes. -Assessments have no criteria. -No formative assessments have been designed. -Assessment results do not affect future plans. | <ul style="list-style-type: none"> -Only some of the instructional outcomes are addressed in the planned assessments. -Assessment criteria are vague. -Plans refer to the use of formative assessments, but they are not fully developed. -Assessment results are used to design lesson plans for the whole class, not individual students. | <ul style="list-style-type: none"> -All the learning outcomes have a method for assessment. -Assessment types match learning expectations. -Plans indicate modified assessments for some students as needed. -Assessment criteria are clearly written. -Plans include formative assessments to use during instruction. -Lesson plans indicate possible adjustments based on formative assessment data. | <ul style="list-style-type: none"> In addition to the characteristics of "proficient," -Assessments provide opportunities for student choice. -Students participate in designing assessments for their own work. -Teacher-designed assessments are authentic with real-world application, as appropriate. -Students develop rubrics according to teacher-specified learning objectives. -Students are actively involved in collecting information from formative assessments and provide input. |
| Evidence: | | | | |

Domain 2 for Teachers: The Classroom Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|---|---|
| 2a: Creating an Environment of Respect and Rapport | Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between teacher and students and among students are highly respectful and trusting. 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. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> -Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental levels. -Students' body language indicates feelings of hurt, discomfort, or insecurity. -Teacher displays no familiarity with, or caring about, individual students. -Teacher disregards disrespectful interactions among students. | <ul style="list-style-type: none"> -The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. -Teacher attempts to respond to disrespectful behavior among students, with uneven results. -Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. | <ul style="list-style-type: none"> -Talk between teacher and students and among students is uniformly respectful. -Teacher successfully responds to disrespectful behavior among students. -Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. -Teacher makes general connections with individual students. -Students exhibit respect for teacher. | <ul style="list-style-type: none"> -Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. -There is no disrespectful behavior among students. -When necessary, students respectfully correct one another in their conduct towards classmates. -Students participate without fear of put-downs or ridicule from either the teacher or other students. -Teacher respects and encourages students' efforts. |

Evidence:**Domain 2 for Teachers: The Classroom Environment**

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|---|
| 2b: Establishing a Culture for Learning | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. | The classroom culture is a cognitively busy place. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvement and/or assisting peers. |
| 2b: Critical Attributes | -Teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. -Teacher conveys to at least some students that the work is too challenging for them. -Students exhibit little or no pride in their work. -Students use language incorrectly; teacher does not correct them. | -Teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work. -Teacher conveys high expectations for only some students. -Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." | -Teacher communicates the importance of the content and the conviction that with hard work all students can master the material. -Teacher demonstrates a high regard for students' abilities. -Teacher conveys an expectation of high levels of student effort. -Students expend good effort to complete work of high quality. -Teacher insists on precise use of language by students. | -Teacher communicates passion for the subject. -Teacher conveys the satisfaction that accompanies a deep understanding of complex content. -Students indicate through their questions and comments a desire to understand the content. -Students assist their classmates in understanding the content. -Students take initiative in improving the quality of their work. -Students correct one another in their use of language. |

| | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none">-Teacher's primary concern appears to be to complete the task at hand.-Teacher urges, but does not insist, that students use precise language. | | |
|--|--|---|--|--|

Evidence:

Domain 2 for Teachers: The Classroom Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|---|--|
| 2c: Managing Classroom Procedures | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. |
| 2c: Critical Attributes | <ul style="list-style-type: none"> -Students not working with teacher are not productively engaged. -Transitions are disorganized, with much loss of instructional time. -There do not appear to be any established procedures for distributing and collecting materials. -A considerable amount of time is spent off task because of unclear procedures. | <ul style="list-style-type: none"> -Students not working directly with teacher are only partially engaged. -Procedures for transitions seem to have been established, but their operation is not smooth. -There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. -Classroom routines function unevenly. | <ul style="list-style-type: none"> -Students are productively engaged during small-group or independent work. -Transitions between large- and small-group activities are smooth. -Routines for distribution and collection of materials and supplies work efficiently. -Classroom routines function smoothly. | <ul style="list-style-type: none"> -With minimal prompting by teacher, students ensure that their time is used productively. -Students take initiative in distributing and collecting materials efficiently. -Students themselves ensure that transitions and other routines are accomplished smoothly. |
| Evidence: | | | | |

Domain 2 for Teachers: The Classroom Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--------------------------------|--|--|---|--|
| 2d: Managing Behavior | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. Teachers use verbal feedback only to target negative behaviors. | 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. Teacher attempts to give verbal feedback for positive behaviors, but is inconsistent in efforts. | 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. Verbal feedback is mostly targeted at positive behaviors. | Student behavior is appropriate a majority of the time. The teacher responds consistently, proportionately, and respectfully to specific behaviors for each student. Responses by the teacher to challenging behaviors are consistently calm. Verbal feedback is consistently targeted at positive behaviors. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> -The classroom environment is chaotic, with no standards of conduct evident. -Teacher does not monitor student behavior. -Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | <ul style="list-style-type: none"> -Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. -Teacher attempts to keep track of student behavior, but with no apparent system. -Teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. | <ul style="list-style-type: none"> -Standards of conduct appear to have been established and implemented successfully. -Overall, student behavior is generally appropriate. -Teacher frequently monitors student behavior. -Teacher's response to student misbehavior is effective. | <ul style="list-style-type: none"> -Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled. -Teacher silently and subtly monitors student behavior. -Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |
| Evidence: | | | | |

Domain 2 for Teachers: The Classroom Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|------------------------------------|---|---|--|--|
| 2e: Managing Physical Space | The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. | The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. | The classroom is safe, and learning is accessible to all students. The structure and organization of the physical learning environment significantly promotes student independence. The teacher makes adjustments when necessary to improve the delivery of the lesson. |
| 2e: Critical Attributes | <ul style="list-style-type: none"> -There are physical hazards in the classroom, endangering student safety. -Many students can't see or hear the teacher or see the board. -Available technology is not being used. | <ul style="list-style-type: none"> -The physical environment is safe, and most students can see and hear the teacher or see the board. -The physical environment is not an impediment to learning but does not enhance it. -The teacher makes limited use of available technology and other resources. | <ul style="list-style-type: none"> -The classroom is safe, and all students are able to see and hear the teacher or see the board. -The classroom is arranged to support the instructional goals and learning activities. -The teacher makes appropriate use of available technology. | <ul style="list-style-type: none"> -Modifications are made to the physical environment to accommodate students with special needs. -There is total alignment between the learning activities and the physical environment. -Students take the initiative to adjust the physical environment. -The teacher and students make extensive and imaginative use of available technology. |
| Evidence: | | | | |

Domain 3 for Teachers: Instruction

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|--|
| 3a: Communicating with Students | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. | The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing understanding through scaffolding and connecting to student's interests. During the explanation, the teacher encourages student independence with strategy use. Teacher's spoken language is expressive and the teacher finds opportunities to expand students' vocabulary. |
| 3a: Critical Attributes | -At no time during the lesson does teacher convey to students what they will be learning. -Students indicate through their questions that they are confused about the learning task. -Teacher makes a serious content error that will affect | -Teacher provides little elaboration or explanation about what the students will be learning. -Teacher must clarify the learning task so students can complete it. -Teacher makes no serious content errors but may make minor ones. | -Teacher states clearly, at some point during the lesson, what the students will be learning. -If appropriate, teacher models the process to be followed in the task. -Students engage with the learning task, indicating that they understand what they are to do. -Teacher makes no content errors. | -If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. -Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. -Teacher points out possible areas for misunderstanding. -Teacher invites students to explain the content to their classmates. |

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| | <p>students' understanding of the lesson.</p> <ul style="list-style-type: none"> -Students indicate through body language or questions that they don't understand the content being presented. -Teacher's communications include errors of vocabulary or usage or imprecise use of academic language. -Teacher's vocabulary is inappropriate to the age or culture of the students. | <ul style="list-style-type: none"> -Teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. -Teacher's explanations of content are purely procedural, with no indication of how students can think strategically. -Teacher's vocabulary and usage are correct but unimaginative. -When teacher attempts to explain academic vocabulary, the effort is only partially successful. -Teacher's vocabulary is too advanced, or too juvenile, for students. | <ul style="list-style-type: none"> -Teacher's explanation of content is clear and invites student participation and thinking. -Teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. -Teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. -Teacher's vocabulary is appropriate to students' ages and levels of development. | <ul style="list-style-type: none"> -Students suggest other strategies they might use in approaching a challenge or analysis. -Teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. -Students use academic language correctly. |
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Evidence:

Domain 3 for Teachers: Instruction

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 3b: Using Questioning and Discussion Techniques | The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. Social skills development is not targeted. | 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. Social skills development is attempted during instruction, but efforts fall short. | While the teacher may use some low-level questions, s/he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages many students in the discussion, employing a range of strategies to ensure that most students are heard. Social skills development is effectively targeted for some students. | The teacher uses a variety of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students may formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. The teacher challenges students to justify their thinking regardless of academic level and successfully engages most of the students in discussion. Social skill development is effectively targeted for all students. |
| 3b: Critical Attributes | <ul style="list-style-type: none"> -Questions are rapid-fire and convergent, with a single correct answer. -Questions do not invite student thinking. -All discussion is between teacher and students; students are not invited to speak directly to one another. -Teacher does not ask students to explain their thinking. -A very few students dominate the discussion. | <ul style="list-style-type: none"> -Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and teacher calls on students quickly. -Teacher invites students to respond directly to one another's ideas, but few students respond. -Teacher calls on many students, but only a small number actually participate in the discussion. -Teacher asks students to justify their reasoning, but only some students attempt to do so. | <ul style="list-style-type: none"> -Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. -Teacher makes effective use of wait time. -Discussions enable students to talk to one another without ongoing mediation by teacher. -Teacher calls on most students, even those who don't initially volunteer. -Many students actively engage in the discussion. -Teacher asks students to explain their reasoning, and most attempt to do so. | <ul style="list-style-type: none"> -Students initiate higher-order questions. -Teacher builds on and uses student responses to questions in order to deepen student understanding. -Students extend the discussion, enriching it. -Students invite comments from their classmates during a discussion and challenge one another's thinking. -Virtually all students are engaged in the discussion. |

Evidence:

Domain 3 for Teachers: Instruction

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|--|
| 3c: Engaging Students in Learning | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | The content and activities in the lesson are challenging to all students. At nearly all opportunities, the teacher probes for more complex responses, expands the expectations for student responses, or promotes higher order thinking. Student grouping allows them to serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students time to be intellectually engaged and reflective about their learning. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> -Few students are intellectually engaged in the lesson. -Learning tasks/activities and materials require only recall or have a single correct response or method. -Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement -Instructional materials used are unsuitable to the lesson and/or the students. -The lesson drags or is rushed. | <ul style="list-style-type: none"> -Some students are intellectually engaged in the lesson. -Learning tasks are a mix of those requiring thinking and those requiring recall. -Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures. -The instructional groupings used are moderately appropriate to the activities. -Few of the materials and resources require student | <ul style="list-style-type: none"> -Most students are intellectually engaged in the lesson. -Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. -Students are invited to explain their thinking as part of completing tasks. -Teacher uses groupings that are suitable to the lesson activities. -Materials and resources require intellectual engagement, as appropriate. | <ul style="list-style-type: none"> -Virtually all students are intellectually engaged in the lesson. -Lesson activities require high-level student thinking and explanations of their thinking. -Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. -Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |

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| | | <p>thinking or ask students to explain their thinking.</p> <p>-The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p> | <p>-The pacing of the lesson provides students the time needed to be intellectually engaged.</p> | |
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Evidence:

Domain 3 for Teachers: Instruction

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|--|
| 3d: Using Assessment in Instruction | Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. | Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. | Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. | Assessment is fully integrated into instruction, through extensive use of formative assessment. A variety of data collection techniques are frequently used to analyze efficacy of teaching strategies and feedback is specific and accurate. If targets are not being met as determined by assessment goals, the teacher quickly makes appropriate interventions to work towards generalization and maintenance. Many students engage in self-assessment or regulation strategies. |
| 3d: Critical Attributes | <ul style="list-style-type: none"> -Teacher gives no indication of what high-quality work looks like. -Teacher makes no effort to determine whether students understand the lesson. -Students receive no feedback, or feedback is global or directed to only one student. -Teacher does not ask students to evaluate their own or classmates' work. | <ul style="list-style-type: none"> -There is little evidence that the students understand how their work will be evaluated. -Teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. -Feedback to students is vague and not oriented toward future improvement of work. -Teacher makes only minor attempts to engage students in self- or peer assessment. | <ul style="list-style-type: none"> -Teacher makes the standards of high-quality work clear to students. -Teacher elicits evidence of student understanding. -Students are invited to assess their own work and make improvements; most of them do so. -Feedback includes specific and timely guidance at least for groups of students. | <ul style="list-style-type: none"> -Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. -Teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. -Students monitor their own understanding, either on their own initiative or as a result of tasks set by teacher. -High-quality feedback comes from many sources, including students; it is specific and focused on improvement. |
| Evidence: | | | | |

Domain 3 for Teachers: Instruction

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|--|---|
| 3e: Demonstrating Flexibility and Responsiveness | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. | The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes opportunities to enhance learning from spontaneous events or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from within the school or outside of the school, teacher persists in seeking effective approaches for students who need help. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> -Teacher ignores indications of student boredom or lack of understanding. -Teacher brushes aside student questions. -Teacher conveys to students that when they have difficulty learning it is their fault. -In reflecting on practice, teacher does not indicate that it is important to reach all students. -Despite evident student confusion, teacher makes no attempt to adjust the lesson. | <ul style="list-style-type: none"> -Teacher's efforts to modify the lesson are only partially successful. -Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. -Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them. -In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so. | <ul style="list-style-type: none"> -When improvising becomes necessary, teacher makes adjustments to the lesson. -Teacher incorporates students' interests and questions into the heart of the lesson. -Teacher conveys to students that s/he has other approaches to try when the students experience difficulty. -In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty. | <ul style="list-style-type: none"> -Teacher's adjustments to the lesson, when needed, are designed to assist individual students. -Teacher seizes on a teachable moment to enhance a lesson. -Teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. -In reflecting on practice, teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students. |
| Evidence: | | | | |

Domain 4 for Teachers: Professional Responsibility

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---------------------------------------|---|---|---|---|
| 4a: Reflecting on Practice | Teacher does not reflect on practice or the reflections are inaccurate or self-serving. | Teacher's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; Teacher makes some specific suggestions as to how his or her performance might be improved. | Teacher's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; Teacher draws on an extensive repertoire to suggest alternative strategies. |
| 4a: Critical Attributes | - Teacher considers the lesson but draws incorrect conclusions about its effectiveness -Teacher makes no suggestions for improvement | -Teacher has a general sense of whether or not instructional practices were effective. -Teacher offers general modifications for future instruction. | -Teacher accurately assesses the effectiveness of instructional activities used. -Teacher identifies specific ways in which a lesson might be improved. | -Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. -Teacher's suggestions for improvement draw on an extensive repertoire. |
| Evidence: | | | | |

Domain 4 for Teachers: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|--|---|
| 4b: Maintaining Accurate Records | Teacher does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Teacher has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Teacher has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Teacher has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| 4b: Critical Attributes | <ul style="list-style-type: none"> -There is no system for either instructional or noninstructional records. -Record-keeping systems are in disarray and provide incorrect or confusing information. | <ul style="list-style-type: none"> -Teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. -Teacher's process for tracking student progress is cumbersome to use. -Teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors. | <ul style="list-style-type: none"> -Teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. -Teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. -Teacher's process for recording noninstructional information is both efficient and effective. | <p>In addition to the characteristics of "proficient":</p> <ul style="list-style-type: none"> -Students contribute to and maintain records indicating completed and outstanding work assignments. -Students contribute to and maintain data files indicating their own progress in learning. -Students contribute to maintaining noninstructional records for the class. |
| Evidence: | | | | |

Domain 4 for Teachers: Professional Development

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|---|
| 4c: Collaborating with Stakeholders | Teacher does not respond to staff and parent requests for information. Teacher's communication about students' progress is minimal. | Teacher makes sporadic attempts at communication with staff and parents about the program and the progress of the individual. Communication that takes place may not be culturally sensitive. | Teacher initiates contact with teachers and administrators to confer regarding student needs; Teacher responds promptly and appropriately to parent inquiries and communicates in a culturally sensitive way. | Teacher proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. Teacher responds to family concerns with professional and cultural sensitivity. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> -Little or no information regarding the instructional program is available to parents. -Families are unaware of their children's progress. -Family-engagement activities are lacking. -There is some culturally inappropriate communication. | <ul style="list-style-type: none"> -School or district-created materials about the instructional program are sent home. -Teacher sends home infrequent or incomplete information about the instructional program. -Teacher maintains school-required grade book but does little else to inform families about student progress. -Some of the teacher's communications are inappropriate to families' cultural norms. | <ul style="list-style-type: none"> -Teacher regularly makes information about the instructional program available. -Teacher regularly sends home information about student progress. -Teacher develops activities designed to successfully engage families successfully and appropriately in their children's learning. -Most of teacher's communications are appropriate to families' cultural norms. | <ul style="list-style-type: none"> -Students regularly develop materials to inform their families about the instructional program. -Students maintain accurate records about their individual learning progress and frequently share this information with families. -Students contribute to regular and ongoing projects designed to engage families in the learning process. -All of teacher's communications are highly sensitive to families' cultural norms. |
| Evidence: | | | | |

Domain 4 for Teachers: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|--|
| 4d: Participating in a Professional Community | Teacher does not consistently attend required school and required district meetings. Teacher's relationships with colleagues are negative or unprofessional. | Teacher inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. Teacher's relationships with colleagues are cordial. | Teacher attends required school and required district meetings, is punctual, and actively participates. The teacher maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| 4d: Critical Attributes | <ul style="list-style-type: none"> -Teacher's relationships with colleagues are characterized by negativity or combativeness. -Teacher purposefully avoids contributing to activities promoting professional inquiry. -Teacher avoids involvement in school activities and district and community projects. | <ul style="list-style-type: none"> -Teacher has cordial relationships with colleagues. -When invited, teacher participates in activities related to professional inquiry. -When asked, teacher participates in school activities, as well as district and community projects. | <ul style="list-style-type: none"> -Teacher has supportive and collaborative relationships with colleagues. -Teacher regularly participates in activities related to professional inquiry. -Teacher frequently volunteers to participate in school events and school district and community projects. | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> -Teacher takes a leadership role in promoting activities related to professional inquiry. -Teacher regularly contributes to and leads events that positively impact school life. -Teacher regularly contributes to and leads significant district and community projects. |
| Evidence: | | | | |

Domain 4 for Teachers: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|--|
| 4e: Growing and Developing Professionally | Teacher does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Teacher's participation in professional development activities is limited to those that are convenient or are required. | Teacher seeks out opportunities for professional development based on an individual assessment of need. | Teacher provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> -Teacher is not involved in any activity that might enhance knowledge or skill. -Teacher purposefully resists discussing performance with supervisors or colleagues. -Teacher ignores invitations to join professional organizations or attend conferences. | <ul style="list-style-type: none"> -Teacher participates in professional activities when they are required or provided by the district. -Teacher reluctantly accepts feedback from supervisors and colleagues. -Teacher contributes in a limited fashion to professional organizations. | <ul style="list-style-type: none"> -Teacher seeks regular opportunities for continued professional development. -Teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. -Teacher actively participates in organizations designed to contribute to the profession. | <p>In addition to the characteristics of "proficient":</p> <ul style="list-style-type: none"> -Teacher seeks regular opportunities for continued professional development, including initiating action research. -Teacher actively seeks feedback from supervisors and colleagues. -Teacher takes an active leadership role in professional organizations in order to contribute to the profession. |
| Evidence: | | | | |

Domain 4 for Teachers: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|--|
| 4f: Showing Professionalism | Teacher displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Teacher is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Teacher can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> -Teacher is dishonest. -Teacher does not notice the needs of students. -The teacher engages in practices that are self-serving. -The teacher willfully rejects school district regulations. | <ul style="list-style-type: none"> -Teacher is honest. -Teacher notices the needs of students, but is inconsistent in addressing them. -Teacher does not notice that some school practices result in poor conditions for students. -Teacher makes decisions professionally, but on a limited basis. -Teacher complies with school district regulations. | <ul style="list-style-type: none"> -Teacher is honest and known for having high standards of integrity. -Teacher actively addresses student needs. -Teacher actively works to provide opportunities for student success. -Teacher willingly participates in team and departmental decision-making. -Teacher complies completely with school district regulations. | <ul style="list-style-type: none"> -Teacher is considered a leader in terms of honesty, integrity, and confidentiality. -Teacher is highly proactive in serving students. -Teacher makes a concerted effort to ensure opportunities are available for all students to be successful. -Teacher takes a leadership role in team and departmental decision-making. -Teacher takes a leadership role regarding school |
| Evidence: | | | | |

Form H: Framework for Teacher of the Visually Impaired

Form I: Vermilion Association for Special Education Framework for Teacher of the Visually Impaired

Domain 1 for the Teacher of the Visually Impaired: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|---|
| 1a: Demonstrates Knowledge of Content and Pedagogy Related to the area of Visual Impairment | Teacher demonstrates little or no familiarity with content and pedagogy related to visually impaired (VI) students. | Teacher demonstrates a basic familiarity with content and pedagogy related to visually impaired or blind (VI) students, but displays a lack of awareness of prerequisite learning. Plans reflect a limited range of approaches to the discipline. | Teacher demonstrates thorough knowledge of the discipline of Visual Impairment. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher displays extensive knowledge of the important concepts in the discipline of Visual Impairment. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| 1a: Critical Attributes | <ul style="list-style-type: none"> -Teacher makes content errors. -Teacher does not consider prerequisite relationships when planning. -Teacher's plans use inappropriate strategies for the discipline. | <ul style="list-style-type: none"> -Teacher's understanding of the discipline is rudimentary. -Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. -Lesson plans use limited instructional strategies, and some are not suitable to the content. | <ul style="list-style-type: none"> -Teacher can identify important concepts of the discipline and their relationships to one another. -Teacher provides clear explanations of the content. -Teacher answers student questions accurately and provides feedback that furthers their learning. -Instructional strategies in unit and lesson plans are entirely suitable to the content. | <ul style="list-style-type: none"> -Teacher can identify and display the concepts of the discipline and show extensive knowledge. -Teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. -Teacher's plans reflect recent developments in content-related pedagogy. |
| Evidence: | | | | |

Domain 1 for the Teacher of the Visually Impaired: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|--|
| 1b: Demonstrates Knowledge of Child and Adolescent Development | Teacher demonstrates minimal understanding of how students learn and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interest and cultural heritage, and does not indicate that such knowledge is valuable. | Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests in cultural heritage. | Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage. | Teacher understands the active nature of student learning and acquires information about levels of development for individual students. Teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage. |
| 1b: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not understand child development characteristics and has unrealistic expectations for students. -Teacher is not aware of student interests or cultural heritages. -Teacher takes no responsibility to learn about students' medical or learning disabilities. | <ul style="list-style-type: none"> -Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate these differences. -Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. | <ul style="list-style-type: none"> -Teacher knows students level of cognitive development. -Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. -Teacher is aware of all the student's special needs and plans accordingly. | <ul style="list-style-type: none"> -Teacher uses ongoing methods to assess students' skill level and design instruction accordingly. -Teacher seeks out information from all students about their cultural heritage. -Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. |
| Evidence: | | | | |

Domain 1 for the Teacher of the Visually Impaired: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|---|
| 1c: Developing the Visually Impaired Program to meet the Needs of Individual Students | Teacher has no clear goals for the Visual Impairment program: or the goals are inappropriate to either the school or student. | Teacher's goals for Visually Impaired program are rudimentary and are partially suitable to the student and school. | Teacher's goals are clear and appropriate for the individual student and/or school. | Teacher's goals are highly appropriate to the individual student's needs and have been developed following consultations with the IEP team. |
| 1c: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not show understanding of the Visually Impaired program. -Teacher does not align goals and lesson plans for visually impaired students. | <ul style="list-style-type: none"> -Teacher's goals do not allow for growth in the Visually Impaired program. -Teacher's goals for the student are basic and do not align to the lesson plans. | <ul style="list-style-type: none"> -Teacher's goals are both short term and long term to allow for growth in the Visually Impaired program. -All student goals are aligned to the student's IEP and lesson plans and are appropriate for a Visually Impaired student. | <ul style="list-style-type: none"> -Visual Impairment Teacher has consulted with the classroom teacher of the individual student several times per year and has set visual impairment goals to align with the Visually Impaired student success in the classroom and Visually Impaired program. The goals are both short term and long term and are reevaluated with the team several times each school year. -The teacher consults with the IEP team when developing goals. The students' goals align with current testing and all lesson plans coincide with the student's goals. |
| Evidence: | | | | |

Domain 1 for the Teacher of the Visually Impaired: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|--|
| 1d: Demonstrating Knowledge of Local, State, and Federal Guidelines | Visual Impairment Teacher demonstrates little or no familiarity with local, state, federal special education laws and procedures | Visual Impairment Teacher demonstrates a basic familiarity with local, state, federal special education laws and procedures | Visual Impairment Teacher demonstrates thorough knowledge of local, state, federal special education laws and procedures | Visual Impairment Teacher's knowledge of special education laws and procedures is extensive; teacher takes a leadership role in reviewing and revising local policies |
| 1d: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not follow the proper procedure for Domain and IEP paperwork. -Teacher does not follow the guidelines for special education as required by local, state, and federal special education laws. | <ul style="list-style-type: none"> -Teacher completes paperwork for Domain and IEP, but does not meet deadlines. -Teacher is somewhat aware of Local, State, and Federal Guidelines, but does not follow the guidelines. | <ul style="list-style-type: none"> -Teacher follows all procedures for Domain and IEP paperwork. -Teacher follows all the guidelines for special education as required by local, state, and federal special education laws. | <ul style="list-style-type: none"> -Teacher attends trainings on special education laws and procedures. -Teacher attends Regional Vision Teacher meetings to attain knowledge of local, state, and federal laws that affect the Visually Impaired student. |

Evidence:

Domain 1 for the Teacher of the Visually Impaired: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|---|--|
| 1e: Developing a Plan to Evaluate the Deaf and Hard of Hearing Program | Visually Impaired Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important | Visually Impaired Teacher has a rudimentary plan to evaluate the vision program. | Visually Impaired Teacher'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. | Visually Impaired Teacher's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis |
| 1e: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not attend Regional Vision Teacher's Meetings. -Teacher does not set goals for the Visually Impaired program. | <ul style="list-style-type: none"> -Teacher occasionally attends Regional Vision Teacher's Meetings. -Goals are discussed, but no clear plan is developed for the Visually Impaired Program. | <ul style="list-style-type: none"> -Teacher attends Regional Vision Teacher's meetings and evaluates current Visually Impaired program. -Current goals are evaluated. | <ul style="list-style-type: none"> -Visual Impairment Teacher attends Regional Vision Teacher's Meeting and continually evaluates the VASE visually impaired program on a regular basis for continued growth in the Visual Impairment Program.. -Clear goals are written and evaluated. -Feedback is solicited from districts and other stakeholders. |
| Evidence: | | | | |

Domain 2 for the Teacher of the Visually Impaired: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|--|
| 2a: Creating an Environment of Trust and Rapport | Patterns of interactions, both between teacher and 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 interactions, both between teacher and students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. 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. Students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking risks. | Interactions between teacher and students and among students are highly respectful and trusting. 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. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> -Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental levels. -Students' body language indicates feelings of hurt, discomfort, or insecurity. -Teacher displays no familiarity with, or caring about, individual students. -Teacher disregards disrespectful interactions among students. | <ul style="list-style-type: none"> -The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. -Teacher attempts to respond to disrespectful behavior among students, with uneven results. -Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. | <ul style="list-style-type: none"> -Talk between teacher and students and among students is uniformly respectful. -Teacher successfully responds to disrespectful behavior among students. -Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. -Teacher makes general connections with individual students. -Students exhibit respect for teacher. | <ul style="list-style-type: none"> -Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. -There is no disrespectful behavior among students. -When necessary, students respectfully correct one another in their conduct towards classmates. -Students participate without fear of put-downs or ridicule from either the teacher or other students. |

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| | | | | -Teacher respects and encourages students' efforts. |
| Evidence: | | | | |

Domain 2 for the Teacher of the Visually Impaired: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|---|
| 2b: Demonstrating Effective Organizational Skills | Visually Impaired Teacher exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Visual Impaired Teachers' time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Visually Impaired Teacher exercises good judgment in setting priorities, resulting in clear schedule and important work being accomplished in an efficient manner. | Visually Impaired Teacher demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. |
| 2b: Critical Attributes | <ul style="list-style-type: none"> -Teacher is unorganized. -Teacher does not meet deadline for paperwork. -Teacher's schedule does not meet the students' needs. | <ul style="list-style-type: none"> -Teacher is moderately organized. -Teacher completes paperwork but does not always meet the deadline. -Teacher's schedule is not efficient. | <ul style="list-style-type: none"> -Teacher is organized. -Teacher completes paperwork and meets all deadlines. -Teacher has an efficient schedule. | <ul style="list-style-type: none"> -Teacher is highly organized and consults with others for organization skills. -Teacher completes paperwork well in advance of deadlines. -Teacher ensures that the schedule meets all the needs of the students. |

Evidence:

Domain 2 for the Teacher of the Visually Impaired: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--------------------------------|--|--|---|--|
| 2c: Managing Behavior | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. Teachers use verbal feedback only to target negative behaviors. | 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. Teacher attempts to give verbal feedback for positive behaviors, but is inconsistent in efforts. | 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. Verbal feedback is mostly targeted at positive behaviors. | Student behavior is appropriate a majority of the time. The teacher responds consistently, proportionately, and respectfully to specific behaviors for each student. Responses by the teacher to challenging behaviors are consistently calm. Verbal feedback is consistently targeted at positive behaviors. |
| 2c: Critical Attributes | <ul style="list-style-type: none"> -The classroom environment is chaotic, with no standards of conduct evident. -Teacher does not monitor student behavior. -Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | <ul style="list-style-type: none"> -Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. -Teacher attempts to keep track of student behavior, but with no apparent system. -Teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. | <ul style="list-style-type: none"> -Standards of conduct appear to have been established and implemented successfully. -Overall, student behavior is generally appropriate. -Teacher frequently monitors student behavior. -Teacher's response to student misbehavior is effective. | <ul style="list-style-type: none"> -Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled. -Teacher silently and subtly monitors student behavior. -Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |

Evidence:

Domain 2 for the Teacher of the Visually Impaired: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|--|---|
| 2d: Organizing Physical Space for Testing and Instruction of Students | The testing and instruction area is disorganized and poorly suited to working with students. Materials are difficult to find when needed. | The testing and instruction area is moderately well organized and moderately well suited to working with students. Materials are usually available. | The testing and instruction area is well organized; materials are available when needed. | The testing and instruction area is highly organized and is inviting to students. Materials are convenient when needed. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> -There are physical hazards in the testing and instruction area, endangering student safety. -Available technology is not being used even if it is available -Teacher is disorganized and the area designated for working with students is not situated to work well with students. -Teacher is unable to find needed materials. | <ul style="list-style-type: none"> -The physical environment is safe. -The physical environment is not an impediment to learning but does not enhance it. -Teacher makes limited use of available technology and other resources. -Limited materials are available. -The teacher area is moderately organized. | <ul style="list-style-type: none"> -The physical environment is arranged to support the goals and learning activities. -Teacher makes appropriate use of technology and other resources. -Teacher is able to find needed materials. -The teaching area is organized. | <ul style="list-style-type: none"> -Modifications are made to the physical environment to accommodate all students. -There is total alignment between the learning activities and the physical environment. -Teacher and students make extensive and imaginative use of technology and other resources. -Materials are readily accessible. -The teacher area is very well organized. |

Evidence:

Domain 3 for the Teacher of the Visually Impaired: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|--|---|
| 3a: Responding to Referrals and Evaluating Student's Needs | Teacher fails to respond to referrals or makes hasty assessments of student needs. | Teacher responds to referrals when pressed and makes adequate assessments of student needs. | Teacher responds to referrals and makes thorough assessments of student needs. | Teacher is proactive in responding to referrals and makes highly competent assessments of student needs. |
| 3a: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not respond to referral. -Teacher does not assess the student. -Teacher's assessments of the student are inaccurate. | <ul style="list-style-type: none"> -Teacher responds to the referral only after being pressed. -Teacher assesses the student needs. -Teacher's assessment of the student has both accuracies and inaccuracies. | <ul style="list-style-type: none"> -Teacher responds to referrals in a timely fashion. -Teacher makes a thorough assessment of student's needs. -Teacher's assessment of the student is always completely accurate. | <ul style="list-style-type: none"> -Teacher responds to and initiates referrals. -Teacher makes a thorough assessment of the student's needs and consults with all member of the IEP team. -Teacher's assessment of the student is completely accurate. All testing protocol was followed. |

Evidence:

Domain 3 for the Teacher of the Visual Impaired: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|---|
| 3b: Developing and Implementing Goals and Objectives Written on the IEP | The goals do not exist or are not measurable and do not reflect important progress in the area of student need. Goals are inappropriate to either the situation, student age, or needs of the student. | Goals are rudimentary, stated as directions for the team or based on global assessments of student progress rather than specific to individual student needs. Goals are measurable but reflect limited suitability for the student's age needs and situation. | The goals are rigorous and address specific and important student needs. Goals are clear, measurable and suggest viable methods of assessment. Goals are suitable for student's age needs and situation, and are applicable for integration into the student's educational curriculum. | The goals represent a high-level of understanding of how to assimilate hearing strategies into the educational curriculum. Goals are clear, measureable and understood by a variety of team members. Goals permit viable methods of assessment and allow for progress. Goals are differentiated, in whatever way is needed, for individual students. |
| 3b: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not use assessment results and/or current available data to formulate goals that address individual student needs. -Teacher does not write measurable or achievable goals that are aligned to the Common Core State Standards. -Teacher is unable to communicate rationale for targeted goal areas. -Teacher is unaware of related goals. | <ul style="list-style-type: none"> -Teacher inconsistently uses assessment results, and/or current available data to formulate goals that address individual student needs. -Teacher writes measurable and achievable goals that are aligned to the Common Core Standards in a limited way.. -Teacher has limited communication regarding the rationale for targeted goal areas. -Teacher demonstrates some awareness of related goals. | <ul style="list-style-type: none"> -Teacher uses assessment results and/or current available data to formulate goals that address individual student needs. -Teacher writes goals that are consistently measurable and achievable, as well as aligned to the Common Core State Standards. -Teacher is able to communicate to parents and/or staff members the rational for the targeted goal areas. -Teacher shares responsibility for related goals. | <ul style="list-style-type: none"> -Teacher uses assessment results and/or current available data to formulate highly effective goals that address individual student needs. -Teacher collaborates with team members to write measurable and achievable goals that are aligned to the Common Core State Standards. -Teacher is able to effectively communicate to parents, students (as appropriate) and related staff members the rational for the targeted goal areas. |

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| | | | | -Teacher shares responsibility for related goals and collaborates with team members to maximize student success. |
| Evidence: | | | | |

Domain 3 for the Teacher of the Visually Impaired: Delivery of Services

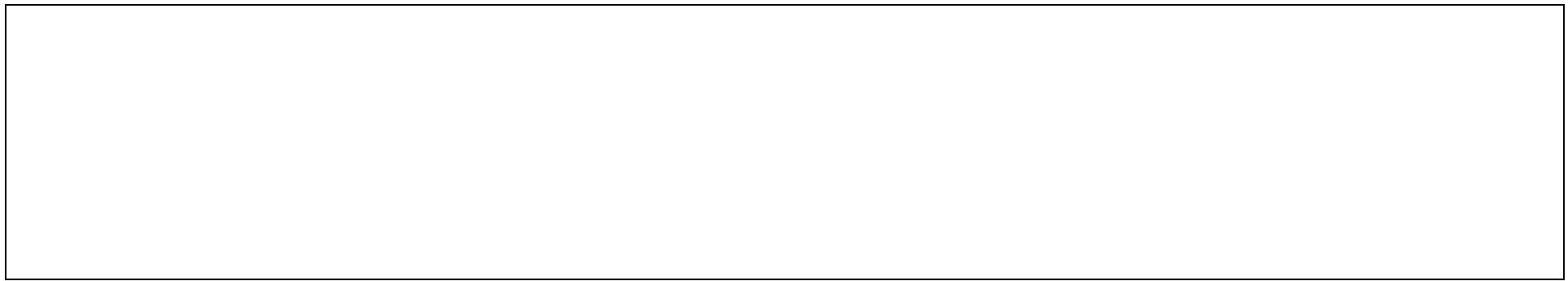
| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|--|
| 3c: Engaging Students in Learning | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities 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 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 the student has a considerable amount of "down time." | The learning tasks and activities are activities fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to be mentally active. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support their engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged. | Student is intellectually engage in challenging content through well-designed learning tasks and activities that require complex thinking on their part. Teacher provides suitable scaffolding and challenges that student to explain their thinking. There is evidence of some student contributions to the exploration of important content. The lesson has clearly defined structure, and the pacing of the lesson provides the student the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> -Few students are intellectually engaged in the lesson. -Instructional materials used are unsuitable to the lesson and/or the students. -The lesson drags or is rushed. | <ul style="list-style-type: none"> -Some students are intellectually engaged in the lesson. -Learning tasks are a mix of those requiring thinking and those requiring recall. -Student engagement with the content is largely passive. | <ul style="list-style-type: none"> -Most students are intellectually engaged in the lesson. -Most learning tasks have multiple correct responses or approaches and/or encourage high-order thinking. -Student are invited to explain their thinking as part of completing tasks. | <ul style="list-style-type: none"> -Virtually all students are intellectually engaged in the lesson. -Lesson activities require high-level student thinking and explanations of their thinking. -A variety of appropriate instructional materials and |

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| | | <ul style="list-style-type: none"> -Few of the materials and resources require student thinking or ask student to explain their thinking. -The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others. | <ul style="list-style-type: none"> -The pacing of the lesson provides students the time needed to be intellectually engaged. | <p>resources are available for the lesson and students.</p> <p>-Students have an opportunity for reflection on the activity provided as well as on the materials and resources provided.</p> |
| Evidence: | | | | |

Domain 3 for the Teacher of the Visually Impaired: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 3d: Sharing Expertise with Staff | Visually Impaired Teacher models lessons and workshops are of poor quality or are not appropriate to the needs of teachers being served | The quality of the Visually Impaired Teacher'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 Visually Impaired Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served | The quality of the Visually Impaired Teacher'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: Critical Attributes | <ul style="list-style-type: none"> -Teacher refuses to provide workshops or modeling to teachers. -Materials do not engage participants or align with goals of the workshop. -Instructional materials used are not suitable to the lesson and/or the participants. -The lesson/activity drags or is rushed. | <ul style="list-style-type: none"> -Teacher provides workshops or modeling when requested, but does not volunteer to do so. -Materials engage participants at times. -Few of the materials and resources require thinking or ask participants to explain their thinking. -The pacing of the lesson/activity is uneven – suitable in parts but rushed or dragging in others. | <ul style="list-style-type: none"> -Teacher provides workshops when asked and volunteer to provide them when they see the need. -Materials and resources require intellectual engagement, as appropriate. Participants are engaged. -The pacing of the lesson/activity provides for the time needed to be intellectually engaged. | <ul style="list-style-type: none"> -Teacher seeks out areas needing professional development and voluntarily presents or models for teachers/participants. -Materials and resources require intellectual engagement throughout the presentation. -Participants have an opportunity for reflection and closure on the lesson/activity to consolidate their understanding. |

Evidence:



Domain 3 for the Teacher of the Visually Impaired: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|--|--|
| 3e: Demonstrating Flexibility and Responsiveness | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson in spite of evidence of its inadequacy | 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 or adjustment occurs only when confronted with evidence of the need for change. | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes opportunities to enhance learning from spontaneous events or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from within the school or outside of the school, teacher persists in seeking effective approaches for students who need help. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> -Teacher ignores indications of student boredom or lack of understanding. -Teacher conveys to students that when they have difficulty learning it is their fault. | <ul style="list-style-type: none"> -Teacher's efforts to modify the lesson are only partially successful. -Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them. | <ul style="list-style-type: none"> -When improvising becomes necessary, teacher makes adjustments to the lesson. -Teacher conveys to students that s/he has other approaches to try when the students experience difficulty. | <ul style="list-style-type: none"> -Teacher's adjustments to the lesson, when needed, are designed to assist individual students. -Teacher seizes on a teachable moment to enhance a lesson. -In reflecting on practice, teacher can cite others on the IEP team |

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| | <p>-In reflecting on practice, teacher does not indicate that it is important to reach all students.</p> <p>-Despite evident student confusion, teacher makes no attempt to adjust the lesson.</p> | <p>-In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so.</p> | <p>-In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty.</p> | <p>and other sources whom s/he has contacted for assistance in reaching some students.</p> |
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Evidence:

Domain 3 for the Teacher of the Visually Impaired: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|--|
| 3f: Assisting in the Management of Assistive Technology Equipment, Large Print or Braille Books | Visually Impaired Teacher fails to maintain equipment and/or does not complete orders from the Illinois Instructional Material Center (IIMC) when appropriate. | Teacher occasionally maintains equipment. Book and tangible materials are ordered from Illinois Instructional Material Center (IIMC) when appropriate. | Visually Impaired Teachers check on equipment on a regular basis and troubleshoot when a problem occurs. Books and tangible materials are ordered from the Illinois Instructional Material Center (IIMC) when appropriate. | Visually Impaired Teacher checks on equipment to make sure it is working properly instead of waiting for a problem to arise. Books and tangible equipment is ordered from the IIMC when appropriate. |
| 3f: Critical Attributes | <ul style="list-style-type: none"> -Equipment is not maintained. -Book and tangible materials are not ordered from IIMC (when appropriate). | <ul style="list-style-type: none"> -Equipment is only checked when there is a problem. -Books and tangible materials are ordered from IIMC (when appropriate). | <ul style="list-style-type: none"> -Equipment is checked regularly and the Visually Impaired Teacher troubleshoots when a problem arises. -Books and tangible materials are ordered from IIMC. | <ul style="list-style-type: none"> -A schedule is made to regularly check equipment and troubleshoot when a problem arises. -Teacher follows the maintenance schedule. -A wide variety of books, based on student interested, and tangible materials are ordered from IIMC. |

Evidence:

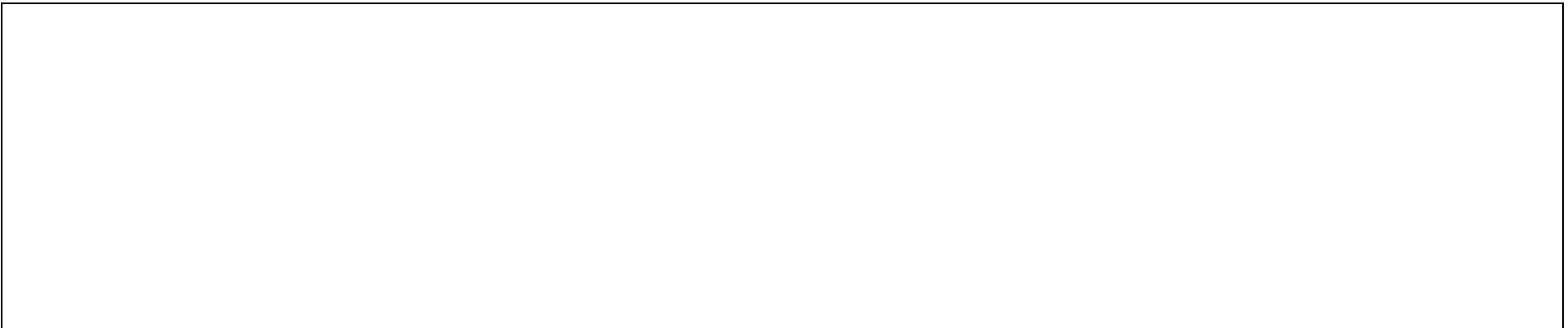


Domain 3 for the Teacher of the Visually Impaired: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|--|
| 3g: Demonstrating Competence in Braille | Visually Impaired Teacher does not know grade 1 or grade 2 Literary Braille or have knowledge of pre-Braille skills needed to learn Braille. | Visually Impaired Teacher knows basic Grade 1 and 2 Braille and has a basic knowledge of pre-Braille skills needed before learning Braille. | Visually Impaired Teacher knows Literary Braille (Grade 1 and 2) and has competent knowledge of pre-Braille skills needed before learning Braille. | Visually Impaired Teacher is competent in Grade 1 and Grade 2 Literary Braille, has knowledge of pre-Braille skills and knows multiple methods to instruct these skills. |
| 3g: Critical Attributes | <ul style="list-style-type: none"> -Teacher is unable to Braille print material or visually read Grade 1 or 2 Literary Braille. -Teacher does not have knowledge of prerequisite skills for Braille. | <ul style="list-style-type: none"> -Teacher is able to Braille Grade 1 Braille from print material, and visually read Literary Braille. -Teacher has basic knowledge of prerequisite skills needed for Braille. | <ul style="list-style-type: none"> -Teacher is able to Braille Grade 1 and Grade 2 Braille from print material and visually read Literary Braille. -Teacher has competent knowledge of prerequisite skills needed for Braille. | <ul style="list-style-type: none"> -Teacher is able to Braille Grade 1 and Grade 2 Literary Braille from print material and visually read Literary Braille, and has basic knowledge of Nemeth Code. -Teacher has proficient knowledge of prerequisite skills needed for Braille. |
| Evidence: | | | | |

Domain 4 for the Visually Impaired: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 4a: Reflecting on practice | Teacher does not reflect on practice or the reflections are inaccurate or self-serving. | Teacher's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; School Psychologist makes some specific suggestions as to how his or her performance might be improved. | Teacher's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; School Psychologist draws on an extensive repertoire to suggest alternative strategies. |
| 4a: Critical Attributes | <ul style="list-style-type: none"> - Does not assess the effectiveness of professional practice - Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Inconsistently assesses the effectiveness of professional practice - Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Accurately assesses the effectiveness of professional practice - Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved | <ul style="list-style-type: none"> - Regularly and accurately assesses the effectiveness of professional practice - Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved |
| Evidence: | | | | |



Domain 4 for the Teacher of the Visually Impaired: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|--|--|
| 4b: Maintaining accurate records | Teacher does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Teacher has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Teacher has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Teacher has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| 4b: Critical Attributes | <ul style="list-style-type: none"> - Records are inaccurate and/or unavailable - Does not follow procedures for obtaining and maintaining records - Does not attend trainings/in-services provided by the district about updates to district/legal mandates -No data management system | <ul style="list-style-type: none"> - Records are somewhat accurate and inconsistently accessible - Inconsistently follows procedures for obtaining and maintaining records - Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates -Inconsistent data management system | <ul style="list-style-type: none"> - Records are accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Attends trainings/in-services provided by the district about updates to district/legal mandates - Utilizes an effective data management system and can readily access data | <ul style="list-style-type: none"> - Records are always accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues - Can produce and explain his/her data |
| Evidence: | | | | |

Domain 4 for the Teacher of the Visually Impaired: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|--|
| 4c: Collaborating with Stakeholders | Teacher does not respond to staff and parent requests for information. | Teacher responds to staff and parent requests for information within a reasonable timeline. | Teacher initiates contact with teachers and administrators to confer regarding student needs; School Psychologist responds promptly and appropriately to parent inquiries. | Teacher proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> - Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies - Does not respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation is ineffective or disrespectful - Does not advocate for the best interests of the student | <ul style="list-style-type: none"> - Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies - Slow to respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation can be ineffective - Inconsistently advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies - Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them - Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion - Communication during meetings or consultation is effective and meaningful - Advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies - Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them - Initiates communication and responds to requests made by students, parents, staff, and/or community agencies - Facilitates effective communication during meetings or consultation - Always advocates for the best interests of the student |
| Evidence: | | | | |

Domain 4 for the Visually Impaired: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|---|
| 4d: Participating in a professional community | Teacher does not consistently attend required school and required district meetings. School Psychologist's relationships with colleagues are negative or unprofessional. | Teacher inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. School Psychologist's relationships with colleagues are cordial. | Teacher attends required school and required district meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| 4d: Critical Attributes | <ul style="list-style-type: none"> - Aversive to feedback from colleagues and administration - Does not participate in professional collaboration - Does not attend department meetings | <ul style="list-style-type: none"> - Inconsistently accepts feedback from colleagues and administration - Participates in professional collaboration, but does not contribute - Inconsistently attends and rarely participates in department meetings | <ul style="list-style-type: none"> - Accepts feedback from colleagues and administration in order to improve practice - Regularly participates in professional collaboration and makes contributions - Consistently attends and participates in department meetings - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district - Participates on and contributes to building-level committees as requested | <ul style="list-style-type: none"> - Solicits feedback from colleagues and administration in order to improve practice - Assumes a leadership role in professional collaboration - Consistently attends and provides expertise to department meetings - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district - Participates on and contributes to district-level committees |
| Evidence: | | | | |

Domain 4 for the Teacher of the Visually Impaired: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|--|
| 4e: Growing and developing professionally | Teacher does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Teacher's participation in professional development activities is limited to those that are convenient or are required. | Teacher seeks out opportunities for professional development based on an individual assessment of need. | Teacher provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> - Does not seek opportunities for continued professional development - Does not participate in any activity that might enhance knowledge or skill. - Purposefully resists discussing performance with supervisors or colleagues. - Makes no effort to participate in professional organizations. | <ul style="list-style-type: none"> - Rarely seeks opportunities for continued professional development - Participates in professional development when they are required. - Reluctantly accepts feedback from supervisors and colleagues. - Rarely participates in professional organizations. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for professional development. - Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. - Actively participates in organizations designed to contribute to the profession. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for continued professional development, including initiating action research. - Actively seeks feedback from supervisors and colleagues. - Takes an active leadership role in professional organizations in order to contribute to the profession. |
| Evidence: | | | | |

Domain 4 for the Teacher of the Visually Impaired: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|--|
| 4f: Showing Professionalism | Teacher displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Teacher is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Teacher can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> - Dishonest - Does not notice the needs of students - Engages in practices that are self-serving - Willfully rejects district regulations | <ul style="list-style-type: none"> - Consistently honest - Notices the needs of students, but is inconsistent in addressing them - Does not notice that practices are ineffective or that they result in poor outcomes for students - Complies with district regulations | <ul style="list-style-type: none"> - Consistently honest and known for having high standards of integrity - Actively addresses student needs - Actively works to provide opportunities for student success within the psychological practice - Complies with district regulations | <ul style="list-style-type: none"> - Considered a leader in terms of honesty, integrity, and confidentiality - Proactively addresses student needs - Makes a concerted effort to ensure opportunities are available for student success within the psychological practice - Takes a leadership role regarding district regulations |
| Evidence: | | | | |

Form I: Framework for Teacher of the Deaf and Hard of Hearing

Form I: Vermilion Association for Special Education Framework for Teacher of the Deaf and Hard of Hearing

Domain 1 for the Teacher of the Deaf and Hard of Hearing: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|---|---|
| 1a: Demonstrates Knowledge of Content and Pedagogy Related to Deaf and Hard of Hearing | Teacher demonstrates little or no familiarity with content and pedagogy related to the Deaf and Hard of Hearing. | Teacher demonstrates a basic familiarity with content and pedagogy related to the Deaf and Hard of Hearing students, but displays a lack of awareness of prerequisite learning. Plans reflect a limited range of approaches to the discipline. | Teacher demonstrates thorough knowledge of the discipline area. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | Teacher displays extensive knowledge of the important concepts in the discipline. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| 1a: Critical Attributes | <ul style="list-style-type: none"> -Teacher makes content errors. -Teacher does not consider prerequisite relationships when planning. -Teacher's plans use inappropriate strategies for the discipline. | <ul style="list-style-type: none"> -Teacher's understanding of the discipline is rudimentary. -Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. -Lesson plans use limited instructional strategies, and some are not suitable to the content. | <ul style="list-style-type: none"> -Teacher can identify important concepts of the discipline and their relationships to one another. -Teacher provides clear explanations of the content. -Teacher answers student questions accurately and provides feedback that furthers their learning. -Instructional strategies in unit and lesson plans are entirely suitable to the content. | <ul style="list-style-type: none"> -Teacher can identify and display the concepts of the discipline and show extensive knowledge. -Teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. -Teacher's plans reflect recent developments in content-related pedagogy. |
| Evidence: | | | | |

Domain 1 for the Teacher of the Deaf and Hard of Hearing: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|--|
| 1b: Demonstrates Knowledge of Child and Adolescent Development | Teacher displays minimal understanding of how students learn and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interest and cultural heritage, and does not indicate that such knowledge is valuable. | Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests in cultural heritage. | Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage. | Teacher understands the active nature of student learning and acquires information about levels of development for individual students. Teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage. |
| 1b: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not understand child development characteristics and has unrealistic expectations for students. -Teacher is not aware of student interests or cultural heritages. -Teacher takes no responsibility to learn about students' medical or learning disabilities. | <ul style="list-style-type: none"> -Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate these differences. -Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. | <ul style="list-style-type: none"> -Teacher knows students level of cognitive development. -Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. -Teacher is aware of all the student's special needs and plans accordingly. | <ul style="list-style-type: none"> -Teacher uses ongoing methods to assess students' skill level and design instruction accordingly. -Teacher seeks out information from all students about their cultural heritage. -Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. |
| Evidence: | | | | |

Domain 1 for the Teacher of Deaf and Hard of Hearing: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|--|
| 1c: Developing the Deaf and Hard of Hearing Program to meet the Needs of Individual Students | Teacher has no clear goals for Deaf and Hard of Hearing program; or the goals are inappropriate to either the school or the student. | Teacher's goals for Deaf and Hard of Hearing program are rudimentary and are partially suitable to the student and school. | Teacher's goals are clear and appropriate for the school and individual student. | Teacher's goals are highly appropriate to the individual student's needs and have been developed following consultations with the IEP team |
| 1c: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not show understanding of the Deaf and Hard of Hearing program. -Teacher does not align goals and lesson plans for deaf and hard of hearing students. | <ul style="list-style-type: none"> -Teacher's goals do not allow for growth in the Deaf and Hard of Hearing program. -Teacher's goals for the student are basic and do not align to the lesson plans. | <ul style="list-style-type: none"> -Teacher's goals are both short term and long term to allow for growth in the Deaf and Hard of Hearing program. -All student goals are aligned to the student's IEP and lesson plans and are appropriate for a Deaf and Hard of Hearing student. | <ul style="list-style-type: none"> -Teacher has consulted with the EAR Team and has set Deaf and Hard and Hearing goals with the team. The goals are both short term and long term and are reevaluated with the team several teams each school year. -The teacher consults with the IEP team when developing goals. The students' goals align with current testing and all lesson plans coincide with the student's goals. |
| Evidence: | | | | |

Domain 1 for the Teacher of the Deaf and Hard of Hearing: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|--|
| 1d: Demonstrating Knowledge of Local, State, and Federal Guidelines | Teacher demonstrates little or no familiarity with local, state, federal special education laws and procedures | Teacher demonstrates a basic familiarity with local, state, federal special education laws and procedures | Teacher demonstrates thorough knowledge of local, state, federal special education laws and procedures | Teacher's knowledge of special education laws and procedures is extensive; teacher takes a leadership role in reviewing and revising local policies |
| 1d: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not follow the proper procedure for Domain and IEP paperwork. -Teacher does not follow the guidelines for special education as required by local, state, and federal special education laws. | <ul style="list-style-type: none"> -Teacher completes paperwork for Domain and IEP, but does not meet deadlines. -Teacher is somewhat aware of Local, State, and Federal Guidelines, but does not follow the guidelines. | <ul style="list-style-type: none"> -Teacher follows all procedures for Domain and IEP paperwork. -Teacher follows all the guidelines for special education as required by local, state, and federal special education laws. | <ul style="list-style-type: none"> -Teacher attends trainings on special education laws and procedures. -Teacher works with EAR Team to review policies relating to special education. |
| Evidence: | | | | |

Domain 1 for the Teacher of the Deaf and Hard of Hearing: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|---|---|
| 1e: Developing a Plan to Evaluate the Deaf and Hard of Hearing Program | Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important | Teacher has a rudimentary plan to evaluate the Deaf and Hard of Hearing Program. | Teacher'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 | Teacher's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis |
| 1e: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not attend EAR Team meetings. -Teacher does not set goals for the Deaf and Hard of Hearing program. | <ul style="list-style-type: none"> -Teacher occasionally attends EAR Team meetings. -Goals are discussed, but no clear plan is developed for the Deaf and Hard of Hearing program. | <ul style="list-style-type: none"> -Teacher attends EAR Team meetings and evaluates current Deaf and Hard of Hearing program. -Current goals are evaluated. | <ul style="list-style-type: none"> -Teacher works with the EAR Team to reevaluate the Deaf and Hard of Hearing program on a regular basis and creates a plan for continued growth. -Clear goals are written and evaluated. -Feedback is solicited from districts and other stakeholders. |
| Evidence: | | | | |

Domain 2 for the Teacher of the Deaf and Hard of Hearing: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 2a: Creating an Environment of Trust and Rapport | Patterns of interactions, both between teacher and 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 interactions, both between teacher and students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. 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. Students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking risks. | Interactions between teacher and students and among students are highly respectful and trusting. 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. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> -Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental levels. -Students' body language indicates feelings of hurt, discomfort, or insecurity. -Teacher displays no familiarity with, or caring about, individual students. -Teacher disregards disrespectful interactions among students. | <ul style="list-style-type: none"> -The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. -Teacher attempts to respond to disrespectful behavior among students, with uneven results. -Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. | <ul style="list-style-type: none"> -Talk between teacher and students and among students is uniformly respectful. -Teacher successfully responds to disrespectful behavior among students. -Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. -Teacher makes general connections with individual students. -Students exhibit respect for teacher. | <ul style="list-style-type: none"> -Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. -There is no disrespectful behavior among students. -When necessary, students respectfully correct one another in their conduct towards classmates. -Students participate without fear of put-downs or ridicule from either the teacher or other students. -Teacher respects and encourages students' efforts. |

Evidence:

Domain 2 for the Teacher of the Deaf and Hard of Hearing: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|---|
| 2b: Demonstrating Effective Organizational Skills | Teacher exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Teachers' time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Teacher exercises good judgment in setting priorities, resulting in clear schedule and important work being accomplished in an efficient manner. | Teacher demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. |
| 2b: Critical Attributes | <ul style="list-style-type: none"> -Teacher is unorganized. -Teacher does not meet deadline for paperwork. -Teacher's schedule does not meet the students' needs. | <ul style="list-style-type: none"> -Teacher is moderately organized. -Teacher completes paperwork but does not always meet the deadline. -Teacher's schedule is not efficient. | <ul style="list-style-type: none"> -Teacher is organized. -Teacher completes paperwork and meets all deadlines. -Teacher has an efficient schedule. | <ul style="list-style-type: none"> -Teacher is highly organized and consults with others for organization skills. -Teacher completes paperwork well in advance of deadlines. -Teacher ensures that the schedule meets all the needs of the students. |

Evidence:

Domain 2 for the Teacher of the Deaf and Hard of Hearing: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--------------------------------|--|--|---|--|
| 2c: Managing Behavior | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. Teachers use verbal feedback only to target negative behaviors. | 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. Teacher attempts to give verbal feedback for positive behaviors, but is inconsistent in efforts. | 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. Verbal feedback is mostly targeted at positive behaviors. | Student behavior is appropriate a majority of the time. The teacher responds consistently, proportionately, and respectfully to specific behaviors for each student. Responses by the teacher to challenging behaviors are consistently calm. Verbal feedback is consistently targeted at positive behaviors. |
| 2c: Critical Attributes | <ul style="list-style-type: none"> -The classroom environment is chaotic, with no standards of conduct evident. -Teacher does not monitor student behavior. -Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | <ul style="list-style-type: none"> -Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. -Teacher attempts to keep track of student behavior, but with no apparent system. -Teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. | <ul style="list-style-type: none"> -Standards of conduct appear to have been established and implemented successfully. -Overall, student behavior is generally appropriate. -Teacher frequently monitors student behavior. -Teacher's response to student misbehavior is effective. | <ul style="list-style-type: none"> -Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled. -Teacher silently and subtly monitors student behavior. -Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |
| Evidence: | | | | |

Domain 2 for the Teacher of the Deaf and Hard of Hearing: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|--|---|
| 2d: Organizing Physical Space for Testing and Instruction of Students | The testing and instruction area is disorganized and poorly suited to working with students. Materials are difficult to find when needed. | The testing and instruction area is moderately well organized and moderately well suited to working with students. Materials are usually available. | The testing and instruction area is well organized; materials are available when needed. | The testing and instruction area is highly organized and is inviting to students. Materials are convenient when needed. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> -There are physical hazards in the testing and instruction area, endangering student safety. -Available technology is not being used even if it is available -Teacher is disorganized and the area designated for working with students is not situated to work well with students. -Teacher is unable to find needed materials. | <ul style="list-style-type: none"> -The physical environment is safe. -The physical environment is not an impediment to learning but does not enhance it. -Teacher makes limited use of available technology and other resources. -Limited materials are available. -The teacher area is moderately organized. | <ul style="list-style-type: none"> -The physical environment is arranged to support the goals and learning activities. -Teacher makes appropriate use of technology and other resources. -Teacher is able to find needed materials. -The teaching area is organized. | <ul style="list-style-type: none"> -Modifications are made to the physical environment to accommodate all students. -There is total alignment between the learning activities and the physical environment. -Teacher and students make extensive and imaginative use of technology and other resources. -Materials are readily accessible. -The teacher area is very well organized. |

Evidence:

Domain 3 for the Teacher of Deaf and Hard of Hearing: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|--|---|
| 3a: Responding to Referrals and Evaluating Student's Needs | Teacher fails to respond to referrals or makes hasty assessments of student needs. | Teacher responds to referrals when pressed and makes adequate assessments of student needs. | Teacher responds to referrals and makes thorough assessments of student needs. | Teacher is proactive in responding to referrals and makes highly competent assessments of student needs. |
| 3a: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not respond to referral. -Teacher does not assess the student. -Teacher's assessments of the student are inaccurate. | <ul style="list-style-type: none"> -Teacher responds to the referral only after being pressed. -Teacher assesses the student needs. -Teacher's assessment of the student has both accuracies and inaccuracies. | <ul style="list-style-type: none"> -Teacher responds to referrals in a timely fashion. -Teacher makes a thorough assessment of student's needs. -Teacher's assessment of the student is always completely accurate. | <ul style="list-style-type: none"> -Teacher responds to and initiates referrals. -Teacher makes a thorough assessment of the student's needs and consults with all member of the IEP team. -Teacher's assessment of the student is completely accurate. All testing protocol was followed. |

Evidence:

Domain 3 for the Teacher of the Deaf and Hard of Hearing: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|---|
| 3b: Developing and Implementing Goals and Objectives Written on the IEP | The goals do not exist or are not measurable and do not reflect important progress in the area of student need. Goals are inappropriate to either the situation, student age, or needs of the student. | Goals are rudimentary, stated as directions for the team or based on global assessments of student progress rather than specific to individual student needs. Goals are measurable but reflect limited suitability for the student's age needs and situation. | The goals are rigorous and address specific and important student needs. Goals are clear, measurable and suggest viable methods of assessment. Goals are suitable for student's age needs and situation, and are applicable for integration into the student's educational curriculum. | The goals represent a high-level of understanding of how to assimilate hearing strategies into the educational curriculum. Goals are clear, measureable and understood by a variety of team members. Goals permit viable methods of assessment and allow for progress. Goals are differentiated, in whatever way is needed, for individual students. |
| 3b: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not use assessment results and/or current available data to formulate goals that address individual student needs. -Teacher does not write measurable or achievable goals that are aligned to the Common Core State Standards. -Teacher is unable to communicate rationale for targeted goal areas. -Teacher is unaware of related goals. | <ul style="list-style-type: none"> -Teacher inconsistently uses assessment results, and/or current available data to formulate goals that address individual student needs. -Teacher writes measurable and achievable goals that are aligned to the Common Core Standards in a limited way.. -Teacher has limited communication regarding the rationale for targeted goal areas. -Teacher demonstrates some awareness of related goals. | <ul style="list-style-type: none"> -Teacher uses assessment results and/or current available data to formulate goals that address individual student needs. -Teacher writes goals that are consistently measurable and achievable, as well as aligned to the Common Core State Standards. -Teacher is able to communicate to parents and/or staff members the rational for the targeted goal areas. -Teacher shares responsibility for related goals. | <ul style="list-style-type: none"> -Teacher uses assessment results and/or current available data to formulate highly effective goals that address individual student needs. -Teacher collaborates with team members to write measurable and achievable goals that are aligned to the Common Core State Standards. -Teacher is able to effectively communicate to parents, students (as appropriate) and related staff members the rational for the targeted goal areas. -Teacher shares responsibility for related goals and |

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| | | | | collaborates with team members to maximize student success. |
| Evidence: | | | | |

Domain 3 for the Teacher of the Deaf and Hard of Hearing: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|--|
| 3c: Engaging Students in Learning | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities 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 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 the student has a considerable amount of "down time." | The learning tasks and activities are activities fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to be mentally active. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support their engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged. | Student is intellectually engage in challenging content through well-designed learning tasks and activities that require complex thinking on their part. Teacher provides suitable scaffolding and challenges that student to explain their thinking. There is evidence of some student contributions to the exploration of important content. The lesson has clearly defined structure, and the pacing of the lesson provides the student the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> -Few students are intellectually engaged in the lesson. -Instructional materials used are unsuitable to the lesson and/or the students. -The lesson drags or is rushed. | <ul style="list-style-type: none"> -Some students are intellectually engaged in the lesson. -Learning tasks are a mix of those requiring thinking and those requiring recall. -Student engagement with the content is largely passive. -Few of the materials and resources require student | <ul style="list-style-type: none"> -Most students are intellectually engaged in the lesson. -Most learning tasks have multiple correct responses or approaches and/or encourage high-order thinking. -Student are invited to explain their thinking as part of completing tasks. | <ul style="list-style-type: none"> -Virtually all students are intellectually engaged in the lesson. -Lesson activities require high-level student thinking and explanations of their thinking. -A variety of appropriate instructional materials and resources are available for the lesson and students. |

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| | | <p>thinking or ask student to explain their thinking.</p> <p>-The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others.</p> | <p>-The pacing of the lesson provides students the time needed to be intellectually engaged.</p> | <p>-Students have an opportunity for reflection on the activity provided as well as on the materials and resources provided.</p> |
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Evidence:

Domain 3 for the Teacher of the Deaf and Hard of Hearing: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 3d: Sharing Expertise with Staff | Teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of teachers being served | The quality of the teacher'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 teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served | The quality of the teacher'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: Critical Attributes | <ul style="list-style-type: none"> -Teacher refuses to provide workshops or modeling to teachers. -Materials do not engage participants or align with goals of the workshop. -Instructional materials used are not suitable to the lesson and/or the participants. -The lesson/activity drags or is rushed. | <ul style="list-style-type: none"> -Teacher provides workshops or modeling when requested, but does not volunteer to do so. -Materials engage participants at times. -Few of the materials and resources require thinking or ask participants to explain their thinking. -The pacing of the lesson/activity is uneven – suitable in parts but rushed or dragging in others. | <ul style="list-style-type: none"> -Teacher provides workshops when asked and volunteer to provide them when they see the need. -Materials and resources require intellectual engagement, as appropriate. Participants are engaged. -The pacing of the lesson/activity provides for the time needed to be intellectually engaged. | <ul style="list-style-type: none"> -Teacher seeks out areas needing professional development and voluntarily presents or models for teachers/participants. -Materials and resources require intellectual engagement throughout the presentation. -Participants have an opportunity for reflection and closure on the lesson/activity to consolidate their understanding. |

Evidence:

Domain 3 for the Deaf and Hard of Hearing: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|---|--|
| 3e: Demonstrating Flexibility and Responsiveness | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson in spite of evidence of its inadequacy | 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 or adjustment occurs only when confronted with evidence of the need for change. | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes opportunities to enhance learning from spontaneous events or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from within the school or outside of the school, teacher persists in seeking effective approaches for students who need help. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> -Teacher ignores indications of student boredom or lack of understanding. -Teacher conveys to students that when they have difficulty learning it is their fault. -In reflecting on practice, teacher does not indicate that it is important to reach all students. | <ul style="list-style-type: none"> -Teacher's efforts to modify the lesson are only partially successful. -Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them. -In reflecting on practice, teacher indicates the desire to reach all | <ul style="list-style-type: none"> -When improvising becomes necessary, teacher makes adjustments to the lesson. -Teacher conveys to students that s/he has other approaches to try when the students experience difficulty. -In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty. | <ul style="list-style-type: none"> -Teacher's adjustments to the lesson, when needed, are designed to assist individual students. -Teacher seizes on a teachable moment to enhance a lesson. -In reflecting on practice, teacher can cite others on the IEP team and other sources whom s/he has contacted for assistance in reaching some students. |

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| | -Despite evident student confusion, teacher makes no attempt to adjust the lesson. | students but does not suggest strategies for doing so. | | |
| Evidence: | | | | |

Domain 3 for the Deaf and Hard of Hearing: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|--|---|
| 3f: Assisting in the Management and Consults with Audiologist for Assistive Communication and Hearing Devices. | Teacher fails to maintain equipment and has no communication with the audiologist. | Teacher occasionally consults with the audiologist and occasionally checks on equipment. | Teacher consults with the audiologist through regular team meetings and when needed. Teacher troubleshoots equipment when a problem arises. | Teacher initiates communication with audiologists beyond that of regular EAR Team meetings. The teacher check on equipment to make sure it is working properly instead of working for a problem to arise. |
| 3f: Critical Attributes | -Equipment is not maintained. -Audiologist and teacher do not communicate. | -Equipment is only checked when there is a problem. -Audiologist and teacher only communicate when a problem arises. | -Equipment is checked often and the teacher troubleshoots when a problem arises. -Audiologist and teacher communicate on a regular basis. | -Teacher has a regular schedule for checking equipment. -The Audiologist and teacher communication outside of EAR team meetings. |
| Evidence: | | | | |

Domain 3 for the Teacher of the Deaf and Hard of Hearing: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|--|
| 3g: Demonstrating Competence in Sign Language | Teacher does not know receptive or expressive sign language. | Teacher knows basic sign skills. | Teacher can communicate effectively through sign language. | Teacher can not only communicate effectively through the use of sign, but can also interpret in the educational setting. |
| 3g: Critical Attributes | -Teacher is unable to sign or read any sign language. | -Teacher can sign basic vocabulary to get across the teacher's directions. -Teacher is unable to read sign language to understand student's needs and wants. | -Teacher can sign fluently to communicate with students. -Teacher is able to read sign language to get students needs and wants. | -Teacher can sign fluently and read sign well to carry on a conversation with a student who is deaf. |
| Evidence: | | | | |

Domain 4 for the Teacher of the Deaf and Hard of Hearing: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|-----------------------------------|--|---|---|---|
| 4a: Reflecting on practice | Teacher does not reflect on practice or the reflections are inaccurate or self-serving. | Teacher's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; School Psychologist makes some specific suggestions as to how his or her performance might be improved. | Teacher's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; School Psychologist draws on an extensive repertoire to suggest alternative strategies. |
| 4a: Critical Attributes | <ul style="list-style-type: none"> - Does not assess the effectiveness of professional practice - Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Inconsistently assesses the effectiveness of professional practice - Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Accurately assesses the effectiveness of professional practice - Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved | <ul style="list-style-type: none"> - Regularly and accurately assesses the effectiveness of professional practice - Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved |
| Evidence: | | | | |

Domain 4 for the Teacher of the Deaf and Hard of Hearing: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|--|--|
| 4b: Maintaining accurate records | Teacher does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Teacher has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Teacher has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Teacher has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| 4b: Critical Attributes | <ul style="list-style-type: none"> - Records are inaccurate and/or unavailable - Does not follow procedures for obtaining and maintaining records - Does not attend trainings/in-services provided by the district about updates to district/legal mandates -No data management system | <ul style="list-style-type: none"> - Records are somewhat accurate and inconsistently accessible - Inconsistently follows procedures for obtaining and maintaining records - Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates -Inconsistent data management system | <ul style="list-style-type: none"> - Records are accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Attends trainings/in-services provided by the district about updates to district/legal mandates - Utilizes an effective data management system and can readily access data | <ul style="list-style-type: none"> - Records are always accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues - Can produce and explain his/her data |
| Evidence: | | | | |

Domain 4 for the Teacher of the Deaf and Hard of Hearing: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|--|
| 4c: Collaborating with Stakeholders | Teacher does not respond to staff and parent requests for information. | Teacher responds to staff and parent requests for information within a reasonable timeline. | Teacher initiates contact with teachers and administrators to confer regarding student needs; School Psychologist responds promptly and appropriately to parent inquiries. | Teacher proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> - Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies - Does not respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation is ineffective or disrespectful - Does not advocate for the best interests of the student | <ul style="list-style-type: none"> - Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies - Slow to respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation can be ineffective - Inconsistently advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies - Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them - Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion - Communication during meetings or consultation is effective and meaningful - Advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies - Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them - Initiates communication and responds to requests made by students, parents, staff, and/or community agencies - Facilitates effective communication during meetings or consultation - Always advocates for the best interests of the student |
| Evidence: | | | | |

Domain 4 for the Deaf and Hard of Hearing: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|---|
| 4d: Participating in a professional community | Teacher does not consistently attend required school and required district meetings. School Psychologist's relationships with colleagues are negative or unprofessional. | Teacher inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. School Psychologist's relationships with colleagues are cordial. | Teacher attends required school and required district meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| 4d: Critical Attributes | <ul style="list-style-type: none"> - Aversive to feedback from colleagues and administration - Does not participate in professional collaboration - Does not attend department meetings | <ul style="list-style-type: none"> - Inconsistently accepts feedback from colleagues and administration - Participates in professional collaboration, but does not contribute - Inconsistently attends and rarely participates in department meetings | <ul style="list-style-type: none"> - Accepts feedback from colleagues and administration in order to improve practice - Regularly participates in professional collaboration and makes contributions - Consistently attends and participates in department meetings - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district - Participates on and contributes to building-level committees as requested | <ul style="list-style-type: none"> - Solicits feedback from colleagues and administration in order to improve practice - Assumes a leadership role in professional collaboration - Consistently attends and provides expertise to department meetings - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district - Participates on and contributes to district-level committees |
| Evidence: | | | | |

Domain 4 for the Teacher of the Deaf and Hard of Hearing Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|--|
| 4e: Growing and developing professionally | Teacher does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Teacher's participation in professional development activities is limited to those that are convenient or are required. | Teacher seeks out opportunities for professional development based on an individual assessment of need. | Teacher provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> - Does not seek opportunities for continued professional development - Does not participate in any activity that might enhance knowledge or skill. - Purposefully resists discussing performance with supervisors or colleagues. - Makes no effort to participate in professional organizations. | <ul style="list-style-type: none"> - Rarely seeks opportunities for continued professional development - Participates in professional development when they are required. - Reluctantly accepts feedback from supervisors and colleagues. - Rarely participates in professional organizations. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for professional development. - Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. - Actively participates in organizations designed to contribute to the profession. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for continued professional development, including initiating action research. - Actively seeks feedback from supervisors and colleagues. - Takes an active leadership role in professional organizations in order to contribute to the profession. |
| Evidence: | | | | |

Domain 4 for the Teacher of Deaf and Hard of Hearing: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|--|
| 4f: Showing Professionalism | Teacher displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Teacher is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Teacher can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> - Dishonest - Does not notice the needs of students - Engages in practices that are self-serving - Willfully rejects district regulations | <ul style="list-style-type: none"> - Consistently honest - Notices the needs of students, but is inconsistent in addressing them - Does not notice that practices are ineffective or that they result in poor outcomes for students - Complies with district regulations | <ul style="list-style-type: none"> - Consistently honest and known for having high standards of integrity - Actively addresses student needs - Actively works to provide opportunities for student success within the psychological practice - Complies with district regulations | <ul style="list-style-type: none"> - Considered a leader in terms of honesty, integrity, and confidentiality - Proactively addresses student needs - Makes a concerted effort to ensure opportunities are available for student success within the psychological practice - Takes a leadership role regarding district regulations |
| Evidence: | | | | |

Form J: Framework for Teacher of Adapted Physical Education

Form J: Vermilion Association for Special Education Framework for Teacher of Adapted Physical Education

Domain 1 for Adapted Physical Education: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|---|---|
| 1a: Demonstrates Knowledge of Content and Pedagogy Related to Adapted Physical Education | Teacher demonstrates little or no familiarity with content and pedagogy related to Adapted Physical Education. | Teacher demonstrates a basic familiarity with content and pedagogy related to Adapted Physical Education, but displays a lack of awareness of prerequisite learning. Plans reflect a limited range of approaches to the discipline. | Teacher demonstrates thorough knowledge of the discipline area. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | Teacher displays extensive knowledge of the important concepts in the discipline. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| 1a: Critical Attributes | <ul style="list-style-type: none"> -Teacher makes content errors. -Teacher does not consider prerequisite relationships when planning. -Teacher's plans use inappropriate strategies for the discipline. | <ul style="list-style-type: none"> -Teacher's understanding of the discipline is rudimentary. -Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. -Lesson plans use limited instructional strategies, and some are not suitable to the content. | <ul style="list-style-type: none"> -Teacher can identify important concepts of the discipline and their relationships to one another. -Teacher provides clear explanations of the content. -Teacher answers student questions accurately and provides feedback that furthers their learning. -Instructional strategies in unit and lesson plans are entirely suitable to the content. | <ul style="list-style-type: none"> -Teacher can identify and display the concepts of the discipline and show extensive knowledge. -Teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. -Teacher's plans reflect recent developments in content-related pedagogy. |
| Evidence: | | | | |

Domain 1 for Adapted Physical Education: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 1b: Demonstrates Knowledge of Child and Adolescent Development | Teacher displays minimal understanding of how students learn and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interest and cultural heritage, and does not indicate that such knowledge is valuable. | Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests in cultural heritage. | Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage. | Teacher understands the active nature of student learning and acquires information about levels of development for individual students. Teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage. |
| 1b: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not understand child development characteristics and has unrealistic expectations for students. -Teacher is not aware of student interests or cultural heritages. -Teacher takes no responsibility to learn about students' medical or learning disabilities. | <ul style="list-style-type: none"> -Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate these differences. -Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. | <ul style="list-style-type: none"> -Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. -Teacher is aware of medical issues and the special needs represented by students in class. | <ul style="list-style-type: none"> -Teacher seeks out information from all students about their cultural heritage. -Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. |
| Evidence: | | | | |

Domain 1 for Adapted Physical Education: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|---|
| 1c: Developing the Adapted Physical Education Program to meet the Needs of Individual Students | Teacher has no clear goals for Adapted Physical Education program; or the goals are inappropriate to either the school, student or general Physical Education program | Teacher's goals for Adapted Physical Education are rudimentary and are partially suitable to the school, student or general Physical Education program | Teacher's goals are clear and appropriate for the school, student or general Physical Education program | Teacher's goals are highly appropriate to the individual student's needs and have been developed following consultations with the IEP team |
| 1c: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not show understanding of the Adapted Physical Education program. -Teacher does not align goals and lesson plans for adapted physical education students. | <ul style="list-style-type: none"> -Teacher's goals do not allow for growth in the adapted physical education program. -Teacher's goals for the student are basic and do not align to the lesson plans. | <ul style="list-style-type: none"> -Teacher's goals are both short term and long term to allow for growth in the adapted physical education program. -All student goals are aligned to the student's IEP and lesson plans and are appropriate for adapted physical education student. | <ul style="list-style-type: none"> -Teacher has consulted with the IEP team and has set adapted physical education goals with the team. The goals are both short term and long term and are reevaluated with the team several times each school year. -The teacher consults with the IEP team when developing goals. The students' goals align with current testing and all lesson plans coincide with the student's goals. |
| Evidence: | | | | |

Domain 1 for Adapted Physical Education: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|--|
| 1d: Demonstrating Knowledge of Local, State, and Federal Guidelines | Teacher demonstrates little or no familiarity with local, state, federal special education laws and procedures | Teacher demonstrates a basic familiarity with local, state, federal special education laws and procedures | Teacher demonstrates thorough knowledge of local, state, federal special education laws and procedures | Teacher's knowledge of special education laws and procedures is extensive; teacher takes a leadership role in reviewing and revising local policies |
| 1d: Critical Attributes | <ul style="list-style-type: none"> -Teacher is unfamiliar with the important concepts in the field of Adapted Physical Education and how they relate to school practice. -Teacher is unaware of Local, State, and Federal Guidelines. | <ul style="list-style-type: none"> -Teacher has limited knowledge of the important concepts in the field of Adapted Physical Education and how they relate to school practice. -Teacher is somewhat aware of Local, State, and Federal Guidelines. | <ul style="list-style-type: none"> -Teacher is familiar with the important concepts in the field of Adapted Physical Education and how they relate to school practice. -Teacher is aware of Local, State, and Federal Guidelines. | <ul style="list-style-type: none"> -Teacher is able to serve as a resource to coworkers and parents when discussing the important concepts in the field of Adapted Physical Education and how they relate to school practice. -Teacher is very familiar with Local, State, and Federal Guidelines. |

Evidence:

Domain 1 for Adapted Physical Education: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|---|--|
| 1e: Developing a Plan to Evaluate the Adapted Physical Education Program | Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important | Teacher has a rudimentary plan to evaluate the Adapted Physical Education Program | Teacher'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 | Teacher's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis |
| 1e: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not attend department meetings. -Teacher does not set goals for the adapted physical education program. | <ul style="list-style-type: none"> -Teacher occasionally attends department meetings. -Goals are discussed, but no clear plan is developed for the adapted physical education program. | <ul style="list-style-type: none"> -Teacher attends department meetings and evaluates current adapted physical education program. -Current goals are evaluated. | <ul style="list-style-type: none"> -Teacher works with the ortho department to reevaluate the adapted physical education program on a regular basis and creates a plan for continued growth. -Clear goals are written and evaluated. |

Evidence:

Domain 2 for Adapted Physical Education: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 2a: Creating an Environment of Trust and Rapport | Patterns of interactions, both between teacher and 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 interactions, both between teacher and students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. 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. Students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking risks. | Interactions between teacher and students and among students are highly respectful and trusting. 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. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> -Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental levels. -Students' body language indicates feelings of hurt, discomfort, or insecurity. -Teacher displays no familiarity with, or caring about, individual students. -Teacher disregards disrespectful interactions among students. | <ul style="list-style-type: none"> -The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. -Teacher attempts to respond to disrespectful behavior among students, with uneven results. -Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. | <ul style="list-style-type: none"> -Talk between teacher and students and among students is uniformly respectful. -Teacher successfully responds to disrespectful behavior among students. -Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. -Teacher makes general connections with individual students. -Students exhibit respect for teacher. | <ul style="list-style-type: none"> -Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. -There is no disrespectful behavior among students. -When necessary, students respectfully correct one another in their conduct towards classmates. -Students participate without fear of put-downs or ridicule from either the teacher or other students. -Teacher respects and encourages students' efforts. |

Evidence:

Domain 2 for Adapted Physical Education: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|---|
| 2b: Demonstrating Effective Organizational Skills | Teacher exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Teachers' time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Teacher exercises good judgment in setting priorities, resulting in clear schedule and important work being accomplished in an efficient manner. | Teacher demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. |
| 2b: Critical Attributes | <ul style="list-style-type: none"> -Teacher is unorganized. -Teacher does not meet deadline for paperwork. -Teacher's schedule does not meet the students' needs. | <ul style="list-style-type: none"> -Teacher is moderately organized. -Teacher completes paperwork but does not always meet the deadline. -Teacher's schedule is not efficient. | <ul style="list-style-type: none"> -Teacher is organized. -Teacher completes paperwork and meets all deadlines. -Teacher has an efficient schedule. | <ul style="list-style-type: none"> -Teacher is highly organized and consults with others for organization skills. -Teacher completes paperwork well in advance of deadlines. -Teacher ensures that the schedule meets all the needs of the students. |

Evidence:

Domain 2 for Adapted Physical Education: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--------------------------------|--|--|---|--|
| 2c: Managing Behavior | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. Teachers use verbal feedback only to target negative behaviors. | 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. Teacher attempts to give verbal feedback for positive behaviors, but is inconsistent in efforts. | 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. Verbal feedback is mostly targeted at positive behaviors. | Student behavior is appropriate a majority of the time. The teacher responds consistently, proportionately, and respectfully to specific behaviors for each student. Responses by the teacher to challenging behaviors are consistently calm. Verbal feedback is consistently targeted at positive behaviors. |
| 2c: Critical Attributes | <ul style="list-style-type: none"> -The classroom environment is chaotic, with no standards of conduct evident. -Teacher does not monitor student behavior. -Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | <ul style="list-style-type: none"> -Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. -Teacher attempts to keep track of student behavior, but with no apparent system. -Teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. | <ul style="list-style-type: none"> -Standards of conduct appear to have been established and implemented successfully. -Overall, student behavior is generally appropriate. -Teacher frequently monitors student behavior. -Teacher's response to student misbehavior is effective. | <ul style="list-style-type: none"> -Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled. -Teacher silently and subtly monitors student behavior. -Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |
| Evidence: | | | | |

Domain 2 for Adapted Physical Education: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|---|
| 2d: Organizing Physical Space for Testing and Instruction of Students | The testing and instruction area is disorganized and poorly suited to working with students. Materials are difficult to find when needed. | The testing and instruction area is moderately well organized and moderately well suited to working with students. Materials are usually able to be found. | The testing and instruction area is well organized; materials are available when needed. | The testing and instruction area is highly organized and is inviting to students. Materials are convenient when needed. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> -There are physical hazards in the testing and instruction area, endangering student safety. -Available technology is not being used even if it is available. -Teacher is disorganized and the area for working with students is not situated to work well with students. -Teacher is unable to find materials. | <ul style="list-style-type: none"> -The physical environment is safe. -The physical environment is not an impediment to learning but does not enhance it. -Teacher makes limited use of available technology and other resources. -The teaching area is moderately organized. | <ul style="list-style-type: none"> -The physical environment is arranged to support the goals and learning activities. -Teacher makes appropriate use of technology and other resources. -Teacher is able to find needed materials. -Teaching area is organized. | <ul style="list-style-type: none"> -Modifications are made to the physical environment to accommodate all students. -There is total alignment between the learning activities and the physical environment. -Teacher and students make extensive and imaginative use of technology and other resources. -Materials are readily accessible. -Teaching area is very organized. |

Evidence:

Domain 3 for Adapted Physical Education: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|--|---|
| 3a: Responding to Referrals and Evaluating Student's Needs | Teacher fails to respond to referrals or makes hasty assessments of student needs | Teacher responds to referrals when pressed and makes adequate assessments of student needs | Teacher responds to referrals and makes thorough assessments of student needs | Teacher is proactive in responding to referrals and makes highly competent assessments of student needs |
| 3a: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not respond to referral. -Teacher does not assess the student. -Teacher's assessments of the student are inaccurate. | <ul style="list-style-type: none"> -Teacher responds to the referral only after being pressed. -Teacher assesses the student needs. -Teacher's assessment of the student has both accuracies and inaccuracies. | <ul style="list-style-type: none"> -Teacher responds to referrals in a timely fashion. -Teacher makes a thorough assessment of student's needs. -Teacher's assessment of the student is always completely accurate. | <ul style="list-style-type: none"> -Teacher responds to and initiates referrals. -Teacher makes a thorough assessment of the student's needs and consults with all member of the IEP team. -Teacher's assessment of the student is completely accurate. All testing protocol was followed. |

Evidence:

Domain 3 for Adapted Physical Education: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|---|
| 3b: Developing and Implementing Goals and Objectives Written on the IEP | The goals do not exist or are not measurable and do not reflect important progress in the area of student need. Goals are inappropriate to either the situation, student age, or needs of the student. | Goals are rudimentary, stated as directions for the team or based on global assessments of student progress rather than specific to individual student needs. Goals are measurable but reflect limited suitability for the student's age needs and situation. | The goals are rigorous and address specific and important student needs. Goals are clear, measurable and suggest viable methods of assessment. Goals are suitable for student's age needs and situation, and are applicable for integration into the student's educational curriculum. | Goals are clear, measurable and understood by a variety of team members. Goals permit viable methods of assessment and allow for progress. Goals are differentiated, in whatever way is needed for individual students. |
| 3b: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not use assessment results and/or current available data to formulate goals that address individual student needs. -Teacher does not write measurable or achievable goals. -Teacher is unable to communicate rationale for targeted goal areas. -Teacher is unaware of related goals. | <ul style="list-style-type: none"> -Teacher inconsistently uses assessment results, and/or current available data to formulate goals that address individual student needs. -Teacher writes measurable goals that may not be achievable. -Teacher has limited communication regarding the rationale for targeted goal areas. -Teacher demonstrates some awareness of related goals. | <ul style="list-style-type: none"> -Teacher uses assessment results and/or current available data to formulate goals that address individual student needs. -Teacher writes goals that are consistently measurable and achievable. -Teacher is able to communicate to parents and/or staff members the rational for the targeted goal areas. -Teacher shares responsibility for related goals. | <ul style="list-style-type: none"> -Teacher uses assessment results and/or current available data to formulate highly effective goals that address individual student needs. -Teacher collaborates with team members to write measurable and achievable goals. -Teacher is able to effectively communicate to parents, students (as appropriate) and related staff members the rational for the targeted goal areas. -Teacher shares responsibility for related goals and collaborates with team members to maximize student success. |
| Evidence: | | | | |

Domain 3 for Adapted Physical Education: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|--|
| 3c: Engaging Students in Physical Activity and Learning | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes. | The learning tasks and activities require only minimal thinking by students and little opportunity for physical activity, allowing students to be passive. The lesson has a recognizable structure, however, however the pacing of the lesson may not provide students the time needed to be engaged in learning or physical activity or may be so slow that students have a considerable amount of “down time”. | The learning tasks and activities are activities fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to be physically active. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing students the time needed to be intellectually and physically engaged. | Virtually all students are intellectually engaged in challenging activities that require students to be physically active. The lesson has a clearly defined structure and the pacing of the lesson provides students the time needed not only to be intellectually engaged and physically active but also time to reflect upon their learning. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> -Few students are intellectually and physically engaged in the lesson. -Physical tasks / activities require only minimal movement. -Instructional materials used are unsuitable to the lesson and/or the students. -The lesson drags or is rushed. | <ul style="list-style-type: none"> -Some students are intellectually and physical engaged in the lesson. -Physical tasks / activities require more movement. -Instructional materials are more suitable to the lesson and/or the students. -The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others. | <ul style="list-style-type: none"> -Most students are intellectually and physically engaged in the lesson. -Physical tasks / activities require a great deal of movement. -Instructional materials and resources are appropriate for the lesson and/or the students. -The pacing of the lesson provides students the time needed to be intellectually and physically engaged. | <ul style="list-style-type: none"> -Virtually all students are intellectually and physically engaged in the lesson. -Physical tasks / activities require a high level of physical exertion. -A variety of appropriate instructional materials and resources are available for the lesson and students. -Students have an opportunity for reflection on the activity provided as well as on the materials and resources provided. |

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| | | | | |
| Evidence: | | | | |

Domain 3 for Adapted Physical Education: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 3d: Sharing Expertise with Staff | Teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of teachers being served | The quality of the teacher'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 teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served | The quality of the teacher'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: Critical Attributes | <ul style="list-style-type: none"> -Teacher refuses to provide workshops or modeling to teachers. -Materials do not engage participants or align with goals of the workshop. -Instructional materials used are not suitable to the lesson and/or the participants. -The lesson/activity drags or is rushed. | <ul style="list-style-type: none"> -Teacher provides workshops or modeling when requested, but does not volunteer to do so. -Materials engage participants at times. -Few of the materials and resources require thinking or ask participants to explain their thinking. -The pacing of the lesson/activity is uneven – suitable in parts but rushed or dragging in others. | <ul style="list-style-type: none"> -Teacher provides workshops when asked and volunteer to provide them when they see the need. -Materials and resources require intellectual engagement, as appropriate. Participants are engaged. -The pacing of the lesson/activity provides for the time needed to be intellectually engaged. | <ul style="list-style-type: none"> -Teacher seeks out areas needing professional development and voluntarily presents or models for teachers/participants. -Materials and resources require intellectual engagement throughout the presentation. -Participants have an opportunity for reflection and closure on the lesson/activity to consolidate their understanding. |

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| Evidence: |
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Domain 3 for Adapted Physical Education: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 3e: Demonstrating Flexibility and Responsiveness | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson in spite of evidence of its inadequacy | 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 or adjustment occurs only when confronted with evidence of the need for change. | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes opportunities to enhance learning from spontaneous events or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from within the school or outside of the school, teacher persists in seeking effective approaches for students who need help. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> -Teacher ignores indications of student boredom or lack of understanding. -Teacher conveys to students that when they have difficulty learning it is their fault. -In reflecting on practice, teacher does not indicate that it is important to reach all students. | <ul style="list-style-type: none"> -Teacher's efforts to modify the lesson are only partially successful. -Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them. -In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so. | <ul style="list-style-type: none"> -When improvising becomes necessary, teacher makes adjustments to the lesson. -Teacher conveys to students that s/he has other approaches to try when the students experience difficulty. -In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty. | <ul style="list-style-type: none"> -Teacher's adjustments to the lesson, when needed, are designed to assist individual students. -Teacher seizes on a teachable moment to enhance a lesson. -In reflecting on practice, teacher can cite others on the IEP team and other sources whom s/he has contacted for assistance in reaching some students. |

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| | -Despite evident student confusion, teacher makes no attempt to adjust the lesson. | | | |
| Evidence: | | | | |

Domain 3 for Adapted Physical Education: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|---|
| 3f: Collaborating with Teachers in Design of Instructional Units of Lessons | Teacher declines to collaborate with classroom teachers in the design of instructional lessons and units | Teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so | Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units | Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school |
| 3f: Critical Attributes | -At no time does the teacher collaborate with classroom teachers. | -Teacher provides little collaboration with the classroom teacher when approached to do so. | -Teacher readily collaborates with classroom teacher on a regular basis. | -Teacher initiates collaboration with classroom teachers. -Teacher seeks outside resources for collaboration meetings. |

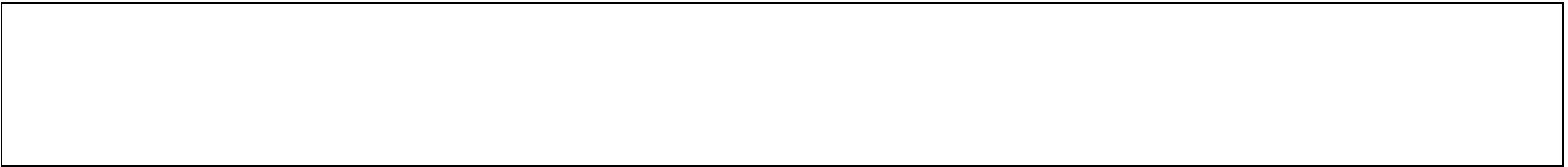
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| Evidence: |
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Domain 3 for Adapted Physical Education: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 3g: Incorporating Regular Physical Educators, Classroom Teachers, and Instructional / Personal Assistants into the Child's Physical Education Program and Train them to Utilize Adapted Materials and Equipment | Teacher fails to incorporate the regular physical educators, classroom teachers and instructional / personal assistants into the child's physical education program even when specifically requested to do so. Fails to train staff to utilize special equipment. | Teacher's efforts to incorporate the regular physical educators, classroom teachers and instructional / personal assistants into the child's physical education program are partially successful, reflecting incomplete knowledge of what is to be done. | Teacher incorporates the regular physical educators, classroom teachers and instructional / personal assistants into the child's physical education program when asked to do so. Trains staff on specialized equipment upon request. | Teacher is highly proactive in incorporating the regular physical educators, classroom teachers and instructional / personal assistants into the child's physical education program. Actively trains staff to utilize adapted materials and equipment. Also follows up on the proper use of the equipment. |
| 3g: Critical Attributes | <ul style="list-style-type: none"> -Teacher does not communicate with other staff members in regards to the student's physical education program. -Teacher does not train staff to use specialized equipment. | <ul style="list-style-type: none"> -Teacher provides little communication with other staff members in regards to the student's physical education program. -Teacher trains limited staff to use specialized equipment with no follow up. | <ul style="list-style-type: none"> -Teacher readily communicates with other staff members in regards to the student's physical education program. -Teacher properly trains all staff to use specialized equipment with regular follow ups. | <ul style="list-style-type: none"> -Teacher initiates communication with other staff members in regards to the student's physical education program. -Teacher properly trains staff to use specialized equipment and seeks outside resources for additional equipment that may be available. |
| Evidence: | | | | |

Domain 4 for Adapted Physical Education: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|-----------------------------------|--|---|---|---|
| 4a: Reflecting on practice | Teacher does not reflect on practice or the reflections are inaccurate or self-serving. | Teacher's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; School Psychologist makes some specific suggestions as to how his or her performance might be improved. | Teacher's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; School Psychologist draws on an extensive repertoire to suggest alternative strategies. |
| 4a: Critical Attributes | <ul style="list-style-type: none"> - Does not assess the effectiveness of professional practice - Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Inconsistently assesses the effectiveness of professional practice - Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Accurately assesses the effectiveness of professional practice - Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved | <ul style="list-style-type: none"> - Regularly and accurately assesses the effectiveness of professional practice - Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved |
| Evidence: | | | | |



Domain 4 for Adapted Physical Education: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|--|--|
| 4b: Maintaining accurate records | Teacher does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Teacher has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Teacher has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Teacher has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| 4b: Critical Attributes | <ul style="list-style-type: none"> - Records are inaccurate and/or unavailable - Does not follow procedures for obtaining and maintaining records - Does not attend trainings/in-services provided by the district about updates to district/legal mandates -No data management system | <ul style="list-style-type: none"> - Records are somewhat accurate and inconsistently accessible - Inconsistently follows procedures for obtaining and maintaining records - Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates -Inconsistent data management system | <ul style="list-style-type: none"> - Records are accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Attends trainings/in-services provided by the district about updates to district/legal mandates - Utilizes an effective data management system and can readily access data | <ul style="list-style-type: none"> - Records are always accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues - Can produce and explain his/her data |
| Evidence: | | | | |

Domain 4 for Adapted Physical Education: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|--|
| 4c: Collaborating with Stakeholders | Teacher does not respond to staff and parent requests for information. | Teacher responds to staff and parent requests for information within a reasonable timeline. | Teacher initiates contact with teachers and administrators to confer regarding student needs; School Psychologist responds promptly and appropriately to parent inquiries. | Teacher proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> - Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies - Does not respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation is ineffective or disrespectful - Does not advocate for the best interests of the student | <ul style="list-style-type: none"> - Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies - Slow to respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation can be ineffective - Inconsistently advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies - Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them - Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion - Communication during meetings or consultation is effective and meaningful - Advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies - Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them - Initiates communication and responds to requests made by students, parents, staff, and/or community agencies - Facilitates effective communication during meetings or consultation - Always advocates for the best interests of the student |
| Evidence: | | | | |

Domain 4 for Adapted Physical Education: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|---|
| 4d: Participating in a professional community | Teacher does not consistently attend required school and required district meetings. School Psychologist's relationships with colleagues are negative or unprofessional. | Teacher inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. School Psychologist's relationships with colleagues are cordial. | Teacher attends required school and required district meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| 4d: Critical Attributes | <ul style="list-style-type: none"> - Aversive to feedback from colleagues and administration - Does not participate in professional collaboration - Does not attend department meetings | <ul style="list-style-type: none"> - Inconsistently accepts feedback from colleagues and administration - Participates in professional collaboration, but does not contribute - Inconsistently attends and rarely participates in department meetings | <ul style="list-style-type: none"> - Accepts feedback from colleagues and administration in order to improve practice - Regularly participates in professional collaboration and makes contributions - Consistently attends and participates in department meetings - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district - Participates on and contributes to building-level committees as requested | <ul style="list-style-type: none"> - Solicits feedback from colleagues and administration in order to improve practice - Assumes a leadership role in professional collaboration - Consistently attends and provides expertise to department meetings - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district - Participates on and contributes to district-level committees |
| Evidence: | | | | |

Domain 4 for Adapted Physical Education: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|--|
| 4e: Growing and developing professionally | Teacher does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Teacher's participation in professional development activities is limited to those that are convenient or are required. | Teacher seeks out opportunities for professional development based on an individual assessment of need. | Teacher provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> - Does not seek opportunities for continued professional development - Does not participate in any activity that might enhance knowledge or skill. - Purposefully resists discussing performance with supervisors or colleagues. - Makes no effort to participate in professional organizations. | <ul style="list-style-type: none"> - Rarely seeks opportunities for continued professional development - Participates in professional development when they are required. - Reluctantly accepts feedback from supervisors and colleagues. - Rarely participates in professional organizations. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for professional development. - Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. - Actively participates in organizations designed to contribute to the profession. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for continued professional development, including initiating action research. - Actively seeks feedback from supervisors and colleagues. - Takes an active leadership role in professional organizations in order to contribute to the profession. |
| Evidence: | | | | |

Domain 4 for Adapted Physical Education: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|--|
| 4f: Showing Professionalism | Teacher displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Teacher is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Teacher can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> - Dishonest - Does not notice the needs of students - Engages in practices that are self-serving - Willfully rejects district regulations | <ul style="list-style-type: none"> - Consistently honest - Notices the needs of students, but is inconsistent in addressing them - Does not notice that practices are ineffective or that they result in poor outcomes for students - Complies with district regulations | <ul style="list-style-type: none"> - Consistently honest and known for having high standards of integrity - Actively addresses student needs - Actively works to provide opportunities for student success within the psychological practice - Complies with district regulations | <ul style="list-style-type: none"> - Considered a leader in terms of honesty, integrity, and confidentiality - Proactively addresses student needs - Makes a concerted effort to ensure opportunities are available for student success within the psychological practice - Takes a leadership role regarding district regulations |
| Evidence: | | | | |

Form K: Framework for the School Social Worker

Form N: Vermilion Association for Special Education Framework for School Social Workers

Domain I for School Social Workers: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 1a: Demonstrating knowledge of School Social Work practice and service delivery. | Demonstrates little knowledge in the area of school social work practice. | Demonstrates a basic level of knowledge in the area of school social work practice. | Demonstrates a solid understanding of school social work practice and understands the integral relationship between school social work and the current education setting. | Knowledge of the content and practice in the areas basic to the social work profession are extensive, showing evidence of a continued search for improved practice. Actively seeks to share knowledge with other social work colleagues, administrators, parents, and the community at large. |
| 1a: Critical Attributes | <ul style="list-style-type: none"> -Does not demonstrate an understanding of social/emotional deficits and their impact on academic progress. -Does not have a process for Identifying student needs and developing effective service delivery to include grouping of students and intervention planning. -School social worker's knowledge of therapeutic services is inappropriate or inaccurate. -School social worker displays minimal understanding and application counseling techniques. -School social worker is unaware of assessment materials, tools, and techniques available. | <ul style="list-style-type: none"> -Inconsistently demonstrates an understanding of social/emotional deficits and their impact on academic progress. -Has an inconsistent and unclear process for identifying student needs and developing effective service delivery to include grouping of students and intervention and planning. -School social worker knowledge of therapeutic services is inconsistent or developing. -School social worker displays adequate understanding and application counseling techniques; techniques utilized may be inappropriate to the situation. -School social worker uses assessment materials and techniques, but necessarily based upon student need. | <ul style="list-style-type: none"> -Demonstrates an understanding of social/emotional deficits and their impact on academic progress. -Has a clear process for identifying student needs and developing effective service delivery to include grouping of students and intervention planning. -School social worker a has a thorough knowledge of therapeutic services and assists others understanding various therapeutic services. -School social worker demonstrates solid understanding and application counseling techniques -School social worker uses a variety of assessment materials and techniques. | <ul style="list-style-type: none"> -Demonstrates an expert level of understanding of social/emotional deficits and their impact on academic progress. -Has a clear and consistent process for identifying student needs and developing effective inter and intra service delivery approaches that include grouping of students and intervention planning. -School social worker demonstrates extensive knowledge and application of counseling techniques. -School social work is knowledgeable and proactive in identifying therapeutic services that are available in the district, community, and various organizations. |

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| | | | | -School social worker uses an extensive variety of assessment materials and techniques specific to student need. |
| Evidence: | | | | |

Domain I for School Social Workers: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|---|--|
| 1b: Demonstrating knowledge of child and adolescent development. | Demonstrates little knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. | Demonstrates a basic level of knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. | Demonstrates a solid knowledge of child and adolescent development of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. | Demonstrates extensive knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. Actively seeks opportunities to share and integrate knowledge with the needs and learning priorities of staff, parents, and the community at large. |
| 1b: Critical Attributes | -School Social Worker does not take into consideration child and adolescent development when implementing services. -School Social Worker does not include the influence of culture, background, and social emotional characteristics when implementing services. | -School Social Worker has basic knowledge of child and adolescent development when implementing services. -School Social Worker has difficulty understanding the influence of culture, background, and social emotional characteristics when implementing services. | -School Social Worker can identify stages of child and adolescent development and includes this information in assessment and services. -School Social Worker takes into consideration child and adolescent development when implementing services. -School Social Worker includes the influence of culture, background, and social emotional characteristics when implementing services. | -Social Worker acts as a building leader, providing formal and informal knowledge during team meetings to staff regarding issues of culture and social/emotional development for individual students. -School Social Worker demonstrates extensive understating of child and adolescent development and proactively uses it when implementing services. -Social Worker consistently shares knowledge regarding the stages of child and adolescent development with colleagues, administrators, parents and the community at large. |
| Evidence: | | | | |

Domain I for School Social Workers: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|--|--|
| 1c: Establishing goals for social work practice (program philosophy). | Goals are unsuitable for students in an educational setting, showing no evidence of collaboration or preparation. | Goals are of moderate value and only appropriate for some educational settings with limited collaboration. Some goals are clearly measurable. | Goals are of substantial value and appropriate for specific educational settings and represent consistent collaboration. Most goals are clearly measurable and linked to Illinois Social Emotional Learning Standards. | Goals are of exceptional value that encourage individual student growth appropriate for an educational setting and represent highly effective collaboration among staff and administration. Goals are clearly measurable and linked to Illinois Social Emotional Learning Standards. |
| 1c: Critical Attributes | <ul style="list-style-type: none"> -Goals are not measurable and/or observable. -Goals are not linked to standards. -Goals were developed independently—not in collaboration with the IEP team | <ul style="list-style-type: none"> -Goals are not always observable and/or measurable. -Goals are not always linked to standards or relevant to student. -Some goals are developed independently—others are developed in collaboration with the IEP team | <ul style="list-style-type: none"> -Goals are clearly defined and relevant to student. -Goals are observable, measurable, and linked to standards. -Goals are developed collaboratively with the IEP team | <ul style="list-style-type: none"> -School Social Worker utilizes relevant data to develop goals individualized for each student. -Goals are linked to standards based on student needs. -Goals are developed collaboratively with the IEP team and with input from the student |
| Evidence: | | | | |

Domain I for School Social Workers: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|---|
| 1d: Demonstrating knowledge of local, state, and federal regulations. | School social worker does not know laws, policies, and procedures, makes no attempt to learn, and is ineffective as a school resource to others. | School social worker has limited knowledge of current laws, policies, and procedures and is ineffective as a school resource to others. | School social worker has a solid grasp of current laws, policies, and procedures and is able to act as a resource to others. | School social worker consistently demonstrates current knowledge of laws, policies, and procedures. School social worker supports colleagues' knowledge development of current policies and practices affecting the school system. |
| 1d: Critical Attributes | -Social Worker lacks an understanding of special education law. -Social Worker does not communicate special education law with staff and families. | -Social Worker inconsistently demonstrates an understanding of special education law. -Social Worker inconsistently communicates special education law with staff and families. | -Social Worker understands special education law. -Social Worker communicates special education law with staff and families. | -Social Worker demonstrates an expert understanding of district level, state and national applicable regulations and special education law. -Social Worker effectively communicates special education law with staff and families, and community at large. |
| Evidence: | | | | |

Domain I for School Social Workers: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|--|
| 1e: Planning school social work services to meet the needs of individual students, including prevention. | School social worker consistently is unable to manage time, routines and procedures, as evidenced by a pattern throughout the school year. School social worker is unprepared for services. | School social worker inconsistently demonstrates organization skills of time management, task completion and documentation. School social worker is inconsistently prepared for services. School social worker is frequently late to meetings or other social work responsibilities and lacks appropriate boundaries about time and workload and does not communicate when depends of job are too high. | School social worker demonstrates organizational skills of time management, task completion and documentation. School social worker is prepared for services. School social worker is on time to social work responsibilities (as the job allows) and demonstrates appropriate boundaries about time workload School social worker communicates when depends of job are too high. | All of Proficient + School social worker is highly organized and efficient. School social worker uses time effectively to address the numerous tasks throughout the day, puts in place appropriate boundaries regarding time and workload. |
| 1e: Critical Attributes | -School Social Worker delivers services that do not address student's needs. -School social work services are not systematized. -Time allocations are not well matched to the activity. | -School Social Worker delivers services that are mostly aligned with student's needs. -School Social Work services are not individualized or systematized. -Time allocations are minimally matched to the activity. | -School Social Worker delivers services that are aligned with student's needs. -School social work services are individualized and systematized and provide opportunities for growth. -Time allocations are matched to the activity. -School social worker has a method for organizing services. | -School Social Worker delivers services that are aligned with student's needs. -School Social work services are appropriately individualized and systematized and are designed to engage students in high level opportunities for growth. -School Social Worker sets appropriate priorities with time management. -School social worker has a method for organizing services, is willing to adapt as needed, and is willing to share with others. |
| Evidence: | | | | |

Domain 1 : Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|--|---|
| 1f: Demonstrates knowledge of available community resources. | School Social Worker is not aware of students' needs and does not make necessary connections with resources that could be beneficial | School Social Worker is often unaware of students' needs, and makes few connections to outside programs and resources. Is somewhat familiar with outside agencies and knows who to contact. | School Social worker is aware of students' needs and makes connections to outside programs and resources when needed to ensure students' success. Knows what resources are available in the community and how to refer families for those services or is efficient in securing such resources. | School Social Worker is aware of student and community needs and makes connections to outside programs and resources when needed to ensure student success in the school and community. School social worker is aware of what resources are available in the community and how to refer families/students for those services, or is efficient in securing such resources. <i>Ability to act as a resource for other professionals, including VASE staff.</i> |
| 1f: Critical Attributes | <ul style="list-style-type: none"> -Does not provide linkages to appropriate school and community resources -Does not seek new or appropriate resources that support district, state, and federal regulations. | <ul style="list-style-type: none"> -Inconsistently provides linkages to school or Community resources. -Is inconsistent in seeking new or appropriate resources that support district, state, and federal regulations. | <ul style="list-style-type: none"> -Consistently provides linkages to appropriate school and community resources. -Consistently seeks new or appropriate resources that support district, state, and federal regulations. | <ul style="list-style-type: none"> -Consistently provides services aligned to a wide variety of community or social agencies, giving individualized support to students and/or families. -Consistently seeks new or appropriate resources to support students/families, district, state, and federal regulations. -Consistently develops for individual students direct linkages to other areas in school and community to extend learning of intervention sessions. |
| Evidence: | | | | |

Domain 2 for School Social Workers: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|--|
| 2a: Creating an environment of respect and rapport. | School social worker does little to promote a culture throughout the school for productive and respectful communication between and among students, families. | Attempts to promote a culture throughout the school for productive and respectful communication between and among students, families. | Promotes a culture throughout the school for productive and respectful communication between and among students, families, and school staff. | Promotes and advocates for a culture throughout the school for productive and respectful communication between and among students, families, and school staff and appropriate community agencies. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> -Social Worker's interactions are insensitive and lack warmth and caring. Social Worker fails to maintain confidentiality and shares sensitive information in inappropriate settings. -Social Worker does not solicit and utilize input from students, families, and staff. -School Social Worker does not share information with students, families, and staff. | <ul style="list-style-type: none"> -At times, Social Worker's interactions are insensitive and inconsistently reflect warmth and caring. -Confidentiality is maintained, but the environment may not be consistently appropriate to share sensitive information (may have conversations in open areas). -SSW inconsistently shares information with students, families, and staff . | <ul style="list-style-type: none"> -School social workers interactions consistently model sensitivity and provide a warm and caring environment. -SSW is highly respectful of the cultural and developmental differences among individuals and groups of students. -Maintains confidentiality -SSW shares information with students, families, and staff | <ul style="list-style-type: none"> -Social Worker's interactions always model sensitivity and provide a warm and caring environment. -SSW is highly respectful of the cultural and developmental differences among individuals and groups of students. -Maintains confidentiality -Students, families, and staff seek out Social Worker with whom to share information. -Individual students utilize and encourage other students and/or family members to use positive interactions and active listening during learning sessions. -School social worker will implement classroom or school-wide activities to promote respect. |
| Evidence: | | | | |

Domain 2 for School Social Workers: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|--|
| 2b: Organizes and manages time, routines, and procedures. | Has no organizational skills demonstrated by inability to meet deadlines for evaluations and meetings, not providing services based on a set schedule, and not completing paperwork in a timely manner. | Has some organizational skills to meet deadlines for evaluations and meeting, sees some students for therapy based on therapy schedule, and completes some paperwork in a timely manner. | Has organizational skills to meet deadlines for evaluations and meeting, provides therapy based on a set schedule, and completes paperwork in a timely manner. | Is highly organized and meets deadlines for evaluation students and completing meetings, providing social work services, and completes paperwork in a timely manner. Utilizes time for other duties: homework, teacher training, visuals, and teacher-made materials. |
| 2b: Critical Attributes | <ul style="list-style-type: none"> -Evaluations are incomplete and late. -Misses meetings and deadlines -Is late to meetings consistently -SSW does not have a plan to meet with students | <ul style="list-style-type: none"> -Evaluations are late. -Paperwork is incomplete. -Is unprepared for meetings -SSW does not have a weekly schedule for meeting with students | <ul style="list-style-type: none"> -Evaluations are on time. -Paperwork is completed prior to a meeting and turned into appropriate personnel on time. -School social worker has a schedule for meeting with students and adheres to it and/or makes alternate arrangements. | <ul style="list-style-type: none"> -Evaluations are completed on time. -Paperwork is completed prior to a meeting to facilitate collaboration with other stakeholders. -Paperwork is turned into appropriate personnel on time. -A system is developed to track referrals and deadlines -School social worker has a schedule for meeting with students and adheres to it and/or makes alternate arrangements. SSW demonstrates flexibility when schedule changes occur. |
| Evidence: | | | | |

Domain 2 for School Social Workers: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|--|
| 2c: Creating a culture of social-emotional well-being throughout the school | Makes little attempt to promote a culture of social-emotional well-being throughout the school for productive and respectful communication between and among students. | Attempts to promote a culture of social-emotional well-being throughout the school for productive and respectful communication between and among students and families. | Promotes a culture throughout the school of social-emotional well-being for productive and respectful communication between and among students, families, and school staff. | Promotes and advocates for a culture of social-emotional well-being throughout the school for productive and respectful communication between and among students, families, and school staff and appropriate community agencies. |
| 2c: Critical Attributes | <ul style="list-style-type: none"> -Social Worker does not collaborate with staff on building wide positive behavior interventions, even when requested. -Social Worker does not consult with staff on specific social/emotional concerns that present in the classroom. | <ul style="list-style-type: none"> -Social Worker Inconsistently collaborates with staff on building wide positive behavior interventions. Social Worker irregularly consults with staff on specific social/emotional concerns that present in the classroom. | <ul style="list-style-type: none"> -Social Worker collaborates with staff on building wide positive behavior interventions, as desired/allowed by the district served. -Social Worker consults with staff on specific social/emotional concerns that present in the classroom. | <ul style="list-style-type: none"> -School social worker will implement classroom or school-wide activities to promote respect. -Social Worker consistently collaborates with staff on building wide positive behavior interventions. -School Social Worker consistently consults with staff on specific social/emotional concerns that present in the classroom -As a building leader, the Social Worker facilitates building wide trainings pertaining to the social/emotional well-being of students, families and staff. -As needed, the Social Worker utilizes community resources to promote positive building climate. |
| Evidence: | | | | |

Domain 2 for School Social Workers: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|---|
| 2d: Managing Social Work Practice and Organizing Physical Space | School Social Worker's environment is disorganized and poorly suited to the needs of the situation. Materials are not stored in a secure location and are difficult to find when needed. | Materials in school Social Worker's office are stored securely; however, the office is not completely well organized, and materials are difficult to find when needed leading to some disruption of social work services. | School Social Worker's office is well organized; materials are stored in a secure location and are available when needed leading to no disruption of social work services. | School Social Worker's office is highly organized and is inviting to students, staff, and parents. Materials are stored in a secure location and are convenient when needed. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> -Office is disorganized; materials and manipulatives are not available. -Office is not welcoming to students. -There is no secure place to store confidential materials. -There is little evidence that students know or follow their established routines. | <ul style="list-style-type: none"> -Office is not completely organized; materials and manipulatives are limited. -Office is somewhat welcoming to students. -Materials are stored securely, however are not always available when needed. -With regular guidance and prompting, students will follow their established routines. | <ul style="list-style-type: none"> -Office is well organized, non-confidential materials and manipulatives are varied and easily accessible. -Office is welcoming to students. -Materials are stored securely and are available when needed leading to no disruption of social work services. -With minimal guidance and prompting, students will follow their established routines. | <ul style="list-style-type: none"> -Office is well organized; non-confidential materials and manipulatives are varied by purpose and easily managed by the students. -Office is inviting to students, staff and parents. -Confidential materials are stored securely and well-organized. -Routines are well understood and completed by students. |
| Evidence: | | | | |

Domain 3 for School Social Workers: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|-------------------------------------|---|--|---|---|
| 3a: Responding to referrals. | School social worker does not understand or follow referral procedures. School social worker exercises poor judgment in setting priorities, resulting in confusion and missed deadlines. | School social worker understands but does not consistently comply with referral procedures. | School social worker understands referral procedures, consistently adheres to those procedures, and has established self as a resource for others to learn referral procedures. | School social worker understands referral procedures, consistently adheres to those procedures, and has established self as a resource for others to learn referral procedures. School social worker makes every effort to ensure reports are completed within a timely manner. |
| 3a: Critical Attributes | <ul style="list-style-type: none"> -Materials are lost or kept in insecure locations. -Timelines are consistently missed. -School social worker is uninvolved and holds up the special education referral process. | <ul style="list-style-type: none"> -Materials are not always secured in a confidential location. -Timelines are occasionally missed. | <ul style="list-style-type: none"> -Materials are kept confidential -School social worker collaborates with others to meet special education timelines. -School social worker meets timelines. | <ul style="list-style-type: none"> -Materials are kept confidential -School social worker collaborates with others to meet special education timelines. -School social worker collaborates or takes a leadership role in planning and facilitating meetings, preparing paperwork, and facilitating parent and student involvement. |
| Evidence: | | | | |

Domain 3 for School Social Workers: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|--|
| 3b: Providing evidence-informed programs and services. | School Social Worker rarely or never implements evidence-informed programs and practices consistent with RTI, even when requested. | School Social Worker inconsistently implements evidence-informed programs and practices consistent with RTI, even if desired by district. | School Social Worker nearly always implements evidence-informed programs and practices consistent with RTI. Assists other staff in the implementation of evidence-based programs and practices. | School Social Worker consistently implements evidence-informed programs and practices consistent with RTI, to the extent allowed by the district(s). School Social Worker assists other staff in the implementation of evidenced-based programs and practices. Takes a <i>leadership role</i> in implementing SEL standards in the schools. |
| 3b: Critical Attributes | <ul style="list-style-type: none"> -SSW ignores requests for social emotional learning opportunities. -SSW has little knowledge of evidence-informed programs and services. -Despite evidence of a need for functional behavior analysis and behavior intervention plans, SSW does not complete them. | <ul style="list-style-type: none"> -SSW sometimes provides opportunities for social emotional learning, but does not seek out opportunities. -SSW has a limited knowledge of evidence-informed programs and services. -SSW creates functional behavior analysis and behavior intervention plans. | <ul style="list-style-type: none"> -SSW provides, as requested, opportunities for social emotional learning. -SSW is knowledgeable about evidence-informed programs and services. -SSW creates and implements the functional behavior analysis and behavior intervention plans, revising the plan as needed. | <ul style="list-style-type: none"> -SSW provides or seeks out opportunities for social emotional learning (SEL) on both small and/or large group settings. -SSW seeks out opportunities learn about and then implement evidence-informed programs and services. -SSW collaboratively creates and implements the functional behavior analysis and behavior intervention plan, revising the plan as needed. -SSW educates staff on and encourages use of the importance of evidence-informed services and practices. |
| Evidence: | | | | |

Domain 3 for School Social Workers: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|---|
| 3c: Using social work interventions with individuals, groups, and/or classrooms. | School Social Worker demonstrates difficulties and few strategies to help students acquire skills. School Social Worker does not establish rapport. | School Social Worker demonstrates a limited range of strategies to help students acquire decision-making, problem-solving, and coping skills. School Social Worker displays some ability in counseling individuals and groups and has limited ability to establish rapport. | School Social Worker demonstrates a broad range of strategies to help students acquire decision-making, problem-solving and coping skills. School Social Worker is consistently effective in counseling students individually and in groups, with the ability to establish rapport. Understands wide range of counseling theories and techniques. | School Social Worker demonstrates an extensive range of strategies to help students acquire decision-making, problem-solving, and coping skills while communicating plans and progress with parents/caregivers in a timely manner. Social Worker is highly effective in developing counseling relationships and perceiving needs for individual or groups of students. Social Worker shows high level of ability to establish rapport with diverse student population. Understands wide range of counseling theories and techniques, continuously seeks to learn new strategies and is willing to share and train others. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> -School social worker rarely offers creative and effective strategies during collaborations. -School social worker does not write and/or monitor IEP goals. -School social worker does not participate in development and implementation of IEP and behavior intervention plans as needed. -School social worker rarely utilizes a variety of problem-solving skills and strategies in a variety of settings. | <ul style="list-style-type: none"> -School social worker inconsistently offers creative and effective strategies during collaborations. -School social worker inconsistently writes and/or monitors IEP goals. -School social worker inconsistently participates in development and implementation of IEP and behavior intervention plans as needed. School social worker participates in monitoring and revising plan as needed. -School social worker utilizes a variety of problem-solving skills and strategies in a variety of settings. | <ul style="list-style-type: none"> -School social worker offers creative and effective strategies during collaborations. -School social worker participates in development and implementation of IEP and behavior intervention plans as needed. School social worker participates in monitoring and revising plan as needed. -School social worker utilizes a variety of problem-solving skills and strategies in a variety of settings. | <ul style="list-style-type: none"> -School social worker consistently provides creative and effective strategies that fit individual student needs during collaboration sessions. -Student, as appropriate, use data to monitor learning progress of IEP goals. -School social worker collaborates, implements, and monitors IEP and behavior intervention plans, revising the plan as needed. -Students are able to utilize appropriate problem-solving skills and strategies in a variety of learning settings, including those beyond the intervention session. |

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| | | <p>-School social worker inconsistently utilizes a variety of problem-solving skills and strategies in a variety of settings.</p> | <p>-School social worker consistently writes and monitors IEP goals.</p> | |
| Evidence: | | | | |

Domain 3 for School Social Workers: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|---|
| 3d: Assessing student needs and services. | School Social Worker remains unaware of needs or specialized services. | School Social Worker inconsistently provides and has limited knowledge of specialized services for identified needs. | School Social Worker almost always provides specialized services for identified needs. Will proactively identify opportunities for prevention and intervention strategies and consultation that are aligned with school-wide goals and needs. | School Social Worker consistently provides <i>high quality</i> specialized services for identified needs. Takes initiative in team planning for use of community assets and resources to provide specialized services. Consistently proactively identifies opportunities for prevention and intervention strategies and consultation that are aligned with school-wide goals and needs. |
| 3d: Critical Attributes | <ul style="list-style-type: none"> -School Social Worker neglects to collect important information on which to base intervention plans and goals. -Reports are inaccurate. -Reports are not appropriate to the audience. | <ul style="list-style-type: none"> -School Social Worker collects most of the important information on which to base the intervention plans and goals. -Reports are accurate but lacking in clarity. -Reports are not always appropriate to the audience. | <ul style="list-style-type: none"> -School Social Worker collects all the important information on which to base the intervention plans and goals. -Reports are accurate. -Reports are appropriate to the audience. | <ul style="list-style-type: none"> -School Social Worker is consistently proactive in collecting important information for progress monitoring, including student input/feedback for the interventions and/or goal(s). -School Social Worker seeks out different stakeholders when necessary, including parents. -Reports are accurate and clearly written and tailored for the audience. -Educates staff on specialized issues that will help them provide necessary supports. |
| Evidence: | | | | |

Domain 3 for School Social Workers: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|--|
| 3e: Demonstrating Flexibility and Responsiveness | School Social Worker adheres to intervention plan in spite of student lack of interest or progress. Does not set appropriate service priorities. | School Social Worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently sets appropriate service priorities. When assigned to several buildings, needs of buildings are often left unmet. | School social worker adjusts intervention plan to be responsive to diverse student needs and interests. When applicable, school social worker adheres to student needs despite managing several buildings. | School Social Worker is consistently responsive to diverse student needs and interests. School Social Worker consistently sets appropriate service priorities and demonstrates creativity and persistence in providing services. When applicable, school social worker adheres to student needs despite managing several buildings. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> -School social worker ignores indications of student boredom or lack of understanding. -School social worker dismisses student, staff, and families concerns with social, emotional and linguistic needs. -School social worker conveys to student and/or families that when students have difficulty learning intervention strategy or resource, it is their fault. -SSW does not meet their job responsibilities because they have difficulty prioritizing needs. | <ul style="list-style-type: none"> -School social worker ignores individual student needs and selects interventions randomly. -When faced with a problematic situation, school social worker gives no direction on how to address the problem. -SSW sometimes meets job responsibilities, but has difficulty prioritizing and/or being flexible from their set schedule. | <ul style="list-style-type: none"> -School social worker recognizes individual student needs and selects interventions based upon specific needs. -When faced with a problematic situation, school social worker gives direction on how to address the problem. -SSW meets job responsibilities and is flexible in order to meet student and staff within their assigned placement | <ul style="list-style-type: none"> -School social worker recognizes individual student needs and selects interventions based upon specific needs. Creative approaches are selected that are specific to the student's learning style. -When faced with a problematic situation, school social worker gives direction on how to address the problem and follows up to ensure student success. -SSW prioritizes responsibilities and is flexible in order to meet student and staff needs within their assigned placement. SSW extends their services outside of their assigned responsibilities to benefit the needs of the cooperative. |
| Evidence: | | | | |

Domain 3 for School Social Workers: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 3f: Demonstrating ability to manage crisis situations. | School Social Worker is inefficient at meeting student's/schools needs during crisis situations. | School Social Worker assumes limited responsibility to contribute to a crisis situation. | School Social Worker assists with identifying needs, and assists with crisis management if/when faced with crisis situation in own or other district. Communicates well with staff, students, and families during crisis. Able to debrief with others, when appropriate. | School Social Worker assumes leadership role, delegates responsibility, and is able to anticipate consequences if/when presented with crisis situations. Communicates well with staff, students, families during crises. Able to debrief with others when appropriate. Social worker leads crisis response to own assigned building and shows willingness to help in other districts. |
| 3f: Critical Attributes | -School social worker does not participate in crisis situations. -Documentation is not kept. -School social worker doesn't use crisis management. | -School social worker has limited involvement in crisis situation. -Documentation is haphazardly kept. | -School social worker is an integral part of the crisis team. -Consults on building level with staff on crisis situations. -Documentation is completed. | -School social worker consistently communicates with student, staff, and families during crisis. -Debriefs others, when appropriate, after a crisis. -Willingness to consult and/or go to other buildings during a crisis. -School social worker acts as a leader during crisis situations. -Appropriate documentation is completed in a timely manner. |
| Evidence: | | | | |

Domain 4 for School Social Workers: Professional Responsibility

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 4a: Reflecting on Practice | Does not reflect on practice or the reflections are inaccurate or self-serving. | Reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; Makes some specific suggestions as to how his or her performance might be improved. | Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; Draws on an extensive repertoire to suggest alternative strategies. |
| 4a: Critical Attributes | <ul style="list-style-type: none"> -Does not assess the effectiveness of professional practice -Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> -Inconsistently assesses the effectiveness of professional practice -Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> -Accurately assesses the effectiveness of professional practice -Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved | <ul style="list-style-type: none"> -Regularly and accurately assesses the effectiveness of professional practice -Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved |
| Evidence: | | | | |

Domain 4 for School Social Workers: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 4b: Maintaining Accurate Records | Does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| 4b: Critical Attributes | <ul style="list-style-type: none"> -Records are inaccurate and/or unavailable -Does not follow procedures for obtaining and maintaining records -Does not attend trainings/in-services provided by the district about updates to district/legal mandates -No data management system | <ul style="list-style-type: none"> -Records are somewhat accurate and inconsistently accessible -Inconsistently follows procedures for obtaining and maintaining records -Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates -Inconsistent data management system | <ul style="list-style-type: none"> -Records are accurate and accessible when needed -Follows correct procedures for obtaining and maintaining records -Attends trainings/in-services provided by the district about updates to district/legal mandates -Utilizes an effective data management system and can readily access data | <ul style="list-style-type: none"> -Records are accurate and accessible when needed -Follows correct procedures for obtaining and maintaining records -Attends trainings/in-services about updates to district/legal mandates -Disseminates relevant information to colleagues -Can produce and explain his/her data |
| Evidence: | | | | |

Domain 4 for School Social Workers: Professional Development

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|--|--|
| 4c: Collaborating with Stakeholders | Does not respond to staff and parent requests for information. Communication about students' progress is minimal. | Makes sporadic attempts at communication with staff and parents about the program and the progress of the individual. Communication that takes place may not be culturally sensitive. | Initiates contact with teachers and administrators to confer regarding student needs; Responds promptly and appropriately to parent inquiries and communicates in a culturally sensitive way. | Proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. Responds to family concerns with professional and cultural sensitivity. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> -Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies -Does not respond to communication requests made by students, parents, staff, and/or community agencies -Communication during meetings or consultation is ineffective or disrespectful -Does not advocate for the best interests of the student | <ul style="list-style-type: none"> -Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies -Slow to respond to communication requests made by students, parents, staff, and/or community agencies -Communication during meetings or consultation can be ineffective -Inconsistently advocates for the best interests of the student | <ul style="list-style-type: none"> -Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies -Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them -Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion -Communication during meetings or consultation is effective and meaningful -Advocates for the best interests of the student | <ul style="list-style-type: none"> -Information regarding students and the services that are provided are initiated by the school social worker and well-articulated to parents, staff, and/or community agencies -Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them -Initiates communication and responds to requests made by students, parents, staff, and/or community agencies -Facilitates effective communication during meetings or consultation -Always advocates for the best interests of the student |
| Evidence: | | | | |

Domain 4 for School Social Workers: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|---|--|
| 4d: Participating in a Professional Community | Does not consistently attend required school and required district meetings. Relationships with colleagues are negative or unprofessional. | Inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. Relationships with colleagues are cordial. | Attends required school and required district meetings, is punctual, and actively participates. Maintains positive and productive relationships with colleagues. | Makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| 4d: Critical Attributes | -Aversive to feedback from colleagues and administration -Does not participate in professional collaboration -Does not attend department meetings | -Inconsistently accepts feedback from colleagues and administration -Participates in professional collaboration, but does not contribute -Inconsistently attends and rarely participates in department meetings | -Accepts feedback from colleagues and administration in order to improve practice -Regularly participates in professional collaboration and makes contributions -Consistently attends and participates in department meetings -Provides in-services or presentations to department -Participates on and contributes to building-level committees as requested | -Solicits feedback from colleagues and administration in order to improve practice -Assumes a leadership role in professional collaboration -Consistently attends and provides expertise to department meetings -Provides in-services or presentations beyond the social work department -Participates on and contributes to district-, cooperative-, and/or school-level committees |
| Evidence: | | | | |

Domain 4 for School Social Workers: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|--|
| 4e: Growing and Developing Professionally | Does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Participation in professional development activities is limited to those that are convenient or are required. | Seeks out opportunities for professional development based on an individual assessment of need. | Provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> -Does not seek opportunities for continued professional development -Does not participate in any activity that might enhance knowledge or skill. -Purposefully resists discussing performance with supervisors or colleagues. -Makes no effort to participate in professional organizations. | <ul style="list-style-type: none"> -Rarely seeks opportunities for continued professional development -Participates in professional development when they are required. -Reluctantly accepts feedback from supervisors and colleagues. -Rarely participates in professional organizations. | <ul style="list-style-type: none"> -Seeks opportunities for continued professional development -Seeks regular opportunities for professional development. -Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. -Actively participates in organizations designed to contribute to the profession. | <ul style="list-style-type: none"> -Seeks opportunities for continued professional development -Seeks regular opportunities for professional development, including initiating action research. -Actively seeks feedback from supervisors and colleagues. -Takes an active leadership role in professional organizations in order to contribute to the profession. |
| Evidence: | | | | |

Domain 4 for School Social Worker: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|--|
| 4f: Showing Professionalism | Displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> -Dishonest -Does not notice the needs of students -Engages in practices that are self-serving -Willfully rejects district and cooperative regulations -Is not aware of NASW's Code of Ethics | <ul style="list-style-type: none"> -Inconsistently honest -Notices the needs of students, but is inconsistent in addressing them -Does not notice that practices are ineffective or that they result in poor outcomes for students -Complies with district and cooperative regulations -Inconsistently adheres to NASW's Code of Ethics | <ul style="list-style-type: none"> Consistently honest and known for having high standards of integrity Addresses student needs Works to provide opportunities for student success within the social work practice Complies with district and cooperative regulations Adheres to NASW's Code of Ethics | <ul style="list-style-type: none"> Considered a leader in terms of honesty, integrity, and confidentiality Proactively addresses student needs Makes a concerted effort to ensure opportunities are available for student success within the social work practice Takes a leadership role regarding district and cooperative regulations Adheres to NASW's Code of Ethics and works to educate others on its importance |
| Evidence: | | | | |

Form L: Framework for Speech-Language Pathologist

Form L: Vermilion Association for Special Education Framework for Speech-Language Pathologist

Domain I for Speech-Language Pathologist: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|--|---|
| 1a: Demonstrating Knowledge and Skill in the Area of Speech-Language Pathology | Speech-Language Pathologist demonstrates little or no knowledge and skill in the therapy area; does not maintain the necessary certificate or license. | Speech-Language Pathologist demonstrates basic knowledge and skill in the therapy area; maintains certificate or license. | Speech-Language Pathologist demonstrates thorough knowledge and skill in the therapy area; maintains the necessary certificate or license. | Speech-Language Pathologist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate and/or endorsements or license. |
| 1a: Critical Attributes | <ul style="list-style-type: none"> - Speech-Language Pathologist is unfamiliar with characteristics of disorders within their discipline. - Speech-Language Pathologist is unaware of rules and regulations. - Speech-Language Pathologist does not demonstrate knowledge of therapeutic practices. - Speech-Language Pathologist is unaware of teaching certificate requirement and maintenance. | <ul style="list-style-type: none"> - Speech-Language Pathologist is familiar with characteristics of disorders within their discipline. - Speech-Language Pathologist is able to seek or obtain information concerning rules and regulations. - Speech-Language Pathologist has limited knowledge of therapeutic practices. - Speech-Language Pathologist is aware of requirements and holds a teaching certificate. | <ul style="list-style-type: none"> - Speech-Language Pathologist can identify characteristics of disorders within their discipline. - Speech-Language Pathologist knows district eligibility or criteria for discipline. - Speech-Language Pathologist has thorough knowledge of best therapeutic practices. - Speech-Language Pathologist maintains teaching certificate. | <ul style="list-style-type: none"> - Speech-Language Pathologist can identify characteristics of disorders within their discipline. - Speech-Language Pathologist knows district eligibility or criteria for discipline. - Speech-Language Pathologist is able to serve as a resource to coworkers and parents when discussing rules and regulations as they apply to disorders within their discipline. - Speech-Language Pathologist holds or maintains an advanced certificate such as: ESL, Bilingual, ASHA-CCC, Illinois Licensure, PECS, etc. |
| Evidence: | | | | |

Domain I for Speech-Language Pathologist: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|---|
| 1b: Demonstrating Knowledge of Child & Adolescent Development | Speech-Language Pathologist does not demonstrate knowledge of developmental milestones for the therapy program, or they are inappropriate to either the situation or the age of the students. | Speech-Language Pathologist demonstrates basic knowledge of developmental milestones for the therapy program. | Speech-Language Pathologist demonstrates clear understanding and appropriate application of developmental milestones. | Speech-Language Pathologist demonstrates extensive knowledge of developmental milestones. Speech-Language Pathologist also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, and special needs. |
| 1b: Critical Attributes | <ul style="list-style-type: none"> - Speech-Language Pathologist has no knowledge of resources available concerning developmental norms. - Speech-Language Pathologist demonstrates no knowledge of test purpose, ages assessed, and administration technique. - Speech-Language Pathologist demonstrates no knowledge of accommodation strategies for student success in the classroom. | <ul style="list-style-type: none"> - Speech-Language Pathologist has limited knowledge of resources available concerning developmental norms. - Speech-Language Pathologist demonstrates limited knowledge of test purpose, ages assessed, and administration technique. - Speech-Language Pathologist demonstrates limited knowledge of accommodation strategies for student success in the classroom. | <ul style="list-style-type: none"> - Speech-Language Pathologist has knowledge of resources available concerning developmental norms. - Speech-Language Pathologist demonstrates knowledge of test purpose, ages assessed, and administration technique. - Speech-Language Pathologist demonstrates knowledge of accommodation strategies for student success in the classroom. | <ul style="list-style-type: none"> - Speech-Language Pathologist has extensive knowledge of resources available concerning developmental norms. - Speech-Language Pathologist assists team with the development and use of accommodations for discipline specific impairments - Speech-Language Pathologist assists the student in understanding his/her disability and necessary accommodations when developmentally appropriate. |
| Evidence: | | | | |

Domain I for Speech-Language Pathologist: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|--|---|
| 1c: Establishing Goals and Developing a Therapy Program Appropriate to the Setting and Students Served. | Speech-Language Pathologist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. | Speech-Language Pathologist's goals for the therapy room are basic and are partially suitable to the situation and to the age of the students. | Speech-Language Pathologist's goals for the therapy program are clear and appropriate to the situation in the school and the age of the students. | Speech-Language Pathologist's goals for the therapy program are highly appropriate to the situation in the school and the age of the student and have been developed following consultations with the student's educational team. |
| 1c: Critical Attributes | <ul style="list-style-type: none"> -Speech-Language Pathologist does not use assessment results, clinical judgment, and current available data to formulate goals. -Speech-Language Pathologist writes goals that are not measurable or appropriate. -No knowledge of developmental hierarchy is evident in goal writing. -Speech-Language Pathologist does not modify goals and objectives based on student progress. -Speech-Language Pathologist does not collect necessary data. | <ul style="list-style-type: none"> -Speech-Language Pathologist inconsistently uses assessment results, clinical judgment, and current available data to formulate goals. -Speech-Language Pathologist writes generalized measurable goals to address student needs. -A limited knowledge of developmental hierarchy is evident in goal writing. -Speech-Language Pathologist modifies goals and objectives based on student progress when directed. -Speech-Language Pathologist collects limited data. | <ul style="list-style-type: none"> -Speech-Language Pathologist uses assessment results clinical judgment, and current available data to formulate goals. -Speech-Language Pathologist writes individualized measurable goals to meet the students' specific needs. -Goals and objectives are written in a clear, developmental hierarchy. -Speech-Language Pathologist modifies goals and objectives based on student progress. -Speech-Language Pathologist maintains data necessary to modify IEP goals as needed. | <ul style="list-style-type: none"> -Speech-Language Pathologist is able to effectively communicate to parents, staff members, and/or students the reason for the formulation of individual goals and objectives. -Speech-Language Pathologist uses data from multiple sources in goal writing. -Speech-Language Pathologist consistently modifies goals based on students' progress and input from other colleagues outside the therapy setting. -When developmentally appropriate the Speech-Language Pathologist reviews and develops IEP goals with the student. |
| Evidence: | | | | |

Domain I for Speech-Language Pathologist: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|--|--|
| 1d: Demonstrating Knowledge of Local, State and Federal Guidelines | Speech-Language Pathologist demonstrates little or no knowledge of special education laws and procedures. | Speech-Language Pathologist demonstrates basic knowledge of special education laws and procedures. | Speech-Language Pathologist demonstrates thorough knowledge of special education laws and procedures. | Speech-Language Pathologist's knowledge of special education laws and procedures is extensive; Speech-Language Pathologist takes a leadership role in reviewing and revising district procedures. |
| 1d: Critical Attributes | -Speech-Language Pathologist demonstrates little or no understanding of special education law in relation to IEP process and related paperwork. -Speech-Language Pathologist cannot explain procedures to others (i.e. parents, teachers, administrators). | -Speech-Language Pathologist demonstrates limited understanding of special education law in relation to IEP process and related paperwork. -Speech-Language Pathologist can explain some procedures to others (i.e. parents, teachers, administrators). | -Speech-Language Pathologist demonstrates understanding of special education law in relation to IEP process and related paperwork. - Speech-Language Pathologist can explain procedures to others (i.e. parents, teachers, administrators). -Speech-Language Pathologist is proactive in developing his/her own understanding and asks for assistance when needed. | -Speech-Language Pathologist demonstrates thorough understanding of special education law in relation to IEP process and related paperwork. -Speech-Language Pathologist is able to explain paperwork and/or procedures to others (i.e. parents, teachers, administrators). - Speech-Language Pathologist is proactive in developing their own understanding and assists others. |
| Evidence: | | | | |

Domain I for Speech-Language Pathologist: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|--|---|
| 1e: Developing a Plan to Evaluate Therapeutic Services | Assessment procedures are not consistent with student needs and therapeutic outcomes, and contain no criteria by which student performance will be assessed. Speech-Language Pathologist has no plan to incorporate baseline assessments in the therapy plan. | Assessment procedures are rudimentary and data collection is inconsistent. Assessment criteria and standards have been developed, but they are not clear. Baseline assessments are included in only some of the therapeutic outcomes. | Assessment procedures are clear and organized to reflect individual student growth toward identified goals. Speech-Language Pathologist has an established plan to collect data to support therapeutic services incorporating baseline assessment. | Therapeutic goals can be monitored by the Speech-Language Pathologist's assessment plan, which reflects student performance throughout the school day. The assessment plan has clear criteria for identifying student performance within the educational program. Assessment methodologies have been adapted for individual students as needed. When appropriate, the plan allows student contribution or feedback as part of the process. Data collection is skillfully designed, includes baseline assessment and developed in collaboration with the team. |
| 1e: Critical Attributes | <ul style="list-style-type: none"> - Speech-Language Pathologist does not use a system for assessing therapeutic outcome. - Speech-Language Pathologist does not collect necessary data. - Speech-Language Pathologist does not modify goals and objectives based on student progress. | <ul style="list-style-type: none"> - Speech-Language Pathologist uses an ineffective system for assessing therapeutic outcome. - Speech-Language Pathologist collects minimal or irrelevant data. - Speech-Language Pathologist inconsistently modifies goals and objectives based on student progress. | <ul style="list-style-type: none"> - Speech-Language Pathologist uses an appropriate system for assessing therapeutic outcome. - Speech-Language Pathologist accurately collects data to reflect student progress. - Speech-Language Pathologist modifies goals and objectives based on student progress. | <ul style="list-style-type: none"> - Speech-Language Pathologist uses an effective system for assessing therapeutic outcome across educational settings. - Speech-Language Pathologist accurately collects relevant data and shares findings with student, as appropriate. - Speech-Language Pathologist modifies goal and objectives based on data from multiple sources including student feedback. |

Evidence:

Domain I for Speech-Language Pathologist: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|---|
| 1f: Demonstrating Knowledge of Resources Both Within and Beyond the School and District | Speech-Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district. | Speech-Language Pathologist demonstrates basic knowledge of resources for students available through the school or district. | Speech-Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district. | Speech-Language Pathologist demonstrates extensive knowledge of resources for students available through the school or district and familiarity with resources external to the district. |
| 1f: Critical Attributes | -Speech-Language Pathologist is unaware of resources available. | -Speech-Language Pathologist has limited awareness of resources and inconsistently makes use of available resources. | <ul style="list-style-type: none"> - Speech-Language Pathologist is aware of resources available within the school district and consistently makes use of them. - Speech-Language Pathologist has some limited knowledge of external resources. - Speech-Language Pathologist shares information regarding resources with staff. | <ul style="list-style-type: none"> - Speech-Language Pathologist is aware of resources available in school/district. - Speech-Language Pathologist is aware of additional resources available through community. - Speech-Language Pathologist assists students, families, and staff in gaining access to outside resources. |
| Evidence: | | | | |

Domain 2 for Speech-Language Pathologist: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 2a: Creating an Environment of Respect and Rapport | Speech-Language Pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting. | Speech-Language Pathologist's interactions are a mix of positive and negative; the speech-language pathologist's efforts at developing rapport are partially established. | Speech-Language Pathologist's interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting. | Speech-Language Pathologist's interactions with the students are positive and respectful; the students are comfortable in the evaluation and therapy setting. Students' interactions with the Speech-Language Pathologist reflect a high degree of comfort and trust in the relationship. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> - Communication between Speech-Language Pathologist and student/s is disrespectful. - Speech-Language Pathologist does not demonstrate connections with individual students. | <ul style="list-style-type: none"> - Communication between Speech-Language Pathologist and student/s is somewhat disrespectful. - Speech-Language Pathologist makes basic general connections with individual students. | <ul style="list-style-type: none"> - Communication between Speech-Language Pathologist and student/s is uniformly respectful. - Speech-Language Pathologist demonstrates an established connection with individual student, encouraging participation in activities. | <ul style="list-style-type: none"> - Communication between Speech-Language Pathologist and student/s demonstrates a high level of respect. - Speech-Language Pathologist demonstrates a connection with individual student that encompasses an understanding of needs beyond the school setting. Students are comfortable participating in any school activity. |
| Evidence: | | | | |

Domain 2 for Speech-Language Pathologist: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|---|---|
| 2b: Organizing Time for Learning | Speech-Language Pathologist has no organizational skills demonstrated by inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner. | Speech-Language Pathologist has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on set therapy schedule, and completes some paperwork in a timely manner. | Speech-Language Pathologist has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes paperwork in a timely manner. | Speech-Language Pathologist is highly organized and meets deadlines for evaluating students and completing meetings, providing therapy and completing paperwork in a timely manner, as well as utilizing time for other duties: Homework, teacher training, visuals, and teacher-made materials. |
| 2b: Critical Attributes | <ul style="list-style-type: none"> - Transitions and therapy routines are confused and chaotic. -There are no established procedures or therapy routines. -Paperwork is not completed by set deadlines. | <ul style="list-style-type: none"> - Transitions within and between therapy sessions are awkward. - Therapy session routines function inconsistently. -Paperwork is completed at, but not before deadlines. | <ul style="list-style-type: none"> - Transitions within and between therapy sessions are smooth. -Therapy session routines function smoothly. - Paperwork is completed in a timely manner. | <ul style="list-style-type: none"> - Transitions and routines are seamless and utilized by students with little or no intervention from therapist. -Paperwork is completed well in advance of deadlines. - Time is allotted to complete additional tasks and prep therapeutic materials. |
| Evidence: | | | | |

Domain 2 for Speech-Language Pathologist: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|---|
| 2c: Establishing Standards of Conduct | Speech-Language Pathologist has no clear set rules of conduct in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation or treatment. | Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session that are inconsistently enforced and attempts to monitor and correct negative student behavior during evaluation and treatment with partial success. | Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful. | Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful. Students engage in self-monitoring of appropriate behavior. |
| 2c: Critical Attributes | <ul style="list-style-type: none"> - Speech-Language Pathologist does not monitor student behavior. - Speech-Language Pathologist does not respond to disruptions or disrespectful behavior among the students. | <ul style="list-style-type: none"> - Speech-Language Pathologist attempts to keep track of student behavior. - Speech-Language Pathologist occasionally responds to disruptive or disrespectful behavior among the students. | <ul style="list-style-type: none"> - Speech-Language Pathologist frequently monitors student behavior. - Speech-Language Pathologist responds consistently to misbehavior among the students. | <ul style="list-style-type: none"> - Speech-Language Pathologist silently and subtly monitors student behavior. - Speech-Language Pathologist allows for student self-monitoring of behavior and responds appropriately if student is unable to self-monitor own behaviors. |
| Evidence: | | | | |

Domain 2 for Speech-Language Pathologist: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--------------------------------------|---|---|--|--|
| 2d: Organizing Physical Space | The Speech Language pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with students. Materials are not usually available. | The Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluation and treatment. The setting is not rearranged or modified to meet each student's individual needs. | The Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs. | The Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs. The speech language pathologist seeks out additional equipment, materials, and additional resources to enhance individual student speech-language needs. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> - There are physical hazards in the therapy room, endangering student safety. - Therapy resources are not arranged to support instructional goals and learning activities. | <ul style="list-style-type: none"> - The physical environment is safe, and does not impede learning, but does not enhance it. - Therapy resources are adequately arranged to support instructional goals and learning activities. | <ul style="list-style-type: none"> - The therapy room is safe and arranged to support the instructional goals and learning activities. - Therapy resources are purposefully arranged to support instructional goals and learning activities. | <ul style="list-style-type: none"> - Modifications are arranged to the physical environment to accommodate students with special needs. - Students are able to easily access resources that support instructional goals and learning activities. |
| Evidence: | | | | |

Domain 3 for Speech-Language Pathologist: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|---|
| 3a: Responding to Referrals | The Speech-Language Pathologist fails to make a referral decision upon receipt of the written referral within the mandated time frame. | The Speech-Language Pathologist responds to a written referral within the mandated time frame but there is no clear explanation of planned interventions and/or assessment. | The Speech-Language Pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment. | The Speech-Language Pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment. Inservices are provided on the referral process/procedures and areas of communication disorders with appropriate stakeholders. |
| 3a: Critical Attributes | <ul style="list-style-type: none"> - Speech-Language Pathologist does not follow up on referrals. - Speech-Language Pathologist completes screening/ assessments of students but gives no consideration to identified needs. | <ul style="list-style-type: none"> - Speech-Language Pathologist follows up on referrals after several reminders. - Speech-Language Pathologist completes screening/ assessments of students but not always based on identified concerns. | <ul style="list-style-type: none"> - Speech-Language Pathologist follows up on referrals within the mandated time frame. - Speech-Language Pathologist completes thorough screening/ assessment of student based off identified concerns. | <ul style="list-style-type: none"> - Speech-Language Pathologist follows up on referrals immediately. - Speech-Language Pathologist completes thorough screening/ assessment of student based off identified concerns. - Speech-Language Pathologist gathers background information regarding students. - Speech-Language Pathologist communicates with team regarding student needs and strengths. |
| Evidence: | | | | |

Domain 3 for Speech-Language Pathologist: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|---|--|
| 3b: Implementing Treatment Plans to Maximize Students' Success | Speech-Language Pathologist fails to implement treatment plans suitable for students, or plans are mismatched with the findings of assessments. | Speech-Language Pathologist's plans are inconsistently implemented or sporadically aligned with identified needs of students. | Speech-Language Pathologist plans are consistently implemented and aligned with identified needs of students. | Speech-language Pathologist implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| 3b: Critical Attributes | <ul style="list-style-type: none"> - Speech-Language Pathologist does not use clinical judgment when using therapy materials. - Therapy materials are inappropriate for age, development, and assessment areas. - Targeted tasks do not match stated goals. | <ul style="list-style-type: none"> - Speech-Language Pathologist randomly selects therapy materials. - Therapy materials are sometimes appropriate for age, development, and assessment areas. - Targeted tasks partially match stated goals. | <ul style="list-style-type: none"> - Speech-Language Pathologist uses appropriate clinical judgment when selecting therapy materials. - Therapy materials are appropriate for age, development, and assessment areas. - Targeted tasks match stated goals. | <ul style="list-style-type: none"> - Speech-Language Pathologist matches therapy materials to individual students' needs. - Students are able to explain or demonstrate how they would generalize skills or strategies across environments. - Speech-Language Pathologist consistently individualizes targeted tasks according to stated goals. |
| Evidence: | | | | |

Domain 3 for Speech-Language Pathologist: Delivery of Services

Domain 3 for Speech-Language Pathologist: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|---|
| 3c: Communicating with Families | Speech-Language Pathologist fails to communicate with parents/guardians and does not document attempts to communicate with the parents/guardians. Speech-Language Pathologist fails to ensure necessary permissions or communicates in an insensitive manner. | The Speech-Language Pathologist communicates with parents/guardians but the information is not always relayed in a professional manner or takes into consideration cultural, socio-economic, and linguistic factors. Permissions are obtained. | The Speech-Language Pathologist communicates with parents/guardians in a professional manner and takes into consideration cultural, socio-economic, and linguistic factors. Permissions are obtained. | Speech-Language Pathologist initiates communication with parents/guardians in a professional manner while being thoughtful of cultural, socio-economic, and linguistic factors and provides outside information on resources and training to address the student's communication needs. Permissions are obtained. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> - Little or no information regarding the therapy program is available to parents. - Families are unaware of their children's progress. - Family-engagement activities are lacking. - There is some culturally inappropriate communication. | <ul style="list-style-type: none"> - Speech-Language Pathologist sends home infrequent or incomplete information about the therapy program. - Speech-Language Pathologist reports quarterly progress but does little else to inform families about student progress. | <ul style="list-style-type: none"> - Speech-Language Pathologist makes information about the therapy program available. - Speech-Language Pathologist regularly sends home information about student progress - Speech-Language Pathologist develops activities designed to successfully and appropriately engage families in their children's learning. - All of Speech-Language Pathologist's communications are appropriate to families' cultural norms. | <ul style="list-style-type: none"> - Students regularly develop materials to inform their families about the therapy program. - Students maintain accurate records about their individual learning progress and frequently share this information with families. - Students contribute to regular and ongoing projects designed to engage families in the learning process. - All of the Speech-Language Pathologist communications are highly sensitive to families' cultural norms. |
| Evidence: | | | | |

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 3d: Collecting Information; Writing Reports | Speech-Language Pathologist does not follow best practices for evaluation procedures and does not address all communication areas including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor. | Speech-Language Pathologist follows best practices for evaluation procedures and addresses all communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), minimally adjusts assessment to students' needs, and writes an evaluation report that includes test scores but does not include a description of strengths and weaknesses. | Speech-Language Pathologist follows best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), uses a variety of assessment tools, and writes a clear evaluation report. | Speech-Language Pathologist follows best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), adjusts the battery of tests to address students' needs, seeks out and utilizes additional services when needed, and writes a clear and comprehensive evaluation report. |
| 3d: Critical Attributes | <ul style="list-style-type: none"> - Data collection is absent and/or not accurate during therapy sessions. - Reports contain content errors or no report is written. - Reports are written in a manner with no regard for the intended audience. | <ul style="list-style-type: none"> - Data collection is inconsistent and/or not always accurate during therapy sessions. - Reports contain accurate content information but may contain other errors (i.e., student names, grammar). - Reports are written in a manner that is not easily understood by general audiences (i.e., jargon without explanation, uses abbreviations). | <ul style="list-style-type: none"> - Data collection is consistent and accurate during therapy sessions. - Data collection is relevant to identified student needs. - Reports contain no errors. - Reports are written in a manner that is easily understood by general audiences. | <ul style="list-style-type: none"> - Data collection is consistent and accurate during therapy sessions. - Speech-Language Pathologist seeks out additional information regarding students' success with goals in other environments. - Reports contain no errors and are well organized. - Speech-Language Pathologist demonstrates the ability to differentiate reports based on intended audience (i.e., parents, doctors, teachers). |
| Evidence: | | | | |

Domain 3 for Speech-Language Pathologist: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 3e: Demonstrating Flexibility and Responsiveness | The Speech-Language pathologist adheres to the speech/language goals and benchmarks, in spite of evidence of its inadequacy. Minutes of service and instructional methods or strategies are not individualized to meet the student's needs. | Some of the time the Speech-Language Pathologist makes changes in the interventions and instructional methods and documents the changes in progress notes. The Speech-Language Pathologist is inconsistent in amending the IEP when presented with evidence of the need for change. Student's needs are considered when assigning minutes of service. | Most of the time the Speech-Language Pathologist makes changes in the interventions and instructional methods and documents changes in the progress notes. The Speech-Language Pathologist amends the IEP when presented with evidence of the need for change. Student's needs are considered when assigned minutes of service. | The Speech-Language Pathologist always makes changes in the interventions and instructional methods and documents changes in the progress notes. The Speech-Language Pathologist amends the IEP when presented with evidence of the need for change. Student's needs are considered when assigned minutes of service. Evidence based practices are used to determine if adjustment in goals, benchmarks, and minutes are needed. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> - Speech-Language Pathologist does not make changes in therapeutic strategies even when data supports need for change. - Speech-Language Pathologist does not individualize minutes of service to address needs of students. | <ul style="list-style-type: none"> - Speech-Language Pathologist uses data to evaluate treatment and occasionally makes changes. - Speech-Language Pathologist does not use immediate student feedback during session to make changes. - Speech-Language Pathologist individualizes minutes of services to address needs of students. | <ul style="list-style-type: none"> - Speech-Language Pathologist uses data to evaluate treatment and make necessary changes. - Speech-Language Pathologist immediately makes changes to therapeutic strategies during session. - Speech-Language Pathologist individualizes minutes of services to address needs of students. | <ul style="list-style-type: none"> - Speech-Language Pathologist consults with other team members to enhance treatment. - Speech-Language Pathologist uses data to evaluate treatment and make necessary changes. - Speech-Language Pathologist takes additional data sources into consideration and revises treatment plan as needed. - Speech-Language Pathologist immediately makes changes to therapeutic strategies during session. |
| Evidence: | | | | |

Domain 4 for Speech-Language Pathologist: Professional Responsibility

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 4a: Reflecting on Practice | Speech-Language Pathologist does not reflect on practice or the reflections are inaccurate or self-serving. | Speech-Language Pathologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Speech-Language Pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; Speech-Language Pathologist makes some specific suggestions as to how his or her performance might be improved. | Speech-Language Pathologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; Therapist draws on an extensive repertoire to suggest alternative strategies. |
| 4a: Critical Attributes | <ul style="list-style-type: none"> - Does not assess the effectiveness of professional practice. - Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved. | <ul style="list-style-type: none"> - Inconsistently assesses the effectiveness of professional practice. - Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved. | <ul style="list-style-type: none"> - Accurately assesses the effectiveness of professional practice. - Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved. | <ul style="list-style-type: none"> - Regularly and accurately assesses the effectiveness of professional practice. - Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved. |
| Evidence: | | | | |

Domain 4 for Speech-Language Pathologist: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 4b: Maintaining Accurate Records | Speech-Language Pathologist does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Speech-Language Pathologist has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Speech-Language Pathologist has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Speech-Language Pathologist has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| 4b: Critical Attributes | <ul style="list-style-type: none"> - Records are inaccurate and/or unavailable. - Does not follow procedures for obtaining and maintaining records. - Does not attend trainings/in-services provided by the district about updates to district/legal mandates. -No data management system. | <ul style="list-style-type: none"> - Records are somewhat accurate and inconsistently accessible. - Inconsistently follows procedures for obtaining and maintaining records. - Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates. -Inconsistent data management system. | <ul style="list-style-type: none"> - Records are accurate and accessible when needed. - Follows correct procedures for obtaining and maintaining records. - Attends trainings/in-services provided by the district about updates to district/legal mandates. - Utilizes an effective data management system and can readily access data. | <ul style="list-style-type: none"> - Records are always accurate and accessible when needed. - Follows correct procedures for obtaining and maintaining records. - Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues. - Can produce and explain his/her data. |
| Evidence: | | | | |

Domain 4 for Speech-Language Pathologist: Professional Development

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 4c: Collaborating with Stakeholders | Speech-Language Pathologist does not respond to staff and parent requests for information. Speech-Language Pathologist's communication about students' progress is minimal. | Speech-Language Pathologist makes sporadic attempts at communication with staff and parents about the program and the progress of the individual. Communication that takes place may not be culturally sensitive. | Speech-Language Pathologist initiates contact with teachers and administrators to confer regarding student needs; Speech-Language Pathologist responds promptly and appropriately to parent inquiries and communicates in a culturally sensitive way. | Speech-Language Pathologist proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. Speech-Language Pathologist responds to family concerns with professional and cultural sensitivity. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> - Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies. - Does not respond to communication requests made by students, parents, staff, and/or community agencies. - Communication during meetings or consultation is ineffective or disrespectful. - Does not advocate for the best interests of the student. | <ul style="list-style-type: none"> - Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies. - Slow to respond to communication requests made by students, parents, staff, and/or community agencies. - Communication during meetings or consultation can be ineffective. - Inconsistently advocates for the best interests of the student. | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies. - Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them. - Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion. - Communication during meetings or consultation is effective and meaningful. - Advocates for the best interests of the student. | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies. - Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them. - Initiates communication and responds to requests made by students, parents, staff, and/or community agencies. - Facilitates effective communication during meetings or consultation. - Always advocates for the best interests of the student. |
| Evidence: | | | | |

Domain 4 for Speech-Language Pathologist: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 4d: Participating in a Professional Community | Speech-Language Pathologist does not consistently attend required school and required district meetings. Therapist's relationships with colleagues are negative or unprofessional. | Speech-Language Pathologist inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. Therapist's relationships with colleagues are cordial. | Speech-Language Pathologist attends required school and required district meetings, is punctual, and actively participates. The therapist maintains positive and productive relationships with colleagues. | Speech-Language Pathologist makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| 4d: Critical Attributes | <ul style="list-style-type: none"> - Aversive to feedback from colleagues and administration. - Does not participate in professional collaboration. - Does not attend department meetings. | <ul style="list-style-type: none"> - Inconsistently accepts feedback from colleagues and administration. - Participates in professional collaboration, but does not contribute. - Inconsistently attends and rarely participates in department meetings. | <ul style="list-style-type: none"> - Accepts feedback from colleagues and administration in order to improve practice. - Regularly participates in professional collaboration and makes contributions. - Consistently attends and participates in department meetings. - Provides in-services or presentations to team. - Participates on and contributes to building-level committees as requested. | <ul style="list-style-type: none"> - Solicits feedback from colleagues and administration in order to improve practice. - Assumes a leadership role in professional collaboration. - Consistently attends and provides expertise to department meetings. - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district. - Participates on and contributes to district-level committees. |
| Evidence: | | | | |

Domain 4 for Speech-Language Pathologist: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|----------------|-------------------|------------|-----------|
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| 4e: Growing and Developing Professionally | Speech-Language Pathologist does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Speech-Language Pathologist's participation in professional development activities is limited to those that are convenient or are required. | Speech-Language Pathologist seeks out opportunities for professional development based on an individual assessment of need. | Speech-Language Pathologist provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> - Does not seek opportunities for continued professional development. - Does not participate in any activity that might enhance knowledge or skill. - Purposefully resists discussing performance with supervisors or colleagues. - Makes no effort to participate in professional organizations. | <ul style="list-style-type: none"> - Rarely seeks opportunities for continued professional development. - Participates in professional development when they are required. - Reluctantly accepts feedback from supervisors and colleagues. - Rarely participates in professional organizations. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development. - Seeks regular opportunities for professional development. - Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. - Actively participates in organizations designed to contribute to the profession. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development. - Seeks regular opportunities for continued professional development, including initiating action research. - Actively seeks feedback from supervisors and colleagues. - Takes an active leadership role in professional organizations in order to contribute to the profession. |
| Evidence: | | | | |

Domain 4 for Speech-Language Pathologist: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|----------------|-------------------|------------|-----------|
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| 4f: Showing Professionalism | Speech-Language Pathologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Speech-Language Pathologist is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Speech-Language Pathologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Speech-Language Pathologist can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> - Dishonest - Does not notice the needs of students. - Engages in practices that are self-serving. - Willfully rejects district regulations. - Is not aware of ASHA's <i>Code of Ethics</i>. | <ul style="list-style-type: none"> - Consistently honest - Notices the needs of students, but is inconsistent in addressing them. - Does not notice that practices are ineffective or that they result in poor outcomes for students. - Complies with district regulations. - Inconsistently adheres to ASHA's <i>Code of Ethics</i>. | <ul style="list-style-type: none"> - Consistently honest and known for having high standards of integrity. - Actively addresses student needs. - Actively works to provide opportunities for student success within the psychological practice. - Complies with district regulations. - Adheres to ASHA's <i>Code of Ethics</i>. | <ul style="list-style-type: none"> - Considered a leader in terms of honesty, integrity, and confidentiality. - Proactively addresses student needs. - Makes a concerted effort to ensure opportunities are available for student success within the psychological practice. - Takes a leadership role regarding district regulations. - Always adheres to ASHA's <i>Code of Ethics</i>. |
| Evidence: | | | | |

Form M: Framework for School Psychologist

Form M: Vermilion Association for Special Education Framework for School Psychology

Domain I for School Psychology: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|--|
| 1a: Demonstrating knowledge of assessment. | School psychologist demonstrates little or no knowledge of assessment instruments and is unable to identify instruments that effectively evaluate educational needs and eligibilities. | School psychologist has limited knowledge of assessment instruments for systems, groups, and individuals and inconsistently identifies instruments that effectively evaluate educational needs and eligibilities. | School psychologist has knowledge of a variety of valid and reliable assessment instruments for systems, groups, and individuals and consistently identifies instruments that effectively evaluate educational needs and eligibilities. | School psychologist has extensive knowledge of valid and reliable assessment instruments for systems, groups, and individuals and always identifies instruments that effectively evaluate educational needs and eligibilities. |
| 1a: Critical Attributes | -Use incorrect or inappropriate data sources -Uses inappropriate or outdated instruments to evaluate educational needs, interventions, and progress | - Relies on limited data sources -Suggests inappropriate instruments to evaluate educational needs, interventions, and progress | - Relies on a breadth of data sources -Accurately selects this information to suggest appropriate instruments that evaluate educational needs, interventions, and progress | - Relies on a breadth of data sources --Accurately selects information to make specific recommendations for effective instruments that evaluate educational needs, interventions, and progress -Selects evaluation instruments based on specific student needs |
| Evidence: | | | | |

Domain I for School Psychology: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|---|--|
| 1b: Demonstrating knowledge of child and adolescent development. | School psychologist demonstrates little or no knowledge of child and adolescent development, learning, and psychopathology. | School psychologist demonstrates basic knowledge of child and adolescent development, learning, and psychopathology. | School psychologist demonstrates thorough knowledge of child and adolescent development, learning, and psychopathology. | School psychologist demonstrates extensive knowledge of child and adolescent development, learning, and psychopathology. |
| 1b: Critical Attributes | Does not know the basic tenets of child/adolescent development, learning and psychopathology. -Makes erroneous statements about child/adolescent development, learning, and psychopathology. | -Knowledge is limited to that acquired during university training. | -Remains current with the latest research in the field via DSM updates, research articles, attending conferences | -Remains current and shares with others the latest research that is relevant |
| Evidence: | | | | |

Domain I for School Psychology: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|---|---|
| 1c: Establishing goals for the school psychologist appropriate to the setting and the students served | School Psychologist has no clear goals or the goals are inappropriate to either the situation or the age of the student(s). | School Psychologist's goals are rudimentary and only partially suitable to the situation and the age of the student(s). | School Psychologist's goals are clear and appropriate within the context of the educational setting and to the age/developmental level of the student(s). | School Psychologist's goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and to the age/developmental level of the student(s). |
| 1c: Critical Attributes | <ul style="list-style-type: none"> -Goals are not appropriately aligned to meet the needs of student population -Lack of collaboration with school or district colleagues in order to develop goals for direct service. | <ul style="list-style-type: none"> -Goals have limited alignment for meeting the needs of student population. -Collaborates with school or district colleagues in the development of goals only when required | <ul style="list-style-type: none"> -Goals are clear and appropriate for meeting the needs of student population. -Collaborates with school or district colleagues in order to develop goals for direct services | <ul style="list-style-type: none"> -Goals are clear, appropriate, and highly personalized to context of the educational setting -Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals -Goals show awareness of nondiscriminatory practices/assessments to protect against disproportionate labeling or identification of students. |
| Evidence: | | | | |

Domain I for School Psychology: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|--|
| 1d: Demonstrating knowledge of local, state, and federal guidelines | School Psychologist demonstrates little or no knowledge of local, state, and federal regulations and/or academic and psychological supports for students available through the school and district. | School Psychologist demonstrates basic knowledge of local, state, and federal regulations and of academic and psychological supports for students available through the school and district. | School Psychologist demonstrates thorough knowledge of local, state, and federal regulations, thorough knowledge of academic and psychological supports within the school and district, and some familiarity with resources outside the district. | School Psychologist demonstrates extensive knowledge of local, state and federal regulations and also of academic and psychological supports within the school, district, and outside the district. |
| 1d: Critical Attributes | <ul style="list-style-type: none"> -State level certification/license is absent, revoked or expired. -Lacks current knowledge of federal state and local regulations -References outdated or disproven research and practices -Provides no information regarding available academic or psychological supports for students within the school and district. | <ul style="list-style-type: none"> -State level certification/license is maintained and current -Provides but doesn't explain regulatory information. (Eg., parent rights, child find, timelines). -Provides accurate but limited information regarding available academic or psychological supports for students (e.g., one resource only) with the school and district. | <ul style="list-style-type: none"> -State level certification/license is maintained and current -Speaks about regulations as they apply to evaluations, child find and eligibility of students with disabilities. --Speaks about regulations as they apply to evaluations, child find and eligibility of students with disabilities. -Provides comprehensive information about school and district resources -Responds to parent request for community support by directing them appropriately to helpful resources. | <ul style="list-style-type: none"> -State level certification/license is maintained and current. -Has achieved or maintained NCSP status -Enhances others' knowledge about regulations - Actively maintains current knowledge of resources and services available to students/families within and outside of school -Is identifiable as a go-to person for resources and information for academic and psychological supports. |
| Evidence: | | | | |

Domain I for School Psychology: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|--|
| 1e: Considering possible interventions and instructional supports based on student needs. | School psychologist does not consider possible academic, behavioral, and social/emotional interventions/supports for students. | School psychologist considers possible academic, behavioral, and social/emotional interventions/supports but inconsistently aligns supports to the specific needs of the student(s). | School psychologist considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that targets the specific needs of the student(s). | School psychologist thoroughly considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that targets the specific needs of the student(s) and are connected to building/district goals. |
| 1d: Critical Attributes | <ul style="list-style-type: none"> - Does not demonstrate knowledge of evidence-based interventions across all Tiers - Does not collaborate with school personnel in order to identify school-wide, at-risk, or special education interventions - Unable to suggest or identify appropriate interventions that meet the needs of students | <ul style="list-style-type: none"> - Demonstrates limited knowledge of evidence-based interventions across all Tiers - Collaborates only when requested with school personnel in order to identify school-wide, at-risk, or special education interventions - Limited suggestions for appropriate interventions to meet the needs of students | <ul style="list-style-type: none"> - Demonstrates an understanding of the supports and interventions that are available to students across all Tiers - Frequently collaborates with school personnel in order to develop school-wide, at-risk, or special education interventions - Regularly suggests or identifies appropriate interventions that meet the needs of students | <ul style="list-style-type: none"> - Demonstrates an extensive understanding of the supports and interventions that are available to students across all Tiers - Provides leadership when collaborating with school personnel in order to develop school-wide, at-risk, or special education interventions - Functions within a leadership role by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials |
| Evidence: | | | | |

Domain 2 for School Psychology: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|--|
| 2a: Creating an Environment of Respect and Rapport | School psychologist's interactions with students, staff, and parents are negative or inappropriate. Students appear uncomfortable in the school psychologist's environment. | School psychologist's interactions with students, staff, and parents are a mix of positive and negative. The school psychologist's efforts at developing rapport are inconsistent. | School psychologist's interactions with students, staff, and parents are positive and respectful. Students appear comfortable in the school psychologist's environment. | School Psychologist creates an environment that is welcoming to diverse students and families, using knowledge of individual students' background information to guide interactions. Students, staff, and parents seek out the school psychologist, reflecting a high degree of comfort and trust in the relationship. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> - Lack of respect observed in interactions with others - Students refuse to speak with school psychologist - No effort made towards repairing relationships or building rapport | <ul style="list-style-type: none"> - Interactions with others are inconsistent and there is limited respect demonstrated through words or actions to students, parents, and/or school personnel - Some students refuse to speak with school psychologist - Inconsistent effort made towards supporting respectful relationships and building rapport | <ul style="list-style-type: none"> - Respectful interactions with all stakeholders - Effort made towards repairing relationships and building rapport - Establishes visibility in the school and is approachable to all - Has an "open door" policy for students, staff, and parents | <ul style="list-style-type: none"> - Parents, students, and staff regularly seek out the support of school psychologist - Interactions with staff during consultation are respectful and reciprocal - Efforts are made to repair relationships and reestablish rapport with all stakeholders - School psychologist is sought out by building/district administration to act in a leadership role or a facilitator - Establishes visibility in the school/district and is approachable to all - Promotes an "open door" policy for students, staff, and parents |
| Evidence: | | | | |

Domain 2 for School Psychology: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|--|
| 2b. Contributing to a positive culture for learning. | School psychologist makes no attempt to establish a culture for positive mental health in the testing environment and/or school. Demonstrates a lack of knowledge and involvement in school-wide/tiered social/emotional and behavioral supports and interventions | School psychologist inconsistently promotes a culture for positive mental health in the testing environment and/or school. Has limited knowledge of school-wide/tiered social/emotional and behavioral supports and interventions | School psychologist consistently promotes a culture for positive mental health in the testing environment and/or school. Demonstrates knowledge of school-wide/tiered social/emotional and behavioral supports and interventions | School psychologist models and facilitates a culture for positive mental health throughout the school. School psychologist demonstrates a vast knowledge of and involvement in school-wide/tiered behavioral supports and interventions. |
| 2b: Critical Attributes | <ul style="list-style-type: none"> - Unaware of or not invested in the culture and climate of the school - Does not participate in school-wide committees, leadership teams, or problem-solving teams - Does not participate in nor have knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions | <ul style="list-style-type: none"> - Has limited knowledge or commitment to supporting the culture and climate of the school - Participates when required in school-wide committees, leadership teams, or problem-solving teams - Limited participation in or demonstrates limited knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions | <ul style="list-style-type: none"> - Aware of and actively works to enhance the culture and climate of the school - Participates in school-wide committees, leadership teams, or problem-solving teams - Is involved in and demonstrates knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions | <ul style="list-style-type: none"> - Invested in establishing a positive culture and climate throughout the school - Assumes a leadership role in school-wide committees, leadership teams, or problem-solving teams - Actively involved in and demonstrates a vast knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions - Assists in the development and/or implementation of assessments in order to determine which areas of climate and culture need support |
| Evidence: | | | | |

Domain 2 for School Psychology: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|--|
| 2c: Establishing and maintaining clear procedures for referrals and using time effectively. | School Psychologist does not follow district and building referral procedures. School Psychologist exercises poor judgment in setting priorities, resulting in confusion and missed deadlines | School Psychologist understands but does not consistently comply with district and building referral procedures. School Psychologist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | School Psychologist understands and consistently adheres to building and district referral procedures. School Psychologist effectively sets priorities, resulting in the efficient completion of evaluations and other assigned job duties. | School Psychologist understands referral procedures, consistently adheres to those procedures, and has established himself or herself as a resource person for others to learn the referral procedures. School Psychologist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. |
| 2c: Critical Attributes | <ul style="list-style-type: none"> - Frequently leaves confidential materials in view of others and does not take proper measures to dispose of confidential materials - Materials are lost, misplaced, or unsecured - Does not respect copyright laws pertaining to assessment materials - District procedures for maintaining student files/protocols are not followed - Timelines are regularly not met by the school psychologist | <ul style="list-style-type: none"> - Occasionally leaves confidential materials in view of others and improperly disposes of confidential materials - Materials are not easily assessable and not always secured - Inconsistently adheres to copyright laws that pertain to assessment materials - District procedures for maintaining student files/protocols are followed inconsistently - Timelines are occasionally not met by the school psychologist | <ul style="list-style-type: none"> - Confidential materials are appropriately stored and properly disposed (e.g., shredding) - Materials are readily available and secured - Copyright laws pertaining to assessment instruments and protocols are respected - District procedures for maintaining student files/protocols are followed - Timelines are met by the school psychologist | <ul style="list-style-type: none"> - Specific protocols of practice are used to ensure that materials are kept confidential and properly disposed - Materials are readily available and consistently secured - Consistently respects copyright laws pertaining to assessment instruments and protocols - District procedures for maintaining student files/protocols are consistently followed - School psychologist coordinates team efforts to meet special education timelines |
| Evidence: | | | | |

Domain 2 for School Psychology: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|--|---|
| 2d: Establishing standards of student conduct in the evaluation/counseling environment | No standards of conduct have been established and the School Psychologist disregards or fails to address negative student behavior in the evaluation/counseling environment. | Standards of conduct appear to have been established for the evaluation and counseling environment. School Psychologist's attempts to monitor and correct negative student behavior in the evaluation/counseling environment are partially successful. | Standards of conduct have been established for the evaluation and counseling environment. School Psychologist monitors student behavior against those standards; response to students is appropriate, respectful, and consistent with school-wide expectations. | Standards of conduct have been established for evaluation and counseling environment. School Psychologist's monitoring of students is subtle and preventive, students engage in self-monitoring of behavior, and the milieu serves as a model for other school staff. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> - Does not collaborate with school personnel regarding student behavior - Refuses to deal with crisis situations - No environmental structure or behavior management techniques that support student behavior | <ul style="list-style-type: none"> - Collaborates infrequently with school personnel regarding student behavior - Avoids dealing with crisis situations - Uses same environmental structure or behavior management techniques regardless of student needs | <ul style="list-style-type: none"> - Collaborates with school personnel regarding student behavior - Helps defuse students in crisis - Flexibly structures environment and employs techniques designed to effectively manage student behavior | <ul style="list-style-type: none"> - Sought out by school personnel in order to address student behavioral concerns - Frequently sought out to defuse students in crisis - Flexibly structures environment and employs techniques designed to effectively manage and promote positive student behavior by responding to individual needs |
| Evidence: | | | | |

Domain 2 for School Psychology: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--------------------------------------|---|--|---|--|
| 2e. Organizing Physical Space | The testing area is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed. | Test materials are stored securely, but the testing area is not completely well organized and materials are sometimes difficult to find when needed. | The testing area is well organized; materials are stored in a secure location and are available when needed. | The testing area is well organized; materials are stored in a secure location; Psychologist is able to locate materials easily and transition between test items with great ease. |
| 2e: Critical Attributes | - Materials are scattered about - Psychologist does not have the necessary materials ready and test session is interrupted while trying to find materials - Student test protocols are lying around | - Some materials are lying about - Psychologist has difficulty transitioning between test items because materials cannot be located | - Student test protocols and test materials are placed out of sight from others - Psychologist can easily access test materials during testing | - Student test protocols and test materials are locked away when not in use - Psychologist promptly moves from one activity to another during the test session because materials are organized for the test session |
| Evidence: | | | | |

Domain 3 for School Psychology: Delivery of Service

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|---|
| 3a: Communicating with Students | School psychologist does not interact with students or engage in inappropriate interactions. Direct interactions with students are extremely limited or the purposes of such interactions are not clearly communicated with the student(s). | School psychologist's communication with students is not always developmentally appropriate. The purpose of and directions for activities are not clearly expressed or developmentally appropriate. | School psychologist effectively communicates with students using developmentally appropriate language. The purpose of and directions for activities are clearly expressed and developmentally appropriate. | School psychologist's communication with students is consistently effective and uses developmentally appropriate language. The purpose of and directions for activities are clearly expressed, developmentally appropriate, and generalizable to other settings. |
| 3a: Critical Attributes | <ul style="list-style-type: none"> - Interactions with students are disrespectful, condescending, or inappropriate to the students developmental level - Boundaries between school psychologist and student are inappropriate - No expectations or explanations of activities are given to students | <ul style="list-style-type: none"> - Boundaries between school psychologist and student are unclear - Uses confusing or developmentally inappropriate language when interacting with students - Inconsistent expectations or explanations of activities are given to students | <ul style="list-style-type: none"> - Boundaries between school psychologist and student are clear and developmentally appropriate - As developmentally appropriate, students are included in discussions about their education and needs - Expectations or explanations of activities are clearly communicated to students | <ul style="list-style-type: none"> - Boundaries between school psychologist and student are explicit and understood by students, families, and staff - Students are involved in personalized discussions about their education and needs - Expectations or explanations of activities are communicated in a variety of ways to students - Practitioner uses student feedback in order to make recommendations |
| Evidence: | | | | |

Domain 3 for School Psychology: Delivery of Service

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|--|--|
| 3b: Interpreting data to facilitate effective instructional decision-making. | School psychologist does not use data and/or incorrectly interprets data to inform decision making in problem-solving and eligibility meetings. | School psychologist presents data in a way that is not clearly understood by other team members. School psychologist is a passive participant in problem-solving and eligibility meetings | School psychologist clearly interprets data for team members and facilitates effective decision-making in problem-solving and eligibility meetings | School psychologist always interprets data clearly and concisely and promotes effective decision making in a culturally responsive manner across meetings at the system, group, and individual level. |
| 3b: Critical Attributes | <ul style="list-style-type: none"> - School psychologist refuses to be a part of the problem-solving team or does not participate in discussions about student concerns - Fails to make data-based decisions regarding instruction and interventions - Does not collaborate with other staff | <ul style="list-style-type: none"> - Participation on the problem-solving team is inconsistent and rarely participates in discussions about student concerns - Has limited knowledge of tools and processes to effectively collect data and monitor progress - Uses incorrect or superfluous data for instructional planning or decision making | <ul style="list-style-type: none"> - Regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns - Consistently uses tools and processes to effectively collect data - Uses accurate data sources to assist with instructional planning, progress monitoring, and decision making | <ul style="list-style-type: none"> - Provides leadership to the problem-solving team and facilitates the process so that all members can provide meaningful contributions to discussions about student concerns - Effectively and consistently uses tools and processes to collect data and monitor progress - Mentors and/or guides others in the use of tools and process to collect data and monitor progress - Relies on a variety of data sources to drive instructional planning, progress monitoring, and decision making |
| Evidence: | | | | |

Domain 3 for School Psychology: Delivery of Service

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|--|
| 3c: Promoting the use of evidence-based interventions and supports based on student needs. | School psychologist does not attend scheduled consultations regarding evidence-based interventions for specific students. | School psychologist passively participates in scheduled consultations regarding evidence-based interventions for specific students and provides limited input. | School psychologist is actively involved in scheduled consultations regarding evidence-based academic, behavioral, and social/emotional interventions that target the specific needs of the student(s). | School psychologist initiates consultations regarding evidence-based interventions with staff and families, contributes actively and positively during consultations, and helps to align interventions with building/district goals. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> - Refuses to attend or does not contribute in appropriate ways to meetings in which interventions are developed for students - Makes no recommendations or recommendations are not based on student data | <ul style="list-style-type: none"> - Provides limited, meaningful contributions to meetings in which interventions are developed for students - Recommends standard interventions without attention to student data | <ul style="list-style-type: none"> - Regularly participates in meetings in which appropriate interventions are developed for students - Recommends appropriate interventions based on student data | <ul style="list-style-type: none"> - Provides leadership during meetings in which appropriate interventions are developed for students - Recommends individual interventions that are responsive to individual student needs |
| Evidence: | | | | |

Domain 3 for School Psychology: Delivery of Service

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|--|
| 3d. Administering and scoring assessments appropriate to student needs | School psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately. Tests used are unreliable and invalid. | School psychologist administers assessments but inconsistently adheres to standardization procedures. School psychologist may use some tests that are not appropriate to the student need. School psychologist's skills in assessment are limited to a few types of disabilities. | School psychologist properly administers and scores assessments adhering to standardization procedures using instruments appropriate to the students age. School psychologist is skilled in assessing most types of disabilities. | School psychologist properly administers and scores a variety of assessments uniquely selected to address a variety of student needs and adheres to standardization procedures. School psychologist is skilled in assessing students of all types of disabilities. |
| 3d: Critical Attributes | <ul style="list-style-type: none"> - Does not use appropriate assessment materials - Does not follow standardized procedures when evaluating | <ul style="list-style-type: none"> - Has limited knowledge about available assessment materials or uses inappropriate assessments - Follows standardized procedures for evaluation inconsistently | <ul style="list-style-type: none"> - Knowledgeable about available assessments and uses the appropriate instruments to answer questions based upon student characteristics - Follows standardized administration procedures | <ul style="list-style-type: none"> - Knowledgeable about a variety of assessments and selects the most appropriate instruments for addressing unique student characteristics - Proficient in assessing a variety of student needs (e.g., autism, nonverbal, executive functioning, cognitive impairments) - Proficient in building rapport with students during assessment in order to obtain valid results |
| Evidence: | | | | |

Domain 3 for School Psychology: Delivery of Service

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|---|
| 3e: Demonstrating flexibility and responsiveness | School psychologist avoids input from staff, students, and parents and adheres to rigid procedures even when they are proven ineffective. | School psychologist responds reluctantly to staff, student, and parent input and may make minor changes in response to students' needs. | School psychologist makes changes as needed in response to staff, student, and parent input, and demonstrates flexibility and adaptability to students' needs. | School psychologist readily and courteously responds to staff, student, and parent input and proactively anticipates students' needs. School psychologist collaboratively seeks ways to improve the responsiveness of the school-wide environment to student needs. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> - Knowledge of students' needs and interests does not drive recommendations - Has very limited approaches within their repertoire to address the diverse needs of students - During unexpected situations the school psychologist does not assist | <ul style="list-style-type: none"> - Knowledge of students' needs and interests does not drive recommendations; rather, the school psychologist adheres to a pre-determined approach - Has limited approaches within their repertoire to address diverse needs of students - During unexpected situations, the school psychologist responds only when directed by administration | <ul style="list-style-type: none"> - Knowledge of students' needs and interests drive recommendations - Has different approaches within their repertoire to address the diverse needs of students - During unexpected situations, the school psychologist responds flexibly with usage of their time and adjustment of priorities | <ul style="list-style-type: none"> - Knowledge of students' needs and interests consistently drive recommendations - Has a multitude of approaches within their repertoire to address the diverse needs of students - During unexpected situations, the school psychologist responds flexibly with usage of their time and adjustment of priorities and will assist other schools and/or staff within the district as needed |
| Evidence: | | | | |

Domain 3 for School Psychology: Delivery of Service

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|---|--|
| 3f: Writing comprehensive school psychological reports | School psychologist does not synthesize data. Reports are unclear or contain multiple errors. | School psychologist either does not synthesize evaluation data accurately or completely or writes reports that contain some professional jargon. | School psychologist interprets assessments and prepares reports that accurately synthesizes evaluation data in a manner understandable to school staff. | School psychologist interprets assessments, integrates other sources of data, and prepares reports that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations and interventions. |
| | <ul style="list-style-type: none"> - Reports are full of errors, are unclear, and contain professional jargon - Evaluation results do not inform or guide interventions, eligibility, or supports | <ul style="list-style-type: none"> -Reports are a mixture of professional jargon and "laymen's" terms and are unclear to parents and staff - Evaluation results provide limited guidance in the development of interventions, eligibility, or supports | <ul style="list-style-type: none"> Reports rely on the use of "laymen's" terms to ease comprehension for parents and staff - Evaluation results inform and guide interventions, eligibility, and supports | <ul style="list-style-type: none"> -Reports are understandable to parents and staff and include examples of student performance - Results take into consideration multiple sources of data - Results meaningfully contribute to the determination of interventions, eligibility, and supports |
| Evidence: | | | | |

Domain 4 for School Psychology: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---------------------------------------|--|---|---|---|
| 4a: Reflecting on practice | School Psychologist does not reflect on practice or the reflections are inaccurate or self-serving. | School Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | School Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; School Psychologist makes some specific suggestions as to how his or her performance might be improved. | School Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; School Psychologist draws on an extensive repertoire to suggest alternative strategies. |
| 4a: Critical Attributes | <ul style="list-style-type: none"> - Does not assess the effectiveness of professional practice - Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Inconsistently assesses the effectiveness of professional practice - Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Accurately assesses the effectiveness of professional practice - Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved | <ul style="list-style-type: none"> - Regularly and accurately assesses the effectiveness of professional practice - Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved |
| Evidence: | | | | |

Domain 4 for School Psychology: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|--|--|
| 4b: Maintaining accurate records | School Psychologist does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | School Psychologist has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | School Psychologist has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | School Psychologist has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| 4b: Critical Attributes | <ul style="list-style-type: none"> - Records are inaccurate and/or unavailable - Does not follow procedures for obtaining and maintaining records - Does not attend trainings/in-services provided by the district about updates to district/legal mandates -No data management system | <ul style="list-style-type: none"> - Records are somewhat accurate and inconsistently accessible - Inconsistently follows procedures for obtaining and maintaining records - Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates -Inconsistent data management system | <ul style="list-style-type: none"> - Records are accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Attends trainings/in-services provided by the district about updates to district/legal mandates - Utilizes an effective data management system and can readily access data | <ul style="list-style-type: none"> - Records are always accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues - can produce and explain his/her data |
| Evidence: | | | | |

Domain 4 for School Psychology: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|--|
| 4c: Collaborating with Stakeholders | School Psychologist does not respond to staff and parent requests for information. | School Psychologist responds to staff and parent requests for information within a reasonable timeline. | School Psychologist initiates contact with teachers and administrators to confer regarding student needs; School Psychologist responds promptly and appropriately to parent inquiries. | School Psychologist proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> - Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies - Does not respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation is ineffective or disrespectful - Does not advocate for the best interests of the student | <ul style="list-style-type: none"> - Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies - Slow to respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation can be ineffective - Inconsistently advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies - Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them - Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion - Communication during meetings or consultation is effective and meaningful - Advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies - Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them - Initiates communication and responds to requests made by students, parents, staff, and/or community agencies - Facilitates effective communication during meetings or consultation - Always advocates for the best interests of the student |
| Evidence: | | | | |

Domain 4 for School Psychology: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|---|
| 4d: Participating in a professional community | School Psychologist does not consistently attend required school and required district meetings. School Psychologist's relationships with colleagues are negative or unprofessional. | School Psychologist inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. School Psychologist's relationships with colleagues are cordial. | School Psychologist attends required school and required district meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues. | School Psychologist makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| 4d: Critical Attributes | <ul style="list-style-type: none"> - Aversive to feedback from colleagues and administration - Does not participate in professional collaboration - Does not attend department meetings | <ul style="list-style-type: none"> - Inconsistently accepts feedback from colleagues and administration - Participates in professional collaboration, but does not contribute - Inconsistently attends and rarely participates in department meetings | <ul style="list-style-type: none"> - Accepts feedback from colleagues and administration in order to improve practice - Regularly participates in professional collaboration and makes contributions - Consistently attends and participates in department meetings - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district - Participates on and contributes to building-level committees as requested | <ul style="list-style-type: none"> - Solicits feedback from colleagues and administration in order to improve practice - Assumes a leadership role in professional collaboration - Consistently attends and provides expertise to department meetings - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district - Participates on and contributes to district-level committees |
| Evidence: | | | | |

Domain 4 for School Psychology: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|--|
| 4e: Growing and developing professionally | School Psychologist does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | School Psychologist's participation in professional development activities is limited to those that are convenient or are required. | School Psychologist seeks out opportunities for professional development based on an individual assessment of need. | School Psychologist provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> - Does not seek opportunities for continued professional development - Does not participate in any activity that might enhance knowledge or skill. - Purposefully resists discussing performance with supervisors or colleagues. - Makes no effort to participate in professional organizations. | <ul style="list-style-type: none"> - Rarely seeks opportunities for continued professional development - Participates in professional development when they are required. - Reluctantly accepts feedback from supervisors and colleagues. - Rarely participates in professional organizations. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for professional development. - Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. - Actively participates in organizations designed to contribute to the profession. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for continued professional development, including initiating action research. - Actively seeks feedback from supervisors and colleagues. - Takes an active leadership role in professional organizations in order to contribute to the profession. |
| Evidence: | | | | |

Domain 4 for School Psychology: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|--|
| 4f: Showing Professionalism | School Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | School Psychologist is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | School Psychologist can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> - Dishonest - Does not notice the needs of students - Engages in practices that are self-serving - Willfully rejects district regulations - Is not aware of NASP's <i>Principles for Professional Ethics</i> | <ul style="list-style-type: none"> - Consistently honest - Notices the needs of students, but is inconsistent in addressing them - Does not notice that practices are ineffective or that they result in poor outcomes for students - Complies with district regulations - Inconsistently adheres to NASP's <i>Principles for Professional Ethics</i> | <ul style="list-style-type: none"> - Consistently honest and known for having high standards of integrity - Actively addresses student needs - Actively works to provide opportunities for student success within the psychological practice - Complies with district regulations - Adheres to NASP's <i>Principles for Professional Ethics</i> | <ul style="list-style-type: none"> - Considered a leader in terms of honesty, integrity, and confidentiality - Proactively addresses student needs - Makes a concerted effort to ensure opportunities are available for student success within the psychological practice - Takes a leadership role regarding district regulations - Always adheres to NASP's <i>Principles for Professional Ethics</i> |
| Evidence: | | | | |

Form N: Framework for the Vocational Coordinator

Form N: Vermilion Association for Special Education Framework for Vocational Coordinator

Domain I for the Vocational Coordinator: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|--|
| 1a: Demonstrating Knowledge of Post Secondary Transition/Vocational Program | Vocational Coordinator demonstrates little or no knowledge and skill in the transition area, does not maintain the necessary certificate or license | Vocational Coordinator demonstrates basic knowledge and skill in the transition area; maintains certificate or license | Vocational Coordinator demonstrates thorough knowledge and skill in the transition area; maintains the necessary certificate or license | Vocational Coordinator demonstrates extensive knowledge and skill in the transition area; holds an advanced certificate and/or endorsements or license |
| 1a: Critical Attributes | <ul style="list-style-type: none"> -Vocational Coordinator unfamiliar with the characteristics of disorders within their discipline -Vocational Coordinator is unaware of rules and regulations governing vocational programs -Vocational Coordinator does not demonstrate knowledge of transition and vocational practices -Vocational Coordinator is unaware of licensing requirements and maintenance | <ul style="list-style-type: none"> -Vocational Coordinator is familiar with characteristics of disorders within their discipline -Vocational Coordinator is able to seek or obtain information concerning rules and regulations -Specialist has limited knowledge of transition and vocational practice -Vocational Coordinator is aware of requirements and holds appropriate license | <ul style="list-style-type: none"> -Vocational Coordinator can identify characteristics of disorders within their discipline -Vocational Coordinator knows state eligibility or criteria for discipline -Specialist has thorough knowledge of best transition and vocational practices -Vocational Coordinator maintains licensure | <ul style="list-style-type: none"> -Vocational Coordinator can identify characteristics of disorders within their discipline -Vocational Coordinator knows district eligibility or criteria for discipline -Specialist is able to serve as a resource to coworkers and parents when discussing rules and regulations as they apply to disorders within transition and vocational practices -Specialist holds or maintains an advanced certificate or licensure as Vocational Coordinator |
| Evidence: | | | | |

Domain I for the Vocational Coordinator: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|---|---|
| 1b: Demonstrates Knowledge of Child and Adolescent Development | Vocational Coordinator does not demonstrate knowledge of developmental milestones for post-secondary transition or they are inappropriate for either the situation or the age of the students. | Vocational Coordinator demonstrates basic knowledge of developmental milestones for post-secondary transition and vocational program | Vocational Coordinator demonstrates clear understanding and appropriate application of developmental milestones for post-secondary transition and vocational program | Vocational Coordinator demonstrates extensive knowledge of developmental milestones. Vocational Coordinator also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, and special needs. |
| 1b: Critical Attributes | <ul style="list-style-type: none"> -Vocational Coordinator has no knowledge of resources available concerning developmental norms -Vocational Coordinator demonstrates no knowledge of assessment purpose, ages assessed and administration technique -Specialist demonstrates no knowledge of accommodation strategies for student success in transition and vocational practice | <ul style="list-style-type: none"> -Vocational Coordinator has limited knowledge of resources available concerning developmental norms -Vocational Coordinator demonstrates limited knowledge of assessment purpose, ages assessed, and administration techniques -Vocational Coordinator demonstrates limited knowledge of accommodation strategies for student success in vocational settings | <ul style="list-style-type: none"> -Vocational Coordinator has knowledge of resources available concerning developmental norms -Specialist demonstrates knowledge of assessment purpose, ages assessed, and administration techniques -Specialist demonstrates knowledge of accommodations strategies for student success in vocational settings | <ul style="list-style-type: none"> -Vocational Coordinator has extensive knowledge of resources available concerning developmental norms -Specialist assists team with the development and use of accommodations for post- secondary transition and employment -Specialist assists the student in understanding his/her disability and necessary accommodations when developmentally appropriate |
| Evidence: | | | | |

Domain I for the Vocational Coordinator: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|--|--|
| 1c: Develops Vocational Program to meet the Needs of Individual students | Specialist has no clear plan for STEP programs, or the goals are inappropriate to either the situation or the age of the students. | Specialist's plan for STEP are basic and are partially suitable to the worksite and to the age of the students | Specialist's plan for STEP are clear and appropriate to the worksites and to the age of the students | Specialist's plan for STEP are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with the student's educational team. |
| 1c: Critical Attributes | <ul style="list-style-type: none"> -Specialist does not use assessment results, clinical judgment and current available data to individualize STEP for each student -Specialist develops plan that is not appropriate to each student -No knowledge of developmental hierarchy or work skills is evident in the plan -Specialist does not modify plan based on student progress -Specialist does not collect necessary data. | <ul style="list-style-type: none"> -Specialist inconsistently uses assessment results, clinical judgment, and current available data to formulate goals -Specialist develops a generalized plan to address student's needs -A limited knowledge of developmental hierarchy and work skills is evident in the plan -Modifies plan for individual student when directed -Specialist collects limited data | <ul style="list-style-type: none"> -Specialist uses assessment results, clinical judgment, and current available data to formulate plan -Specialist develops individualized plan to meet students' specific needs. -Specialist modifies plan based on student progress -Specialist maintains data necessary to modify plan as needed | <ul style="list-style-type: none"> -When developmentally appropriate the Specialist reviews and develops the STEP Plan with the student |
| Evidence: | | | | |

Domain I for the Vocational Coordinator: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|--|--|
| 1d: Demonstrates knowledge of Local, State , and Federal Guidelines | Specialist demonstrates little or no familiarity with local, state, federal special education laws and procedures | Specialist demonstrates a basic familiarity with local, state, federal special education laws and procedures | Specialist demonstrates thorough knowledge of local, state, federal special education laws and guidelines | Specialist's knowledge of special education laws and procedures is extensive; Specialist takes a leadership role in reviewing and revising local policies and procedures |
| 1d: Critical Attributes | <ul style="list-style-type: none"> -Specialist plans programs or instruction with little regard for local, state or federal special education , rehabilitation, and labor laws, accepted procedures, or guidelines -Specialist engages in practices that are self-serving -Specialist willfully rejects school, state, and/or federal guidelines | <ul style="list-style-type: none"> -Specialist plans programs or instruction inconsistently following local, state or federal laws and guidelines for special education, rehabilitation, and labor laws -Specialist does not notice that his/her practices result in poor condition for students -Specialist makes decisions regarding procedures , but on a limited basis | <ul style="list-style-type: none"> -Specialist complies willingly with local, state and federal guidelines to develop IEPs and individualize legally appropriate vocational placements -Specialist actively works to provide opportunities for student success | <ul style="list-style-type: none"> -Specialist is considered a leader in terms of knowledge of local, state and federal guidelines for special education and vocational programming. -Specialist is highly proactive in serving students by using guidelines -Specialist takes a lead in team and departmental decision-making. |
| Evidence: | | | | |

Domain I for the Vocational Coordinator: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|--|---|
| 1e: Plan for Evaluating the Secondary Transition Experience Program (STEP) | Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important, | Specialist has a rudimentary plan to evaluate STEP. Specialist has some goals for STEP, but limited collection of data to support the evaluation determination. Specialist | Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |
| 1e: Critical Attributes | <ul style="list-style-type: none"> -Specialist sets no or few goals for STEP. -Specialist does not have a data collection process -Specialist does not plan to change the STEP program. | <ul style="list-style-type: none"> -Specialist has some goals for STEP. -Specialist collects some data, but it is general and does not provide much useful information -Specialist is reluctant to make changes to the program. | <ul style="list-style-type: none"> -Specialist has clear goals for STEP -Specialist collects evidence to indicate the degree to which goals have been met --Specialist makes changes based on the evidence collected. | <ul style="list-style-type: none"> -The evaluation plan has clear goals and procedures for attaining the goals. -Specialist uses a variety of sources of evidence. -The evaluation is on-going and changes are made when the need is identified throughout the school year |
| Evidence: | | | | |

Domain 1 for the Vocational Coordinator: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|--|
| 1f: Demonstrates Knowledge of Resources for Transition Planning and STEP | Specialist demonstrates little or no knowledge and skill in selecting and appropriately administering assessments for post-secondary transition and vocation. Specialist has no or limited knowledge of resources for transition/vocational needs | The Specialist routinely recommends a generic set of evaluative instruments without regard to the referral concerns when assessing students for employment and post-secondary education, independent living. Specialist's efforts to locate and share transition resources are partially successful | Specialist initiates collaboration with special education teachers to provide resources for Transition Planning and STEP. The specialist consistently selects and uses a range of evaluative instruments to assess students and determine accurate transition plans and vocational skills. | Specialist provides professional development activities to share knowledge of resources for transition planning and vocational training. Specialist collaborates with other staff to develop and revise a county wide transition timeline, database for assessment, and updates for changes in state and federal laws guidelines and procedures. |
| 1f: Critical Attributes | -Specialist administers and recommends assessments with little regard for standardized procedures -Specialist does not address using data collection in decision making | -Specialist recommends assessments with basic knowledge of administration and purpose. -Specialist mentions using data collected in decision making -Specialist has some knowledge of basic on-line resources for curriculum and transition plan procedures, but shares only when asked to do so. | Specialist initiates sharing information about a variety of formal and informal assessments to teachers. -Specialist connects use of data collected in decision making --Specialist compiles resources for transition curriculum, makes connections with local service providers, and shares it with teachers | --Specialist provides training to teachers, staff, and stakeholders regarding transition and vocational resources, and administration of a variety of formal and informal assessments for developing post-secondary plans -Specialist discriminates updates of changes to special education laws and procedures as they affect transition planning and vocational training. |
| Evidence: | | | | |

Domain 2 for the Vocational Coordinator: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|--|
| 2a: Creates an Environment of Respect and Rapport | Specialist's Interactions with stakeholders are negative or inappropriate. The Specialist does not deal with disrespectful behavior and is insensitive to stakeholders' cultural backgrounds and developmental levels. | Specialist's interactions with stakeholders are generally appropriate but may reflect occasional inconsistencies and disregard for stakeholders cultures and developmental levels. Specialist attempts to respond to disrespectful behaviors with uneven results | Specialist's interactions are friendly and demonstrate general caring and respect. Stakeholders exhibit respect for the Specialist. | Stakeholders seek out the Specialist, reflecting a high degree of comfort and trust in the relationship. Specialist's interactions are highly respectful, reflecting genuine warmth and caring and sensitivity. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> -Talk between stakeholders is disrespectful. –Specialist does not respond to disrespectful behavior among students -Specialist does not make general connections with stakeholders | <ul style="list-style-type: none"> -Talk between Specialist and stakeholders is somewhat disrespectful. –Specialist occasionally responds to disrespectful behavior among students. –Specialist occasionally makes general connections with individual stakeholders | <ul style="list-style-type: none"> -Talk between Specialist and stakeholders is uniformly respectful. –Specialist responds to disrespectful behavior among students. -Specialist makes general connections with individual stakeholders | <ul style="list-style-type: none"> -There is participation without fear of ridicule or put-downs from either the Specialist or participants. –When necessary, stakeholders respectfully correct each other. -Specialist demonstrates knowledge and caring about the students' lives beyond school. –Talk between Specialist and stakeholders is learning-focused and consistently respectful |
| Evidence: | | | | |

Domain 2 for the Vocational Coordinator: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|--|
| 2b: Demonstrates Effective Organization of Time and Priorities | Specialist exercises poor judgment in managing priorities, resulting in confusion, missed deadlines and conflicting schedules | Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. |
| 2b: Critical Attributes | <ul style="list-style-type: none"> -Materials needed for completion of tasks are not readily available to the Specialist. –There are no established procedures or routines -Resources are not arranged to support the goals and learning activities. –Available technology is not being used. –Specialist does not have an effective means for managing his/her caseload. –specialist does not make scheduling changes | <ul style="list-style-type: none"> -Routines functions inconsistently -Some materials needed for completion of tasks are readily available to Specialist –Resources are partially arranged to support the program goals and learning activities -Specialist makes limited use of available technology –Specialist develops means for managing his/her caseload. –Specialist handles scheduling changes in an untimely manner. | <ul style="list-style-type: none"> -Session routines function smoothly -Most of the materials needed for completion of tasks are readily available to the Specialist -Resources are arranged to support the goals and learning activities -Specialist makes appropriate use of available technology - Specialist develops means for managing his/her caseload effectively in response to student needs. –Specialist handles scheduling changes effectively in a timely manner | <ul style="list-style-type: none"> Session routines function seamlessly with little to no intervention from the Specialist. –All materials needed are readily available -Specialist individualizes available technology (high and/or low) according to student need -Specialist effectively adapts to additions, deletions, and changes to schedules |
| Evidence: | | | | |

Domain 2 for the Vocational Coordinator: The Environment

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|--|--|--|
| 2c: Establishes Standards of Conduct | No standards of conduct have been established, and Specialist disregards or fails to address negative student behavior for the work/training setting. | Standards of conduct appear to have been established for the work/training setting. Specialist's attempts to monitor and correct negative student behavior during session are partially successful. | Standards of conduct have been established and are consistently maintained during the session. Specialist monitors student behavior against those standards: response to students is appropriate and respectful. | Standards of conduct have been established for the therapy setting. Specialist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior |
| 2c: Critical Attributes | -No apparent standards of conduct are in place. –Specialist does not monitor student behavior. –Specialist response to misbehavior is ineffective. | -Standards of conduct are not evident. –Student behavior is generally inappropriate. –Specialist inconsistently monitors student behavior. -Specialist response to misbehavior is inconsistent. | -Standards of conduct are established. -Student behavior is generally appropriate. –Specialist frequently monitors student behavior. –Specialist's response to misbehavior is effective. –Specialist acknowledges good behavior. | -Based on standards of established conduct, Students independently use appropriate social communication strategies in work setting. –Student behavior is appropriate; any misbehavior is handled on an individualized behavior. |
| Evidence: | | | | |

Domain 2 for the Vocational Coordinator: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|--|---|
| 2d: Establishes a Culture of Learning | The program setting is characterized by a lack of Specialist or student commitment to learning. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm. | The program setting is characterized by little commitment to learning by Specialist or students. The Specialist conveys that student success is the result of natural ability rather than hard work. | The program setting is a place where learning is valued by all, with high expectations for both learning and hard work. Students understand their role as learners and consistently expend effort to learn. Supervisory interactions support learning and hard work. | The therapy culture is an enriching environment, characterized by a shared belief in the importance of learning. Specialist conveys high expectations for learning for all students and insists on hard work. Students take initiative with employment activities provided by the specialist. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> -Specialist conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. -Specialist conveys to at least some participants that the work is too challenging for them. -Participants exhibit little or no pride in their work. | <ul style="list-style-type: none"> -A Specialist's energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces to the need to do the work. -Specialist conveys high expectations for only some participants, -Participants exhibit a limited commitment to complete the work on their own; many indicate that they are looking for an "easy path" -Specialist's primary concern appears to be to complete the task at hand. | <ul style="list-style-type: none"> -Specialist communicates the importance of the content and the conviction that with hard work all can master the material. -Specialist demonstrates a high regard for participants' abilities. -Specialist conveys an expectation of high levels of effort. -Participants expend good effort to complete work of high quality | <ul style="list-style-type: none"> -Specialist communicates passion for the subject. -Students assist their fellow employees in completing assigned tasks, when appropriate. -Students take initiative in improving the quality of their work. |
| Evidence: | | | | |

Domain 2 for the Vocational Coordinator: Planning and Preparation

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|---|---|
| 2e: Establishes Referral, Application, and Approval Procedures for STEP | Specialist has no clear referral procedure. Teachers are unsure how to refer a student to STEP. The application and approval procedure for STEP as defined by DHS/DRS is not followed or communicated to teachers. The same forms are used each year regardless of changes to the program. | Specialist has a procedure for referral but the criteria are not always followed. Specialist develops forms that are needed for referrals, applications, and approval. Application and approval procedures are inconsistently followed. | Specialist has a procedure for referral that is clearly communicated to teachers. Forms are revised as needed. Procedures are followed consistently. The application and approval procedures as presented by DHS/DRS are followed. | Specialist evaluates and revises referral procedures yearly and makes changes as needed. Forms are revised to reflect changes in the program and process. Specialist collaborates with DHS/DRS to revise any procedures or forms for referral, application, and approval to STEP. |
| 2e: Critical Attributes | <ul style="list-style-type: none"> -Specialist has no clear procedure for referrals to STEP. –Teachers, parents and students are unaware of the criteria for approval to STEP. –Specialist does not consistently follow the procedures for participation in STEP | <ul style="list-style-type: none"> -Specialist has a procedure for referrals, but does not follow it consistently. –Specialist develops forms to meet only major changes. –Procedures for referral, applications and approval exist but are inconsistently followed. | <ul style="list-style-type: none"> -Specialist had a clear procedure for referral, applications, and approval for STEP that is shared with teachers each year. –Procedures are followed consistently. –Procedures are evaluated yearly and changes are made as needed. | <ul style="list-style-type: none"> -Specialist evaluates procedures for referral , application, and approval yearly. –Specialist collaborates with DHS/DRS STEP supervisors to revise any forms and procedures for referral, application, and approval. |
| Evidence: | | | | |

Domain 3 for the Vocational Coordinator: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---------------------------------------|--|--|--|---|
| 3a: Communicates with Students | Specialist's language leaves students confused. The purpose of the activity is unclear and directions and/or explanations are confusing. | Specialist's attempt to explain the activity has limited success, and/or direction must be clarified. Specialist's explanations do not invite the students to engage in the activity. Written and spoken communication does not take into account the individualized level of communicative ability of all students. | The purpose of the activity is clearly communicated to students. Directions and procedures are clearly explained and may be modeled. Written and spoken communications are clear and concise. Individual communication abilities of all student are considered when providing communications. | Specialist links the purpose of the activity to the vocational or transition program. The delivery of information is clear and the specialist anticipates possible misunderstandings. Students indicate understanding of the activity by demonstrating practical application of the skill or strategy. |
| 3a. Critical Attributes | <ul style="list-style-type: none"> -Specialist's grammar is inappropriate when speaking or writing. -Specialist's vocabulary is inappropriate -There is no opportunity for questions to be clarified. -Student indicates confusion, physical discomfort or lack of understanding and the Specialist does not respond | <ul style="list-style-type: none"> -Specialist provides little elaboration or limited explanation of communication -Specialist's verbal or written communication is occasionally grammatically incorrect. -Specialist's explanation of tasks are purely procedural without indicating meaning for the student -Specialist's vocabulary is sometimes too advanced or too juvenile | <ul style="list-style-type: none"> -Specialist states clearly verbally or in writing what is being discussed or presented -If appropriate, the specialist models the process to be followed in the task -Stakeholders demonstrate the task indicating understanding -Specialist describes specific strategies they might use, inviting the students to interpret the strategies in the context of what they are learning -Specialist's vocabulary and grammar are appropriate | <ul style="list-style-type: none"> -Students are able to explain what they are learning -Specialist explains tasks clearly and imaginatively -Specialist identifies possible areas for misunderstanding -Students are able to apply skills and/or strategies to new materials, tasks or setting, -Specialist adapts vocabulary and/or communication methods for individual student |
| Evidence: | | | | |

Domain 3 for the Vocational Coordinator: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|--|
| 3b: Train and Supervise Job Coach and Administrative Assistant | Specialist does nothing or little to train the job coach/administrative assistant. Specialist has a limited criteria for evaluating the job coach. Specialist has no suggestions for how to improve the job coach/administrative assistant's performance. Administrative Assistant has a vague idea of job responsibilities | Specialist provides training only as a reaction to situations not as a proactive training for the job coach. Specialist has a generally accurate impression if a job coach/administrative assistant has met job responsibilities and to what extent. Specialist makes general suggestions about how to improve performance. | Specialist makes an accurate assessment of the job coach/administrative assistant's effectiveness and the extent to which s/he achieved his/her outcomes and can cite general references to support the judgment. Specialist makes a few specific suggestions of what could be tried another time to improve skills. | Specialist makes a thoughtful and accurate assessment of the job coach/administrative assistant's effectiveness and the extent to which s/he is achieving the outcomes, citing many specific examples from the evaluation and weighing the strengths of each. Drawing from an extensive repertoire of skills, the specialist offers specific alternative actions, complete with the probable success of different courses of action. Specialist encourages continued professional development. |
| 3b: Critical Attributes | -Specialist provides no or limited training for job coach /administrative assistant. -Specialist is vague about expected responsibilities and how to perform those responsibilities. -Specialist seldom makes any suggestions on how to improve job performance | -Specialist provides some training, but not in an organized to proactive manner. -Job Coach/Assistant is sometimes confused about the responsibilities of the job and how to fulfill those responsibilities. | Specialist uses an approved assessment to determine efficacy of job coach/ assistant's responsibilities. -Specialist offers formal and informal training for the job coach to improve completion of new responsibilities. -Job coach/Administrative Assistant completes responsibilities with little need for training on current responsibilities | -Specialist performs ongoing training anticipating areas of difficulty. -Job Coach/Administrative Assistant is encouraged to engage in professional development both formal and informal. -Specialist is able to cite specific examples of job coach's/administrative assistant's strengths and areas needing improvement and specific alternate actions that would remediate the areas of need. |
| Evidence: | | | | |

Domain 3 for the Vocational Coordinator: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|--|
| 3c: Promotes STEP and Develops Community Training Sites | Specialist fails to contact employers to develop training and employment sites for students in STEP. Specialist fails to adhere to labor laws, and /or special education guidelines to develop STEP Training sites. | Specialist has a list of employers who will provide training for students, but does not try to expand the list. Specialist follows labor laws and special education guidelines to place students in STEP. | Specialist works to establish a good relationship with more employers to expand the employment options for STEP students. Specialist annually reviews labor laws and special education guidelines to appropriately locate employment and training sites for students. | Specialist establishes new placement sites yearly. Specialist always considers labor laws, DRS Guidelines, and special education guidelines in recruiting employment training sites. Placements consider student interests, post-secondary goals, and transportation needs in determining placements. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> -Specialist does not seek new employment and training sites. -Student needs and interests are not considered in the placement decisions. -Specialist is not familiar with the labor laws, DRS guidelines, and ODES guidelines. | <ul style="list-style-type: none"> -Specialist follows labor laws, DRS guidelines and special education guidelines. -Specialist occasionally tries to increase the employment options for students. | <ul style="list-style-type: none"> -Specialist considers the student's age, experience, interest and post-secondary goals in locating a training placement. -Specialist evaluates students to determine any accommodations needed for student success at any site. -Specialist provides for a job coach when needed --Specialist establishes an employment network to include volunteer to paid experiences | <ul style="list-style-type: none"> -Specialist expands their employment network with a variety of employment and volunteer options -Specialist uses creative solutions to overcoming obstacles for employment like limited transportation and developing customized positions never considered before. |
| dEvidence: | | | | |

Domain 3 for the Vocational Coordinator: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|---|
| 3d: Assesses Student Progress in STEP | 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., Specialist neglects to collect important information on which to base additional learning activities, | Students appear to be only partially aware of the assessment criteria, and Specialist monitors student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general and few students assess their own work. Specialist collects some information on which to base additional learning activities. | Students appear to be aware of the assessment criteria, and Specialist monitors student learning. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to students is accurate and specific; Some students engage in self-assessment. Specialist collects ongoing information on which to base additional learning activities. | Assessment is fully integrated into instruction, through extensive use of formative assessment. Student appears 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 coordinator, employer, and peers, is accurate, specific, and advances learning. Students self-assess and monitor their own progress. Specialist successfully differentiates instruction to address individual student's misunderstandings. Specialist is proactive in collecting important information on which to base additional learning activities, interviewing parents and teachers, if necessary. |
| 3d: Critical Attributes | <ul style="list-style-type: none"> -Specialist gives no indication of what high quality work looks like -Specialist makes no effort to make sure students understand criteria -Specialist provides no feedback or feedback is general. | <ul style="list-style-type: none"> -There is little evidence that the student understands how their work will be evaluated -Specialist monitors understanding through a single method or without eliciting evidence of understanding -Feedback to students is vague and not oriented to future improvement of work | <ul style="list-style-type: none"> -Specialist makes the standards of high quality work clear -Specialist elicits evidence of understanding -Students are invited to assess their own work and make improvements -Feedback includes specific and timely guidance | <ul style="list-style-type: none"> -Students indicate that they clearly understand the characteristics of high quality work -Specialist is constantly monitoring student response to instruction by considering data related to individual goals and using strategies to elicit information about individual understanding |

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| | <ul style="list-style-type: none">-Specialist does not ask students to evaluate their own work-No data is collected | <ul style="list-style-type: none">-Specialist makes only minor attempts to engage students in self-assessment-Inconsistent data collection | <ul style="list-style-type: none">-Consistent, relevant data collection | <ul style="list-style-type: none">-Data collection from a variety of sources |
|--|--|---|---|--|

Evidence:

Domain 3 for the Vocational Coordinator: Delivery of Services

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|--|---|
| 3e: Demonstrating Flexibility and Responsiveness | Specialist adheres to the plan or program in spite of evidence of its inadequacy. Specialist ignores student's questions. | Specialist makes modest changes in the program when confronted with evidence of the need for change. | Specialist makes revisions in the program when they are needed | Specialist seizes an opportunity to enhance learning, building on a spontaneous event or student interests to address individual student misunderstandings. The specialist continually seeks ways to improve the program and makes revisions to the current and future activities, as needed in response to student, parent, or teacher input. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> -Specialist ignores indications of students' lack of understanding. –Specialist brushes aside student questions/employer concerns -Specialist conveys to participants that the difficulty they are having is their fault. –Despite evident participant confusion, Specialist makes no attempt to adjust the situation | <ul style="list-style-type: none"> -Specialist's efforts to modify the instruction are only partially successful. –Specialist makes minor attempts to incorporate student's interests and questions into the instruction. –Specialist conveys to participants a level of responsibility for their learning but also his/her uncertainty about how to assist them | <ul style="list-style-type: none"> -When improvising becomes necessary, Specialist makes adjustments to the lesson. –Specialist incorporates students' interests and questions into the sessions. –Specialist conveys to students that s/he has other approaches to try when they experience difficulty | <ul style="list-style-type: none"> -Specialist's adjustments to the situation, when needed, are designed to assist individuals. –Specialist seizes a teachable moment to enhance the learning situation –Specialist conveys to students that mastery of a skill is expected (even if not in the scope of a single lesson). |
| Evidence: | | | | |

Domain 4 for the Vocational Coordinator: Professional Responsibility

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|-----------------------------------|--|---|---|---|
| 4a: Reflecting on Practice | Vocational Coordinator does not reflect on practice or the reflections are inaccurate or self-serving. | Vocational Coordinator's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Vocational Coordinator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; Vocational Coordinator makes some specific suggestions as to how his or her performance might be improved. | Vocational Coordinator's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; Vocational Coordinator draws on an extensive repertoire to suggest alternative strategies. |
| 4a: Critical Attributes | <ul style="list-style-type: none"> - Does not assess the effectiveness of professional practice - Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Inconsistently assesses the effectiveness of professional practice - Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved | <ul style="list-style-type: none"> - Accurately assesses the effectiveness of professional practice - Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved | <ul style="list-style-type: none"> - Regularly and accurately assesses the effectiveness of professional practice - Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved |
| Evidence: | | | | |

Domain 4 for the Vocational Coordinator: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|--|---|
| 4b: Maintaining Accurate Records | Vocational Coordinator does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Vocational Coordinator has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Vocational Coordinator has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Vocational Coordinator has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| 4b: Critical Attributes | <ul style="list-style-type: none"> - Records are inaccurate and/or unavailable - Does not follow procedures for obtaining and maintaining records -Does not attend trainings/in-services provided by the district about updates to district/legal mandates -No data management system | <ul style="list-style-type: none"> - Records are somewhat accurate and inconsistently accessible - Inconsistently follows procedures for obtaining and maintaining records - Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates -Inconsistent data management system | <ul style="list-style-type: none"> - Records are accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Attends trainings/in-services provided by the district about updates to district/legal mandates - Utilizes an effective data management system and can readily access data | <ul style="list-style-type: none"> - Records are always accurate and accessible when needed - Follows correct procedures for obtaining and maintaining records - Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues -Can produce and explain his/her data |
| Evidence: | | | | |

Domain 4 for the Vocational Coordinator: Professional Development

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|---|---|---|
| 4c: Collaborating with Stakeholders | Vocational Coordinator does not respond to staff and parent requests for information. Vocational Coordinator's communication about students' progress is minimal. | Vocational Coordinator makes sporadic attempts at communication with staff and parents about the program and the progress of the individual. Communication that takes place may not be culturally sensitive. | Vocational Coordinator initiates contact with teachers and administrators to confer regarding student needs; Vocational Coordinator responds promptly and appropriately to parent inquiries and communicates in a culturally sensitive way. | Vocational Coordinator proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. Vocational Coordinator responds to family concerns with professional and cultural sensitivity. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> - Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies - Does not respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation is ineffective or disrespectful - Does not advocate for the best interests of the student | <ul style="list-style-type: none"> - Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies - Slow to respond to communication requests made by students, parents, staff, and/or community agencies - Communication during meetings or consultation can be ineffective - Inconsistently advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies - Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them - Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion - Communication during meetings or consultation is effective and meaningful - Advocates for the best interests of the student | <ul style="list-style-type: none"> - Information regarding students and the services that are provided are initiated by the Vocational Coordinator and well-articulated to parents, staff, and/or community agencies - Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them - Initiates communication and responds to requests made by students, parents, staff, and/or community agencies - Facilitates effective communication during meetings or consultation - Always advocates for the best interests of the student |
| Evidence: | | | | |

Domain 4 for the Vocational Coordinator: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|---|---|
| 4d: Participating in a Professional Community | Vocational Coordinator does not consistently attend required cooperative meetings. Vocational Coordinator's relationships with colleagues are negative or unprofessional. | Vocational Coordinator inconsistently attends required cooperative meetings, is often late, or does not contribute to the meeting. Vocational Coordinator's relationships with colleagues are cordial. | Vocational Coordinator attends required school and required district meetings, is punctual, and actively participates. The Vocational Coordinator maintains positive and productive relationships with colleagues. | Vocational Coordinator makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| 4d: Critical Attributes | <ul style="list-style-type: none"> - Aversive to feedback from colleagues and administration - Does not participate in professional collaboration - Does not attend department meetings | <ul style="list-style-type: none"> - Inconsistently accepts feedback from colleagues and administration - Participates in professional collaboration, but does not contribute - Inconsistently attends and rarely participates in department meetings | <ul style="list-style-type: none"> - Accepts feedback from colleagues and administration in order to improve practice - Regularly participates in professional collaboration and makes contributions - Consistently attends and participates in department meetings - Provides in-services or presentations to team-Participates on and contributes to building-level committees as requested | <ul style="list-style-type: none"> - Solicits feedback from colleagues and administration in order to improve practice - Assumes a leadership role in professional collaboration - Consistently attends and provides expertise to department meetings - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district - Participates on and contributes to district-level committees |
| Evidence: | | | | |

Domain 4 for the Vocational Coordinator: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|--|
| 4e: Growing and Developing Professionally | Vocational Coordinator does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Vocational Coordinator's participation in professional development activities is limited to those that are convenient or are required. | Vocational Coordinator seeks out opportunities for professional development based on an individual assessment of needs. | Vocational Coordinator provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> - Does not seek opportunities for continued professional development - Does not participate in any activity that might enhance knowledge or skill. - Purposefully resists discussing performance with supervisors or colleagues. - Makes no effort to participate in professional organizations. | <ul style="list-style-type: none"> - Rarely seeks opportunities for continued professional development - Participates in professional development when they are required. - Reluctantly accepts feedback from supervisors and colleagues. - Rarely participates in professional organizations. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for professional development. - Welcomes colleagues and supervisors into the worksite/workspace for the purposes of gaining insight from their feedback. - Actively participates in organizations designed to contribute to the profession. | <ul style="list-style-type: none"> - Seeks opportunities for continued professional development - Seeks regular opportunities for continued professional development, including initiating action research. - Actively seeks feedback from supervisors and colleagues. - Takes an active leadership role in professional organizations in order to contribute to the profession. |
| Evidence: | | | | |

Domain 4 for the Vocational Coordinator: Professional Responsibilities

| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|---|
| 4f: Showing Professionalism | Vocational Coordinator displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Vocational Coordinator is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Vocational Coordinator displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Vocational Coordinator can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> - Dishonest - Does not notice the needs of students <ul style="list-style-type: none"> - Engages in practices that are self-serving - Willfully rejects district regulations - Is not aware of CEC's <i>Principles for Professional Ethics</i> | <ul style="list-style-type: none"> - Consistently honest - Notices the needs of students, but is inconsistent in addressing them <ul style="list-style-type: none"> - Does not notice that practices are ineffective or that they result in poor outcomes for students - Complies with Cooperative regulations <ul style="list-style-type: none"> - Inconsistently adheres to CEC's <i>Principles for Professional Ethics</i> | <ul style="list-style-type: none"> - Consistently honest and known for having high standards of integrity - Actively addresses student needs - Actively works to provide opportunities for student success within the psychological practice - Complies with district regulations - Adheres to CEC's <i>Principles for Professional Ethics</i> | <ul style="list-style-type: none"> - Considered a leader in terms of honesty, integrity, and confidentiality - Proactively addresses student needs - Makes a concerted effort to ensure opportunities are available for student success within the psychological practice - Takes a leadership role regarding district regulations - Always adheres to CEC's <i>Principles for Professional Ethics</i> |
| Evidence: | | | | |