



Leaders in Learning

Teacher Performance Evaluation Plan

Finley Junior High School



Vikings

"HOME OF THE VIKINGS"



RIDGE CENTRAL
SCHOOL

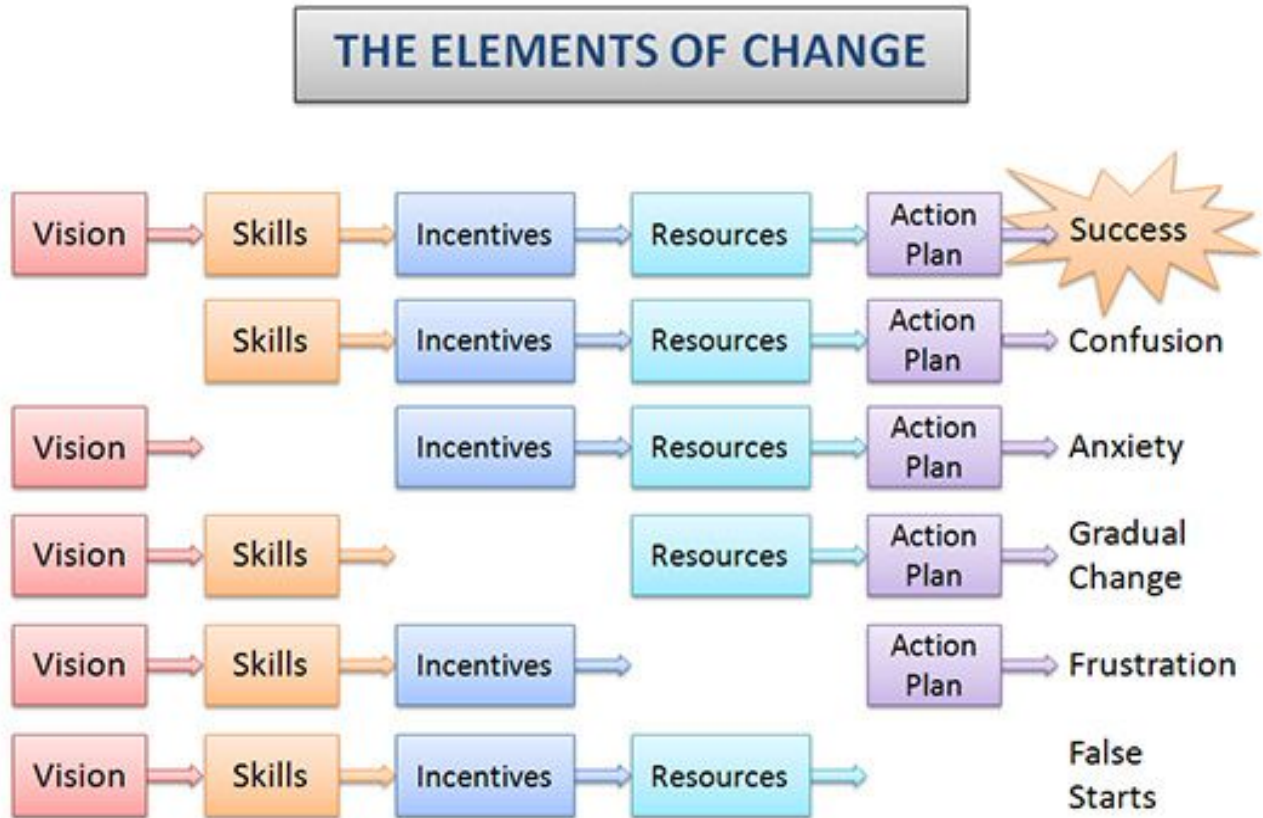
RIDGE LAWN



ELEMENTARY

**Developed 2014-2015
Revised 2015-2016**

Implementing Successful Change



Source: <http://m.advanc-ed.org/school-improvement-life-cy>

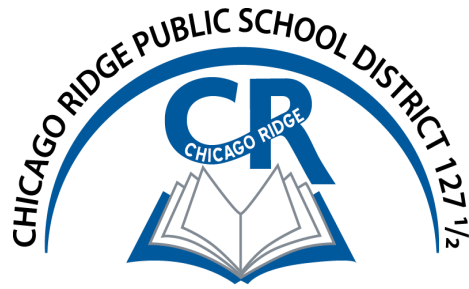
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Leaders in Learning

TEACHER PERFORMANCE EVALUATION PLAN TEAM PROCESS AND MEMBERS

Teacher Performance Evaluation Plan Process

Members of the Chicago Ridge School District 127.5 Teacher Performance Evaluation Plan Team included educators, administrators, and representatives of the Chicago Ridge Education Association. This team collaborated with the Consortium for Educational Change (CEC) to develop a performance evaluation plan that is grounded in the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching* (2nd Edition) by Charlotte Danielson. This plan addresses the student growth requirements for the full implementation of the Performance Evaluation Reform Act of 2010 (PERA). The process included professional development and ongoing communication with all members of the team.

District 127.5 Teacher Performance Evaluation Plan Design Team

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Section 1: HISTORY AND INTRODUCTION/OVERVIEW

History of the Teacher Performance Evaluation Plan and Evaluation Committee

In the fall of 2012, a collaborative evaluation committee consisting of an equal number of teachers and administrators met to develop an evaluation document centered on best practices for instruction. Through numerous meetings, the committee created a rubric based on the work of Charlotte Danielson that met the District's need for evaluating the professional practices of teachers.

The rubric created in 2012 provided the springboard for the District as it began to comply with the PERA legislation in 2014. PERA requires all school districts in Illinois develop a comprehensive tool that focuses on professional practice and student growth.

Introduction/Overview of the Teacher Performance Plan and Evaluation Committee

The Chicago Ridge School District 127.5 Teacher Performance Evaluation Plan focuses on evidence collected in the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition (2007) by Charlotte Danielson (see description below).

A new committee, comprised of an equal number of teachers and administrators, was formed in 2014 to collaboratively develop a teacher performance evaluation plan that focused on continuous improvement and professional growth. The District Evaluation Committee designed guidance documents which detail the philosophy of the purpose for using the performance evaluation tool, outline of the framework, the specific expectations of the model components, as well as our District's beliefs and commitments.

The most important goal of the Teacher Performance Evaluation Plan is to enhance professional practice and improve student learning. The Teacher Performance Evaluation Plan is the foundation for professional conversations among educators as they enhance their teaching skills and become more thoughtful practitioners.

In collaboration with the Consortium for Educational Change (CEC), the Chicago Ridge School District 127.5 Performance Evaluation Committee engaged in a process to develop the Chicago Ridge School District 127.5 Teacher Performance Evaluation Plan that met the requirements of recent legislation (PERA 2010) and supported a meaningful plan for professional growth of all educators and incorporated student growth.

Section 2: TEACHER PERFORMANCE EVALUATION PLAN BELIEFS & COMMITMENTS and COMMON THEMES

District 127.5 believes in and supports....	District 127.5 is committed to....
Collaboration and Shared-Decision Making	<ul style="list-style-type: none"> ⇒ A process which supports open and honest dialogue ⇒ A process that requires equal participation amongst teachers and administrators ⇒ A process that centers on mutual respect for the perspectives of all stakeholders ⇒ A plan that is openly communicated with clear, equitable, and agreed upon expectations
Student Achievement and Growth	<ul style="list-style-type: none"> ⇒ Establishing high expectations in the face of numerous obstacles ⇒ Creating high quality differentiated classroom environments that are conducive to learning ⇒ Focusing on student engagement ⇒ Encouraging students to take ownership of their learning
Data-Driven Decision Making	<ul style="list-style-type: none"> ⇒ Selecting high quality assessments ⇒ Ensuring teachers and administrators create assessments that meet the needs of all stakeholders ⇒ Using data from assessments to drive instruction ⇒ Implementing clearly defined growth models that are easily understood, achievable, and equitable
Professional Development	<ul style="list-style-type: none"> ⇒ Utilizing high quality professional development tied to District initiatives and aligned with the needs of students and staff ⇒ Creating professional development calendars that focus on districtwide learning initiatives ⇒ Working with internal and external professionals to foster lifelong learning
Flexibility	<ul style="list-style-type: none"> ⇒ Allowing input from all stakeholders ⇒ Creating processes and protocols that meet the needs of all stakeholders ⇒ Recognizing that all students, educators, and classrooms are unique and may require different approaches
Continuous Improvement	<ul style="list-style-type: none"> ⇒ A Districtwide strategic planning model that utilizes collaboration and shared-decision making ⇒ A dynamic school improvement model that encompasses the entire school community ⇒ A District plan with goals set at all levels of the organization

CHICAGO RIDGE SCHOOL DISTRICT 127.5 COMMON THEMES

Equity:

Educators foster a respectful, positive and stimulating environment that provides students of all backgrounds with equitable opportunities for learning.

Cultural Competence:

Educators are sensitive to students' backgrounds, culture, patterns of interactions and the impact on readiness to learn. Educators interact with students in ways that recognize and value their unique differences. Both educators and students share responsibility to maintain a safe and respectful environment.

High Expectations:

Educators create a shared culture of high expectations and student achievement addressing the unique potential of each learner. They design learning experiences for all students rooted in high standards. They believe that all students are capable of meeting these rigorous and clearly communicated standards.

Developmental Appropriateness:

Educators design engaging learning experiences that respect the cognitive, social, and emotional needs of each learner. Educators differentiate questions, strategies, expected outcomes, and assessment processes to address the development of students.

Attention to Individual Students Including Those with Special Needs:

Educators are knowledgeable of the abilities of individual students. Educators arrange for learning through thoughtful design of instructional experiences using a differentiated model to meet the needs of each child.

Appropriate Use of Technology:

In order to provide equitable access that supports and expands learning, educators stay abreast of current technologies and facilitate engagement throughout the school community.

Student Assumption of Responsibility:

As a learning community, educators and students are participants in the learning process and share responsibility for this experience. With this approach, educators arrange for learning through designing, directing, monitoring, facilitating, and reflecting on the instructional process. This approach enables students to progressively take ownership of their learning experiences and environment.

Section 3: STANDARDS for TEACHERS and SPECIALISTS

The Frameworks for Educators are organized around levels of performance that represent growth throughout his/her career. The Frameworks are focused on accountability for all aspects of the profession and account for specialized content and roles in non-classroom positions. Just as we in District 127.5 work to meet the needs of each student learner, the Teacher Performance Evaluation Plan addresses the needs of all educators.

Under this evaluation plan, the professional standards to which each educator is expected to conform are set forth in the District's Performance Evaluation Rubric based on Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching (2007)*. Frameworks will be provided for the following categories of educators:

- Teachers
- District Nurses
- School Psychologists
- Social Workers
- Speech/Language Pathologists

<u>Domain 1 - Planning and Preparation</u>	<u>Domain 2 – Classroom Environment</u>
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none">▪ Knowledge of content and the structure of the discipline▪ Knowledge of prerequisite relationships▪ Knowledge of content-related pedagogy <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none">▪ Knowledge of characteristics of age group▪ Knowledge of students' varied approaches to learning▪ Knowledge of students' social/emotional and academic needs <p>1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none">▪ Value▪ Clarity▪ Suitability for diverse students <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none">▪ Resources for teaching▪ Resources for students <p>1e: Designing Coherent Instruction</p> <ul style="list-style-type: none">▪ Learning activities▪ Instructional materials and resources▪ Instructional groups▪ Lesson and unit structure <p>1f: Designing Student Assessments</p> <ul style="list-style-type: none">▪ Alignment with instructional goals▪ Criteria and standards▪ Use for planning	<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none">▪ Teacher interaction with students▪ Student interactions with other students <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none">▪ Importance of the content▪ Expectations for learning and achievement <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none">▪ Management of instructional groups▪ Management of transitions▪ Management of materials and supplies <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none">▪ Expectations▪ Monitoring of student behavior▪ Response to student behavior

<u>Domain 4 – Professional Responsibilities</u>	<u>Domain 3 – Instruction</u>
<p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> ▪ Accuracy ▪ Use in future teaching <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> ▪ Student completion of assignments ▪ Non-instructional records <p>4c: Communicating with Families</p> <ul style="list-style-type: none"> ▪ Information about the individual students ▪ Engagement of families in the instructional program <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> ▪ Relationships with colleagues <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> ▪ Enhancement of content knowledge and pedagogical skills ▪ Reflection and professional growth <p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> ▪ Integrity and ethical conduct ▪ Student advocacy ▪ Compliance with school and district regulations ▪ Compliance with school and district attendance regulations/policies 	<p>3a: Communicating with Students</p> <ul style="list-style-type: none"> ▪ Expectations for learning ▪ Directions and procedures ▪ Explanations of content ▪ Use of oral and written language <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> ▪ Quality of questions ▪ Discussion techniques/student participation <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> ▪ Activities and assignments ▪ Grouping of students ▪ Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> ▪ Assessment criteria ▪ Assessing of student learning ▪ Feedback to students

Chicago Ridge School District 127.5 Performance Evaluation Rubric for Teachers

DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Demonstrating Knowledge of Content and Pedagogy
Elements: Knowledge of content and the structure of the discipline;
Knowledge of prerequisite relationships;
Knowledge of content-related pedagogy
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Knowledge of content and the structure of the discipline	Teacher makes content errors or does not correct errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of prerequisite	Teacher displays little understanding	Teacher indicates some awareness of	Teacher's plans and practices reflect	Teacher actively builds on knowledge

relationships	of prerequisite knowledge important for student learning of the content.	prerequisite learning, although such knowledge may be incomplete or inaccurate.	understanding of prerequisite relationship among topics and concepts.	of prerequisite relationships when describing instruction or seeks causes for student misunderstanding.
Knowledge of content Related pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge and occasionally anticipates student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline and usually anticipate student misconceptions.	Teacher implements a wide range of pedagogical practices based on current research and displays continuing search for best practice and anticipates student misconceptions.

DOMAIN 1: Planning and Preparation
COMPONENT 1b: Demonstrating Knowledge of Students
Elements: Knowledge of characteristics of age group;
Knowledge of students' varied approaches to learning;
Knowledge of students' social/emotional and academic needs.
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Knowledge of Characteristics of Age Group	Teacher displays no/incorrect knowledge of developmental characteristics of age group.	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays extensive knowledge of developmental characteristics of age group, expectations to the patterns, and the extent to which each student follows patterns.

Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with students' varying learning styles.	Teacher displays general understanding of students varying learning styles. Limited application is evident in instructional planning.	Teacher displays solid understanding of students varying learning styles. Consistent application is evident in instructional planning.	Teacher displays solid understanding of students varying learning styles. This is an integral part of their instructional planning.
Knowledge of Students' Social/Emotional and Academic Needs	Teacher displays little knowledge of students' social/emotional and academic needs.	Teacher inconsistently displays knowledge of the students' social/emotional and academic needs.	Teacher consistently displays knowledge of the students' social/emotional and academic needs.	Teacher consistently displays knowledge of individual students' social emotional and academic need. Teacher utilizes such information for instruction.

DOMAIN 1: Planning and Preparation
COMPONENT 1c: Setting Instructional Outcomes
Elements: Value; Clarity; Suitability for diverse students
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Value	Goals represent low expectations and are not based on the learning standards.	Goals and expectations are inconsistently based on the learning standards.	Goals and expectations are consistently based on the learning standards.	Goals represent high expectations that meet or exceed the learning standards based on individual capabilities.

Clarity	Goals are not clear and do not provide viable methods of assessment.	Goals are only moderately clear and some goals do not provide viable methods of assessment.	Most of the goals are clear and provide viable methods of assessment.	All the goals are clear and provide viable methods of assessment.
Suitability for diverse students	Goals are not suitable for the class or are not based on any assessment of student needs.	Some of the goals are suitable for students in the class based on assessment of student needs.	Most of the goals are suitable for students in the class based on assessment of student needs.	Goals are based on assessment of student learning and take into account the varying needs of individual students or groups.

DOMAIN 1: Planning and Preparation
Component 1d: Demonstrating Knowledge of Resources
Elements: Resources for Teachers; Resources for students
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
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Resources for Teaching	Teacher is unaware of resources available through the school or district	Teacher displays limited awareness or use of resources available through the school or district.	Teacher is fully aware of resources available through the school or district and makes use of them regularly.	In addition to being aware of school and district resources, teacher actively seeks and uses other sources to enhance instruction.
Resources for students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district	Teacher is fully aware of resources available through the school or district and assists students in gaining access.	In addition to being aware of school and district resources, teachers are aware of additional resources available through the community and assists students in gaining access.

***Clarification/Elaboration: Resources refer to technology competency and integration, print, and non-print material**

**DOMAIN 1: Planning and Preparation
 Component 1e: Designing Coherent Instruction
 Elements: Learning activities; Instructional materials and resources;
 Instructional groups; Lesson and unit structure**

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Learning activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, reflecting recent professional research.
Instructional materials and resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some materials and resources support the instructional goals and some engage students in meaningful learning.	Most materials and resources support the instructional goals and most engage students in meaningful learning.	Most materials and resources support the instructional goals and are differentiated to engage students in meaningful learning.
Instructional groups	Instructional groups do not support the instructional goals.	Instructional groups are inconsistent in suitability to the instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied and flexible, as appropriate to the different instructional goals based on student assessment data.
Lesson and unit structure	The lesson or unit has no clearly defined structure. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is even, with reasonable time allocations.

DOMAIN 1: Planning and Preparation
Component: 1f: Designing Student Assessments
Elements: Alignment with instructional goals; Criteria and standards; Use for planning
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Alignment with instructional goals	Content and methods of assessment are not in alignment with instructional goals.	Content and methods of assessment are partially aligned with instructional goals	Content and methods of assessment are consistently aligned with instructional goals	Assessments are completely aligned with the instructional goals both in content and process.
Criteria and standards	The teachers' proposed assessment contain no clear criteria or standards	Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Assessment criteria and standards are clear and have been communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students can articulate the criteria and standards.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

COMPONENT 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students; Student interactions with other students

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Teacher Interaction with students	Teacher interaction with students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher interactions with students are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher interactions with students demonstrate general caring and respect. Such interactions are appropriate to the age and the culture of the students.	Teacher consistently demonstrates genuine respect and caring for students. Students exhibit respect for the teacher as an individual.
Student Interaction with other students	Teacher has allowed a climate in which student interactions are characterized by conflict, inappropriate sarcasm or put downs.	Teacher has established a climate in which students do not demonstrate negative behavior toward one another.	Teacher has established a climate in which students do not demonstrate negative behavior toward one another. Student interactions are generally polite and respectful.	Teacher has fostered an environment in which students demonstrate genuine caring for one another as individuals and as students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2b: Creating a Culture for Learning
Elements: Importance of the content; Expectations for learning and achievement
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent ownership by the students.	Teacher conveys genuine enthusiasm for the content, and students' ownership into the value of the content.	Teacher has fostered an environment in which students actively participate with curiosity, initiative and value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments and classroom interactions convey low expectations.	Instructional outcomes, activities and assignments and classroom interactions convey inconsistent expectations for student learning and achievement.	Instructional outcomes, activities and assignments and classroom interactions convey high expectations for most students.*	Instructional outcomes, activities, assignments and classroom interactions convey high expectations for all students. Student outcomes reflect these high expectations.*

- *These high expectations are based on Common Core Learning Standards and/or specific program (such as GAT, ELL, Special Education, etc.)*

**DOMAIN 2: THE CLASSROOM ENVIRONMENT
 COMPONENT 2c: Managing Classroom Procedures**

Elements: Management of instructional groups; Management of transitions; Management of materials and supplies; Performance of non-instructional duties

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Management of instructional groups	Students are not productively engaged in learning during independent work time.	Students in only some groups are productively engaged in learning while not directly instructed by teacher.	Group work is well organized and many students are productively engaged in learning while not directly instructed by teacher.	Group work is well organized and most students are productively engaged with students assuming responsibility for productivity.
Management of transitions	Much instructional time is lost during transitions.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time.	Transitions are seamless, with most students demonstrating an understanding of procedures.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in much loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies function smoothly, but with some loss of instructional time.	Routines for handling materials and supplies are seamless with most students assuming responsibility

DOMAIN 2: The Classroom Environment
COMPONENT 2d: Managing Student Behavior
Elements: Expectations; Monitoring of student behavior; Response to student behavior
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Expectations	No expectations of student behavior have been established.	Expectations of student behavior are not clear.	Expectations of student behavior have been established.	Expectations of student behavior have been established with student participation.
Monitoring of student behavior	Teacher is not monitoring student behavior and is unaware of what the students are doing.	Teacher is monitoring student behavior some of the time.	Teacher is monitoring student behavior most of the time.	Teacher is monitoring student behavior all of the time.
Response to student behavior	Teacher does not respond to misbehavior.	Teacher attempts to respond to misbehavior but the response is inconsistent and/or inappropriate.	Teacher responds to misbehavior appropriately and successfully.	Teacher responds to misbehavior and positive student behavior appropriately and successfully.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning; Directions and procedures; Explanations of content; Use of oral and written language.

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear.	Teacher makes the purpose of the lesson or unit clear, linking that purpose to real life application.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students and provide additional clarification to avert possible misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing.	Teacher's explanation of the content is uneven; some is done skillfully, but other	Teacher's explanation of content is appropriate and connects with	Teacher's explanation of content is engaging and connects with students' knowledge

		portions are difficult to follow.	students' knowledge and experience.	and experience. Students demonstrate understanding by explaining concepts to their peers.
Use of oral and written language	Teacher's vocabulary, spoken and/or written language is not accurate or appropriate for the students' ages and backgrounds.	Teacher's spoken and written language is generally conveyed accurately. Vocabulary is not consistently appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOMAIN 3: Instruction
Component 3b: Using Questioning and Discussion Techniques
Elements: Quality of questions; Discussion techniques/Student participation
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Quality of questions	Teacher's questions are predominantly of lower order and asked in rapid succession with limited expectation of responses.	Teacher's questions are a combination of lower and higher order. Wait time is minimal and only some invite a response.	Most of teacher's questions are of higher order. Adequate time is available for students to respond.	Teacher's questions are of uniformly higher order with adequate time for students to respond. Students may formulate appropriate questions.
Discussion techniques/Student participation	Interaction between teacher and students is predominately lecture.	Teacher makes some attempt to engage students in a true discussion with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher guides students in assuming considerable responsibility for the success of the discussion, initiating

				topics and making unsolicited contributions.
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DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignment; Grouping of students; Structure and pacing

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not engaged.	Activities and assignments are appropriate and engaging for some students.	Activities and assignments are appropriate and engaging for most students.	Activities and assignments are appropriate and engaging for all students.
Grouping of students	Individual groups are inappropriate to the students or to the instructional goals.	Instructional groups are appropriate to some students or only minimally	Instructional groups are appropriate to students and to the instructional goals of	Instructional groups are appropriate to students and to the instructional goals of

		successful in advancing the instructional goals of a lesson.	a lesson.	a lesson. Groupings are data driven when applicable.
Structure and pacing	The presentation of lesson has no clearly defined structured, or the pacing of the lesson is too slow or rushed, or both.	The presentation of the lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The presentation of the lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The structure of the presented lesson is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is consistent and adapted if needed to be appropriate for all students.

DOMAIN 3:

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria; Assessment of student learning; Feedback to students

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Assessment Criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and students are able to

				articulate their understanding of the criteria.
Assessing of student learning	Teacher does not assess student learning within the curriculum.	Teacher assesses the progress of the class as a whole but elicits no diagnostic information.	Teacher assesses the progress of groups of students within the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and assesses the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality and students are provided an opportunity to utilize feedback.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy; Use in future teaching

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Accuracy	Teacher does not know if a lesson was	Teacher has a generally accurate	Teacher makes an accurate	Teacher makes a thoughtful and

	effective or achieved its goals, or profoundly misjudges the success of a lesson.	impression of a lesson's effectiveness and the extent to which instructional goals were met.	assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general reference to support the judgment.	accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in future teaching	Teacher has no suggestion for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes specific suggestions for how a lesson will be improved.	Teacher offers specific alternative actions, complete with probable successes of different approaches.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments; Non - instructional records

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Teacher creates a system that provides an opportunity for students to participate in maintenance of records.
Non-instructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is effective.	Teacher's system for maintaining information on non-instructional activities is highly effective.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about individual students; Engagement of families in the instructional program

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Information about the individual students	Teacher provides minimal information to parents and does not respond or responds Insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both negative and positive progress and continually elicits parent feedback. Response to parent concerns is handled with great sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher's attempts are inconsistent in engaging families in the instructional program.	Teacher's efforts to engage families in the instructional program are appropriate.	Teacher's efforts to engage families in the instructional program are on-going and appropriate.

DOMAIN 4: PROFESSIONAL RESPONSIBILITY
Component 4d: Participating in a Professional Community
Elements: Relationships with colleagues
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Relationships with colleagues	Teacher's relationship with colleagues is negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill the duties that the school or district requires.	Teacher maintains professional relationships with colleagues.	Support and cooperation characterize relationships with colleagues.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill; Reflection and professional growth
Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Enhancement of content knowledge and pedagogical skill	Teacher engages in little professional development activities to enhance knowledge or skill.	Teacher participates in some professional activities to a limited extent.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to apply learned strategies and skills.
Reflection and professional growth	Teacher does not actively participate in reflection, evaluation and/or revision of practice.	Teacher inconsistently participates in reflection, evaluation and/or revision of practice.	Teacher participates in ongoing reflection, evaluation and /or revision of practice.	Teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct; Student Advocacy; Compliance with school and district regulations, Compliance with school and district attendance regulations/policies

Level of Performance

ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students and/or the school community.	Limited professional judgment is evident in interactions with colleagues, students and/or the school community.	Professional judgment is evident in interactions with colleagues, students and/or the school community.	Teacher consistently shows high standards of professional judgment with colleagues, students and/or the school community.
Student advocacy	Teacher's actions or attitudes contribute to students' needs not being met.	Teacher's lack of advocacy contributes to some students' needs not being met.	Teacher works to ensure that students' needs are met.	Teacher is proactive in meeting students' needs, seeking out resources, when needed.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations and takes initiatives to explore how policies and/ or procedures can be improved.
Compliance with school and district attendance regulations/policies	Teacher does not comply with school and district attendance regulation/policies	Teacher complies minimally with school and district attendance regulations/policies.	Teacher complies fully with school and district attendance regulations/ policies.	Teacher complies fully with school and district attendance regulations/ policies and takes initiatives to explore how

				policies and/ or procedures can be improved
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Chicago Ridge School District 127.5 **Performance Evaluation Rubric for School Nurses**

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
1b: Demonstrating knowledge of government, community, and District regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1c: Planning the nursing program for both individuals and groups of students, integrated with the regular school	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational

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

Domain 2: The Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Possessing current clinical knowledge in all areas that affect the holistic well-being of the members of the educational community	Nurse demonstrates little understanding of clinical knowledge that affect the holistic well-being of the members of the educational community.	Nurse demonstrates basic understanding of clinical knowledge that affect the holistic well-being of the members of the educational community.	Nurse demonstrates understanding of clinical knowledge that affect the holistic well-being of the members of the educational community.	Nurse uses a district clinical base for decision making in nursing practice and applies appropriate theories from nursing and the public health or social sciences to meet the uniquely diverse needs of the students, staff, and parents in the school community – the obligation of the school health program.
2b: Demonstrating clinical knowledge and competency in clinical skills	Nurse demonstrates little understanding of clinical knowledge and clinical skills.	Nurse demonstrates basic understanding of clinical knowledge and clinical skills.	Nurse demonstrates understanding of clinical knowledge and clinical skills.	Nurse demonstrates deep and thorough understanding of clinical knowledge and clinical skills.

2c: Using nursing process	Nurse demonstrates little understanding of the nursing process.	Nurse demonstrates basic understanding of the nursing process.	Nurse demonstrates proficiency in utilizing the nursing process.	Nurse uses a systemic approach to problem solving in nursing process.
2d: Contributing to the education of the students with special health needs by assessing the student, planning, and providing appropriate nursing care and evaluating the identifiable outcomes of care	Nurse makes no attempt to contribute to the education of the students with special health needs.	Nurse demonstrates basic efforts to contribute to the education of the students with special health needs.	Nurse contributes to the education of the students with special health needs by assessing the student, planning, and providing appropriate nursing care and evaluating the identifiable outcomes of care.	Nurse organizes and oversees the education of the students with special health needs by assessing the student, planning, and providing appropriate nursing care and evaluating the identifiable outcomes of care.
2e: Using effective written, verbal, and non-verbal communication skills	Nurse makes no attempt to use effective communication between students, parents, and staff.	Nurse makes basic attempts to use effective communication between students, parents, and staff.	Nurse is proficient in using written verbal, and non-verbal communication skills between students, parents, and staff.	Nurse effectively uses written, verbal, and non-verbal communication skills between students, parents, and staff.
2f: Establishing and maintaining a comprehensive school health program	Nurse has no clear goals for establishing and maintaining a comprehensive school health program.	Nurse demonstrates basic efforts for establishing and maintaining a comprehensive school health program.	Nurse has proficiently established and maintains a comprehensive school health program.	Nurse has clear goals and has proficiently established and maintains a comprehensive school health program.

<p>2g: Collaborating with other school professionals, parents and caregivers to meet the health, developmental, and educational needs of the students</p>	<p>Nurse shows no interest in collaborating with other school professionals, parents and caregivers to meet the health, developmental, and educational needs of the students.</p>	<p>Nurse demonstrates basic interest in collaborating with other school professionals, parents and caregivers to meet the health, developmental, and educational needs of the students.</p>	<p>Nurse proficiently demonstrates collaboration within the school system by working with other school professionals, parents and caregivers to meet the health, developmental, and educational needs of the students.</p>	<p>Nurse effectively displays collaboration within the school system by initiating progress with other school professionals, parents and caregivers to meet the health, developmental, and educational needs of the students by providing resources and continuing evaluating progress.</p>
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<p>Domain 3: Delivery of Service</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>3a: Assessing student needs</p>	<p>Nurse does not assess student needs, or the assessments result in inaccurate conclusions.</p>	<p>Nurse's assessments of student needs are perfunctory.</p>	<p>Nurse assesses student needs and knows the range of student needs in the school.</p>	<p>Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.</p>
<p>3b: Administering medications to students</p>	<p>Medications are administered with no regard to state or district policies.</p>	<p>Medications are administered by designated individuals, but signed release forms are not conveniently stored.</p>	<p>Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.</p>	<p>Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.</p>
<p>3c: Promoting wellness through</p>	<p>Nurse's work with students in classes</p>	<p>Nurse's efforts to promote wellness</p>	<p>Nurse's classroom presentations result</p>	<p>Nurse's classroom presentations for</p>

classes or classroom presentations	fails to promote wellness.	through classroom presentations are partially effective.	in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
3d: Managing emergency situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3e: Demonstrating flexibility and responsiveness	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.

		improved.	specific suggestions as to how the nursing program might be improved.	
4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
4c: Participating in a professional community	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.
4d: Engaging in professional development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4e: Showing professionalism	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with

			needed.	colleagues.
4f: Creating an environment of respect and rapport	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.

Chicago Ridge School District 127.5 Performance Evaluation Rubric for School Psychologists

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrates knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses multiple psychological instruments to evaluate students and determine accurate diagnoses based on student strengths and cultural background and verbalizes rationale for selecting specific testing instruments. Psychologist is able to provide practical interpretation to teachers and parents regarding assessment results.	Psychologist uses a wide range of psychological instruments to evaluate students and knows proper situations in which each should be used to provide practical interpretation to teachers and parents regarding assessment results.
1b. Demonstrates knowledge of child and adolescent development and	Psychologist shows little or no knowledge of child and adolescent	Psychologist demonstrates basic knowledge of child and adolescent	Psychologist exhibits thorough knowledge of child and adolescent	Psychologist applies extensive knowledge of typical child development,

psychopathology	development and psychopathology with limited knowledge of effective interventions.	development and psychopathology.	development and psychopathology. Psychologist can access information pertaining to classroom intervention approaches to address these areas.	psychopathology and corresponding interventions for the classroom.
1c. Establishes goals for the psychological program appropriate to the setting and the students served.	Psychologist has no clear goals for the psychological program, or they are inappropriate to either the situation or the age of the student.	Psychologist's goals for the treatment program are rudimentary and partially suitable to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district.	Psychologist demonstrates little to no knowledge of governmental regulations and of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources more broadly available.	Psychologist is aware of state and federal regulations and of resources for students available through the school or district and has some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive including those available through the school or district and in the community.
1e. Plans the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention.	Psychologist has limited knowledge of continuum of services. Psychologist only works on referrals to special education.	Psychologist is developing knowledge related to the continuum of services. Psychologist's plan includes some worthwhile activities but others don't fit with broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support the students individually, within the broader educational program.
1f. Incorporates an	Psychologist has no	Psychologist has a	The Psychologist's	The Psychologist's

<p>internal measurement process to evaluate the efficacy of the psychological services.</p>	<p>plan to evaluate the program or resists suggestions that such an evaluation is important.</p>	<p>rudimentary plan to evaluate the psychology program.</p>	<p>measurement plan to evaluate the effectiveness of the psychological services is organized around clear goals, inclusive of the collection of evidence to indicate the degree to which the goals have been met. The assessment criteria and standards are clear. The psychologist demonstrates effective use of data in order to plan for future program services.</p>	<p>measurement plan to evaluate the effectiveness of the psychological services is comprehensive. The program assessment incorporates multiple sources of evidence, derived across relevant settings/activities and is intended to guide program improvements on an ongoing basis.</p>
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<p>Domain 2: The Environment</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>2a. Establishing rapport with students</p>	<p>Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.</p>	<p>Psychologist's interactions are a mix of positive and negative and efforts at developing rapport are partially successful.</p>	<p>The psychologist's interactions with students are positive and respectful. Therapeutic interactions are appropriate to the ages of the students and demonstrate genuine caring. Students appear comfortable during service delivery. The psychologist's interactions provide necessary emotional supports to facilitate appropriate student behavior.</p>	<p>The Psychologist's interactions with students are highly respectful, reflecting warmth, caring and sensitivity to students as individuals. Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. Psychologist can be called upon when a student cannot be reached by other staff members.</p>

<p>2b. Establishing a culture for positive mental health throughout the school</p>	<p>Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.</p>	<p>Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers and is only partially successful.</p>	<p>The psychologist provides on- going support and feedback in order to promote a culture throughout the school that encourages positive behaviors across educational settings. The psychologist provides consultative support to assist teachers in the reinforcement of pro-social behaviors in their classrooms.</p>	<p>The psychologist takes the initiative to work collaboratively in the promotion of a school wide culture that systematically establishes and reinforces positive/pro- social behaviors. The school wide system includes opportunities for students to assume responsibility in the implementation of skills that will facilitate a culture for learning.</p>
<p>2c. Establishing and maintaining clear procedures for referrals</p>	<p>No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.</p>	<p>Psychologist has established procedures for referrals, but the details are not always clear.</p>	<p>The psychologist actively participates in establishing and maintaining referral procedures and guides stakeholders through implementation.</p>	<p>The psychologist monitors the effectiveness of the referral procedures and takes a leadership role in training staff on the utilization of those referral procedures. The psychologist suggests revisions as necessary to ensure that the process remains appropriate for the students and school environment.</p>

<p>2d. Establishing standards of conduct in the testing center</p>	<p>No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.</p>	<p>Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.</p>	<p>Standards of conduct have been established. Psychologist monitors student behavior with standards of conduct; response to students is appropriate and respectful.</p>	<p>Standards of conduct have been established. Psychologist's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior.</p>
<p>2e. Organizing physical space for testing of students and storage of materials</p>	<p>The testing center is disorganized and poorly suited for student evaluations. Materials are not stored in a secure location and are difficult to find when needed.</p>	<p>Materials in the testing center are stored securely, but the center is not organized well and materials are difficult to find when needed.</p>	<p>The psychologist has a physical space that is organized and safe. The psychologist makes effective use of the available resources to correspond with the planned activities. Attempts are made to modify the available space or find an alternative site that is more suitable for the planned activity, as needed. Materials are stored in a secure location and are readily available as needed.</p>	<p>The psychologist has a physical space that is safe and organized to accommodate a variety of activities with students. If an alternative space is more suitable for an activity, the psychologist has arranged for the site in advance. Materials are stored in a secure location and are readily available. Students have the opportunity to make contributions to the use or adaptation of the physical environment as appropriate.</p>

<p>Domain 3: Delivery of Service</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>3a: Responding to referrals; consulting with</p>	<p>Psychologist fails to consult with colleagues or to</p>	<p>Psychologist consults on a sporadic basis with</p>	<p>Psychologist consults frequently with colleagues,</p>	<p>Psychologist consults frequently with colleagues,</p>

<p>teachers and administrators</p>	<p>tailor evaluations to the questions raised in the referral.</p>	<p>colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.</p>	<p>tailoring evaluations to the questions raised in the referral. There is clear and consistent communication with all stakeholders.</p>	<p>contributing own insights and tailoring evaluations to the questions raised in the referral. The psychologist collaborates with all stakeholders involved in the student's educational program, including students as appropriate.</p>
<p>3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines</p>	<p>Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.</p>	<p>Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.</p>	<p>Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.</p>	<p>Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.</p>
<p>3c: Chairing evaluation team</p>	<p>Psychologist declines to assume leadership of the evaluation team.</p>	<p>Psychologist assumes leadership of the evaluation team when directed to do so.</p>	<p>Psychologist assumes leadership of the evaluation team as a standard expectation.</p>	<p>Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings.</p>
<p>3d: Planning interventions to maximize students' likelihood of success</p>	<p>Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.</p>	<p>Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.</p>	<p>Psychologist's plans for students are suitable for them and are aligned with identified needs.</p>	<p>Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and</p>

				incorporate many related elements.
3e: Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3f: Demonstrating flexibility and responsiveness	Psychologist adheres to the plan or program in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the service plan as necessary based upon data and the educational setting. Students' needs are monitored on an ongoing basis as a part of the determination of their needs for services. The psychologist persists in seeking additional resources as necessary for students whose progress warrants further investigation.	Psychologist is continually seeking ways to improve the service plan, and makes changes as needed in response to input of stakeholders. The psychologist is responsive to students' needs and suggests revisions to the IEP when there is evidence of a need for a change in services. Therapist persists in seeking additional resources for students exploring additional resources both within and outside of the school community.

Domain 4:	Unsatisfactory	Needs Improvement	Proficient	Excellent
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Professional Responsibilities				
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with parents, staff and administrators	Psychologist is unavailable to stakeholders for questions, planning, or sharing of assessment data.	Psychologist is available to stakeholders only when requested for questions, planning, or sharing of assessment data. The information provided may be insufficient or delivered in an insensitive manner. Communications are one-way, not always appropriate to the cultural norms of families or considerate of other stakeholders on the team.	Psychologist initiates contact with stakeholders to provide information to plan, answer questions, and share assessment data. The communication supports on-going collaboration in the provision of educational programming. Psychologist makes some attempt to engage families in the school services as appropriate. The information conveyed with families is in a culturally appropriate manner.	Psychologist seeks out stakeholders to provide information to plan, answer questions, and share assessment data. Psychologist solicits stakeholders' perspectives on individual students or needs within an educational setting, and documents consultation/collaboration in progress notes and data management system. Response to family concerns is handled with professional and cultural sensitivity.
4c: Maintaining accurate records	Psychologist's records are in	Psychologist's records are accurate	Psychologist's records are accurate	Psychologist's records are accurate

	disarray; they may be missing, illegible, or stored in an insecure location.	and legible and are stored in a secure location.	and legible, well organized, and stored in a secure location.	and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist volunteers to participate in school and district events and/or projects and makes a substantial contribution. The psychologist maintains positive and productive relationships with colleagues. Participates in local, state or national organizations.	Psychologist makes a substantial contribution to school and district events and/or projects. Relationships with colleagues are characterized by mutual support and cooperation, with the psychologist taking initiative to assume a leadership role in at least one aspect of school or district life. The psychologist communicates with other practitioners within their discipline as needed.
4e: Growing and developing professionally	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. The psychologist makes no effort to share knowledge with	Psychologist's participation in professional development activities is limited to those that are convenient or are required. The psychologist finds limited ways to contribute to the profession. The psychologist	Psychologist seeks out opportunities for professional development based on an assessment of professional need and/or needs identified within the school setting. The psychologist participates actively in assisting other practitioners. The	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues, mentoring, and developing programs. The

	<p>others or to assume professional responsibilities with respect to his/her role on educational teams.</p>	<p>accepts, with some reluctance, feedback on his/her performance from both supervisors and professional colleagues.</p>	<p>psychologist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</p>	<p>psychologist seeks constructive feedback from supervisors and colleagues, as appropriate, in the pursuit of his/her ongoing professional growth. The psychologist shares knowledge through presentations to school and district staff.</p>
<p>4f: Showing Professionalism</p>	<p>Psychologist displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</p>	<p>Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.</p>	<p>Psychologist displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</p>	<p>Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</p>

Chicago Ridge School District 127.5 Performance Evaluation Rubric for Social Workers

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrating knowledge of content basic to the social work profession and knowledge of district, state, and federal regulations and guidelines	Social Worker displays little understanding of the knowledge of social work practice and little or no knowledge of laws and regulations that guide social work procedures.	Social Worker displays basic knowledge of social work practice and basic knowledge of laws and regulations that guide social work procedures.	Social Worker demonstrates solid understanding of the content areas basic to the Social Work profession and takes an ecological view of the student's needs and thorough knowledge of laws and regulations that guide social work procedures.	Social Worker's knowledge of the content and practice in the areas basic to the social work profession are extensive, showing evidence of a continuing search for improved practice and knowledge of laws and regulations that guide social work procedures is extensive
1b. Establishing goals for social work services appropriate to the setting and the students served Integrate with Illinois social-emotional learning standards	Social Worker has no clear goals for the programs services to be provided, or they are inappropriate to either the situation or the age of the students.	Social Worker goals for the program services are rudimentary and are partially suitable to the situation and to the age of the students. Some goals are clearly measurable.	Social Worker goals for the program services are clear and appropriate to the situation in the school and to the age of the students. Most goals are clearly measurable and linked to IL social emotional learning standards.	Social Worker goals for the program services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. Goals are measurable and clearly tied to IL standards.
1c. Managing Classroom Procedures	Much instructional time is lost because of inefficient routines	Some instructional time is lost because routines and	Little instructional time is lost because of routines and	Students contribute to the seamless operation of routines

	and procedures for transitions, handling of supplies, and performance of non-instructional duties.	procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	and procedures for transitions, handling of supplies, and performance of non-instructional duties.
1d. Collecting information; writing reports	Social Worker neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Social Worker collects most of the important information on which to base the intervention plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Social Worker collects all the important information on which to base the intervention plans; reports are accurate and appropriate to the audience.	Social Worker is proactive in collecting important information, seeking out different stakeholders when necessary, including parents; reports are accurate and clearly written and are tailored for the age.
1e Demonstrating solution-focused response in crisis management	Social Worker fails to interpret student needs as worthy of follow-up. Reluctant, inadequate or no discernable intervention.	Social Worker demonstrates rudimentary or only partially suitable response to the student's needs. Inconsistent follow-up with family.	Social Worker participates in formation of an individualized student plan to promote crisis stabilization. The plan includes clear goals and objectives, timelines, and data-based decision making rules are established. There is consistent follow-up with team and family.	Social Worker participates in the construction and implementation of comprehensive plan that incorporates schedule of timely follow-up, is family/data driven and incorporates evidenced-based decision making for resolution. Includes transition plan to support independent family functioning.

Domain 2: The Environment	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Creating an environment of respect and rapport	Social Worker interactions with students, parents, school personnel and community agencies are negative or inappropriate. Social Worker is unable to communicate effectively with school teams.	Social Worker interactions with students, parents, school personnel and community agencies are generally appropriate and free from conflict. Social Worker is inconsistent in collaboratively working with and providing consultation to school personnel and community agencies to communicate the needs of children and families.	Social Worker interactions with students, parents, school personnel and community agencies reflect genuine warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of stakeholders. Social Worker actively promotes positive collaboration with school personnel and community agencies to communicate and support the needs of children and families.	Social Worker interactions with students, parents, school personnel and community agencies are highly respectful, reflecting genuine warmth and caring about students. Social Worker actively provides leadership in creating and maintaining positive collaboration with school personnel and community agencies to communicate and support the needs of children and families.
2b. Organizing time effectively	Social Worker's exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Social Worker's time-management skills are moderately well developed; essential activities are carried out, but not always in the most appropriate or efficient manner.	Social Worker exercises good judgment in setting priorities, resulting in clear schedules and important work begin accomplished in an efficient and supportive manner.	Social Worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless, integrated manner between different

				stakeholders that includes students, parents, school personnel and community agencies.
2c. Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Much instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
2d. Managing Student Behavior	There is a lack of evidence that standards of conduct have been established and little or no Social Worker monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the Social Worker has made an effort to establish standards of conduct for students. The Social Worker tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the Social Worker monitors student behavior against those standards. The Social Worker's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence or student participation in setting them. The Social Worker's monitoring of student behavior is subtle and preventive, and the Social Worker's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e. Contributing to the culture of	Social Worker's efforts to establish	Social Worker's efforts to establish	Social Worker has established	Social Worker works collaboratively with

positive student behavior throughout the school	appropriate interventions that contribute to positive student behavior are unsuccessful.	appropriate interventions that contribute to positive student behavior are partially successful.	appropriate interventions that contribute to positive student behavior and are consistently effective with a variety of students.	students to establish appropriate interventions that make lasting contributions to positive student self-managed behavior.
2f. Organizing physical space for working with individual or small groups of students and storage of materials.	The instructional space and materials are not organized. Documents are not maintained to ensure confidentiality.	The instructional space and materials are not completely organized, and materials are difficult to find when needed. Documents are maintained to ensure confidentiality.	The instructional space and materials are well organized; documents are arranged and maintained to ensure confidentiality.	The instructional space is highly inviting to parents and/or students. Documents are arranged and maintained to ensure confidentiality.
2g. Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the Teacher's use of resources is moderately effective. The Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the Teacher ensures that the physical arrangement is appropriate to the learning activities. The Teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Delivery of Service	Unsatisfactory	Needs Improvement	Proficient	Excellent
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<p>3a. Assessing students' social and emotional needs, including collaboration among students, parent and school personnel</p>	<p>Social Worker does not assess student needs, or the assessments result in inaccurate conclusions.</p>	<p>Social Worker assessments of student needs are perfunctory</p>	<p>Social Worker assesses student needs, and knows the range of student needs in the school.</p>	<p>Social Worker conducts detailed and individualized assessment of student needs to contribute to program planning.</p>
<p>3b. Communicating with Students</p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The Social Worker's use of language contains errors or is inappropriate for students' diverse learning needs and varying levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the Social Worker's use of language is correct but may not be completely appropriate for students' diverse learning needs and varying levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for diverse learning needs and varying levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The Social Worker's oral and written communication is clear and expressive, appropriate for students' diverse learning needs and varying levels of development, and anticipates possible student misconceptions.</p>
<p>3c. Engaging Students in Learning</p>	<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' diverse learning needs and varying levels of development, resulting in little</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' diverse learning needs and varying levels of development, resulting in moderate</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' diverse levels of understanding/knowledge. Students are engaged in work of a</p>	<p>Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals,</p>

	intellectual engagement. The lesson has no structure or is poorly paced.	intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	high level of rigor. The lesson's structure is coherent, with appropriate pace.	and the structure and pacing allow for student reflection and closure.
3d. Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the Social Worker or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress by the Social Worker and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the Social Worker and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used regularly and in a reflective manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and Social Worker, and high-quality feedback to students from a variety of sources.
3e. Demonstrating Flexibility and Responsiveness	The Social Worker adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The Social Worker brushes aside student questions; when students experience difficulty, the Social Worker blames the students or their home environment.	The Social Worker attempts to modify the lesson when needed and to respond to student questions, with moderate success. The Social Worker accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The Social Worker promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The Social Worker seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The Social Worker ensures the success of all students through use of an extensive repertoire of instructional strategies.



Domain 4: Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflecting on practice	Social Worker does not reflect on the effectiveness of the intervention or propose ideas as to how it may be improved.	Social Worker reflects on the intervention and makes global suggestions without citing specific examples.	Social Worker reflects on the intervention citing general impact and makes some specific suggestions about how it might be improved.	Social Worker reflects on the intervention and draws on extensive clinical knowledge and experience to assess and suggest alternative interventions.
4b. Maintaining effective documentation of student progress	Social Worker's reports, records and documentation are missing, late or inaccurate; documentation cannot be used to monitor student progress or to adjust intervention as needed.	Social Worker's records are accurate, legible and stored in a secure location; documentation provides a rudimentary system for monitoring student progress or occasionally adjusting interventions when needed.	Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs; documentation serves as an effective data-management system for monitoring student progress and adjustment of interventions when needed.	Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs, serving as a model for colleagues; documentation provides a highly effective data-management system for monitoring student progress and is used to adjust interventions when needed.

<p>4c. Demonstrating knowledge resources, both within and beyond the school and district. Communicates with families as allowed by confidentiality laws and social work ethics</p>	<p>Social Worker demonstrates little or no knowledge of resources for students available through the school or district. Social Worker provides little or no information to families. Social Worker makes no attempt to engage families in a relationship and does not respond sensitively to family concerns.</p>	<p>Social Worker displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly. Social Worker demonstrates some sensitivity and makes an effort to engage families to identify and achieve common goals.</p>	<p>Social Worker displays thorough knowledge of resources for students available through the school or district, and some familiarity with resources external to the school. Social Worker sensitively communicates with family as needed. Social Worker routinely provides information regarding student's progress and needs.</p>	<p>Social Worker knowledge of resources for students is extensive, including those available through the school, district and community. Social Worker sensitively communicates with families as needed. Social Worker consistently provides information regarding student progress and needs. Social Worker empowers and supports families to function as advocates for themselves and their children.</p>
<p>4d. Participating in the professional learning community</p>	<p>Social Worker's relationships with colleagues are ineffective in supporting the school environment. Social Worker does not participate in programs or committees on any level.</p>	<p>Social Worker's relationships are cordial. Social Worker participates in school/district events, programs, committees when specifically requested.</p>	<p>Social Worker maintains positive and productive relationships with colleagues. Social Worker participates actively in school/district events, programs, and committees.</p>	<p>Social Worker assumes a leadership role with colleagues. Social Worker makes a substantial contribution to school, district and community.</p>
<p>4e. Engaging in Professional</p>	<p>Social Worker does not participate in</p>	<p>Social Worker participation in</p>	<p>Social Worker seeks out opportunities for</p>	<p>Social Worker actively pursues</p>

Development	professional development activities.	professional development activities is limited to those that are convenient or are required.	professional development based on an individual assessment of needs.	professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops, doing research, mentoring and supervision.
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Chicago Ridge School District 127.5
Performance Evaluation Rubric for Speech Pathologists

Domain 1: Planning and Preparation	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge and skill in the speech-language pathology therapy area as evidenced through:	Speech-Language Pathologist demonstrates little or no knowledge and skill in the therapy area; does	Speech-Language Pathologist demonstrates basic knowledge and skill in the therapy area; maintains the	Speech-Language Pathologist demonstrates thorough knowledge and skill in the therapy area;	Speech-Language Pathologist demonstrates extensive knowledge and skill in the therapy area;

<ul style="list-style-type: none"> · Articulation · Phonology · Apraxia/Dysarthria · Oral Motor · · Language-Receptive and Expressive · Pragmatics · Fluency · Voice 	<p>not hold or maintain the necessary certificate or license.</p>	<p>necessary certificate or license.</p>	<p>maintains the necessary certificate or license.</p>	<p>maintains an advanced certificate or license and holds additional endorsements that could include ESL, Bilingual etc...</p>
<p>1b: Establishing speech-language pathology plan appropriate to the students' needs in the Least Restrictive Environment or school setting</p>	<p>Speech-Language Pathologist has no plan for individualizing speech-language services that are appropriate to the students' needs or setting.</p>	<p>Speech-Language Pathologist has a plan for the therapy services that is rudimentary or partially suitable to the setting and to the needs of the students.</p>	<p>Speech-Language Pathologist has a plan for the therapy services that is clear and appropriate to the setting of the school, integrated with the curriculum and to the needs of the students.</p>	<p>Speech-Language Pathologist's has a plan for the therapy services that is highly appropriate to the school setting, integrated with the curriculum and to the needs of the students and have been developed collaboratively with different school stakeholders.</p>
<p>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines for speech-language pathology</p>	<p>Speech-Language Pathologist demonstrates little or no knowledge of special education laws and procedures and district guidelines.</p>	<p>Speech-Language Pathologist demonstrates basic knowledge of special education laws and procedures and district guidelines.</p>	<p>Speech-Language Pathologist demonstrates thorough knowledge of special education laws and procedures and district guidelines.</p>	<p>Speech-Language Pathologist's knowledge of special education laws and procedures and district guidelines is extensive; Speech-Language Pathologist takes a leadership role in reviewing and revising district policies.</p>
<p>1d: Demonstrating knowledge of</p>	<p>Speech-Language Pathologist</p>	<p>Speech-Language Pathologist</p>	<p>Speech-Language Pathologist</p>	<p>Speech-Language Pathologist</p>

<p>resources, both within and beyond the school and district</p>	<p>demonstrates little or no knowledge of resources for students available through the school or district.</p>	<p>demonstrates basic knowledge of resources for students available through the school or district.</p>	<p>demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.</p>	<p>demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.</p>
<p>1e: Developing a plan to revise the therapy services in order to meet the needs of individual students</p>	<p>Speech-Language Pathologist has no plan to revise therapeutic services, resists suggestions, and does not link to overall goal(s)/benchmarks.</p>	<p>Speech-Language Pathologist has unclear plans, accepts and implements some suggestions and partially meets overall goal(s)/benchmarks.</p>	<p>Speech-Language Pathologist's has a clear plan that is supported by evidence-based practice, quantitative and qualitative data, and meets overall goal(s)/benchmarks.</p>	<p>Speech-Language Pathologist's evaluation plan is highly extensive and includes multiple sources of evidence, necessary revisions of IEPs based upon quantitative data, and supports generalization across educational or community settings.</p>

<p>Domain 2: The Environment</p>	<p>Unsatisfactory</p>	<p>Needs Improvement</p>	<p>Proficient</p>	<p>Excellent</p>
<p>2a: Establishing rapport with students</p>	<p>Speech-Language Pathologist's interactions with students are</p>	<p>Speech-Language Pathologist's interactions are a mix of positive and</p>	<p>Speech-Language Pathologist's interactions with students are positive</p>	<p>Speech-Language Pathologist's interactions with students are positive</p>

	negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting.	negative; the speech-language pathologist's efforts at developing rapport are partially established.	and respectful; students appear comfortable in the evaluation and therapy setting.	and respectful; the students are comfortable in the evaluation and therapy setting as evidenced by at least one of the following behaviors: seeking out the speech-language pathologist, cooperating during expected tasks, attending scheduled therapy sessions, and/or completing homework assignments.
2b: Organizing time effectively	Speech-Language Pathologist has no organizational skills demonstrated by inability to meet deadlines for evaluations, not attending 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, attending some 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, attends 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, attending meetings, providing therapy and completing paperwork in a timely manner, as well as utilizing time for other duties that will assist in meeting the needs of students at their school.
2c: Managing therapy procedures including instructional groups, materials/supplies,	Speech-Language Pathologist does not group students based on age/communication needs, does not have	Speech-Language Pathologist does not consistently group students based on age/communication needs, does not consistently have	Speech-Language Pathologist groups students based on age/communication needs, has materials/supplies prepared in	Speech-Language Pathologist groups students based on age/communication needs, has materials/supplies prepared in

<p>and transitions</p>	<p>materials/supplies prepared in advance, and does not transition in a timely manner. Poor transitioning results in ineffective use of therapy time.</p>	<p>materials/supplies prepared in advance, and does not consistently transition in a timely manner.</p>	<p>advance, and transitions in a timely manner.</p>	<p>advance, and transitions in a timely manner. Students demonstrate an understanding of the above by independently participating in the process.</p>
<p>2d: Establishing behavioral expectations in the therapy session</p>	<p>Speech-Language Pathologist has no behavioral expectations in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation and treatment.</p>	<p>Speech-Language Pathologist has behavioral expectations 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.</p>	<p>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. Rules of conduct are posted and discussed with the students.</p>	<p>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. Rules of conduct are posted and discussed with the students. Students engage in self-monitoring of appropriate behavior.</p>
<p>2e: Organizing physical space for testing of students and providing therapy</p>	<p>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.</p>	<p>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 not</p>	<p>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</p>	<p>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</p>

		rearranged or modified to meet each student's individual needs.	or modified to meet each student's individual needs.	or modified to meet each student's individual needs. The Speech-Language Pathologist seeks out additional equipment, materials, and resources to enhance individual student-speech-language needs.
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Domain 3: Delivery of Service	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Responding to referrals and evaluating student needs	Speech-Language Pathologist fails to make a decision upon receipt of a referral or a screening or evaluation within the mandated time frame.	Speech-Language Pathologist responds to a referral for a screening and/or evaluation within the mandated time frame but there is no clear expectation of the planned evaluation and/or assessment.	Speech-Language Pathologist responds to a referral for a screening and or evaluation within the mandated time frame and provides a clear explanation of assessment and/or interventions.	Speech-Language Pathologist responds to a referral for a screening and/or evaluation within the mandated time frame and provides a clear explanation of assessment and/or intervention. In-services are provided on the referral process/ procedures and communication disorders with appropriate stakeholders.
3b: Developing and implementing goals and benchmarks to	Speech-Language Pathologist fails to follow the	Speech-Language Pathologist partially follows the	Speech-Language Pathologist follows all requirements	Speech-Language Pathologist follows the

<p>maximize students' success</p>	<p>Speech-Language Department's format for writing goals and the goals do not correlate with the finding of the assessment.</p>	<p>Speech-Language Department's format for writing goals and the goals partially correlate with the findings from the assessment.</p>	<p>within the Speech-Language Department's format for goal writing and the goals correlate with the findings from the assessment.</p>	<p>Speech-Language Department's format for goal writing, the goals correlate with the findings from the assessment, and finds creative ways to incorporate speech/language goals across the curriculum.</p>
<p>3c: Communicating with families</p>	<p>Speech-Language Pathologist fails to communicate with parents/guardians and does not document attempts to communicate with the parents/guardians.</p>	<p>Speech-Language Pathologist communicates with the parents/guardians but the information is not always relayed in a professional manner or takes into consideration cultural, socio-economic, and linguistic factors.</p>	<p>Speech-Language Pathologist communicates with parents/guardians in a professional manner and takes into consideration cultural, socio-economic, and linguistic factors.</p>	<p>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.</p>
<p>3d: Collecting information; writing reports</p>	<p>Speech-Language Pathologist does not follow Speech-Language Department best practices for evaluation procedures and does not address all communication areas including expressive/receptive language, articulation/</p>	<p>Speech-Language Pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all communication areas (including expressive/receptive language, articulation/ phonology,</p>	<p>Speech-Language Pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/phonolog</p>	<p>Speech-Language Pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/</p>

	phonology, pragmatics, voice, fluency, and oral-motor.	pragmatics, 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.	y, pragmatics, voice, fluency, and oral-motor), uses a variety of assessment tools, and writes a clear evaluation report.	phonology, pragmatics, 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.
3e: Demonstrating flexibility and responsiveness	Speech-Language Pathologist adheres to the speech/language goals and benchmarks, in spite of evidence of its inadequacy. Minutes of service are not individualized to meet the student's needs.	Speech-Language Pathologist makes changes in the interventions and documents changes in progress notes but does not amend the Individualized Education Plan when confronted with evidence of the need for change. Student's needs are considered when assigning minutes of service.	Speech-Language Pathologist amends the Individualized Education Plan when confronted with evidence of the need for change and makes revisions in the treatment program. Student's needs are considered when assigning minutes.	Speech-Language Pathologist amends the Individualized Education Plan when confronted with evidence of the need for change and makes revisions in the treatment program. Student's needs are considered when assigning minutes of service. Evidenced based practices are used to determine if adjustment in goals, benchmarks, and minutes are needed.

Domain 4: Professional Responsibilities	Unsatisfactory	Needs Improvement	Proficient	Excellent
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<p>4a: Reflecting on practice</p>	<p>Speech-Language Pathologist does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>Speech-Language Pathologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.</p>	<p>Speech-Language Pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.</p>	<p>Speech-Language Pathologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.</p>
<p>4b: Collaborating with teachers and administrators</p>	<p>Speech-Language Pathologist is not available to staff for questions and planning and declines to provide background material when requested.</p>	<p>Speech-Language Pathologist is available to staff for questions and planning and provides background material when requested.</p>	<p>Speech-Language Pathologist initiates contact with teachers and administrators to provide information pertaining to students and documents consultation/collaboration in progress notes.</p>	<p>Speech-Language Pathologist seeks out teachers and administrators to confer regarding cases, provides information pertaining to students, solicits their perspectives on individual students, and documents consultation/collaboration in progress notes.</p>
<p>4c: Maintaining an effective data management system</p>	<p>The speech-language pathologist data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.</p>	<p>Speech-Language Pathologist inconsistently uses a data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.</p>	<p>Speech-Language Pathologist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.</p>	<p>Speech-Language Pathologist has developed a highly effective data-management system for creatively monitoring student progress that is in place in multiple environments and uses it to adjust</p>

				treatment when needed. The speech-language pathologist uses the system to communicate with teachers/parents.
4d: Participating in a professional community	Speech-Language Pathologist relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Speech-Language Pathologist relationships with colleagues are cordial, and they participate in school and district events and projects when specifically asked to do so.	Speech-Language Pathologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Speech-Language Pathologist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Speech-Language Pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Speech-Language Pathologist participates in minimal requirements of professional development activities which are relevant to their caseload and discipline.	Speech-Language Pathologist pursues professional development activities relevant to the discipline and the needs of students on their caseload.	Speech-Language Pathologist actively pursues professional development opportunities by attending all relevant meetings for the profession/department/district requirements and makes a substantial contribution to the profession through such activities as presenting relevant information to colleagues during workshops.

Section 4: PROFESSIONAL PRACTICE LEVELS OF PERFORMANCE

These levels of performance are included in this plan to support self-reflection, inform, and structure professional conversations between educators and evaluators to enhance professional practice. These levels contribute to an educator's performance appraisal rating as described in the Teacher Performance Evaluation Plan Section 5.

Professional Practice Levels of Performance Chicago Ridge School District 127.5

Excellent	Professional practice at the Excellent Level is that of a professional whose practices operate at a qualitatively different level from those of other professional peers. Practice is at the highest level of expertise and commitment to student learning. Excellent teachers engage in extensive, reflective personal and collaborative professional development.
Proficient	Professional practice at the Proficient Level shows evidence of thorough knowledge of all aspects of the profession. Teachers at this level thoroughly know their content, their students, how their students learn best and how to engage them. They know and follow the standards and establish a classroom environment that functions smoothly with little or no waste of instructional time. Expectations for student learning are high. They reflect on their instruction and use assessment to drive planning.
Needs Improvement	Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their careers. This level requires specific support in tenured years.
Unsatisfactory	Professional practice at the Unsatisfactory Level shows evidence of inadequately applying or not understanding the concepts underlying the components for best practice and represents professional behavior that is harmful, and requires intervention.

Section 5: TEACHER PERFORMANCE EVALUATION RATING SYSTEM

OPERATING PRINCIPLES

COMPONENT RATINGS for Professional Practice in the Teacher Performance Evaluation Plan:

	2 Elements	3 Elements	4 Elements
Excellent	One or two rated <i>Excellent</i> , with the remaining rated <i>Proficient</i> .	Two or three rated <i>Excellent</i> , with the remaining rated <i>Proficient</i> .	Two or more rated <i>Excellent</i> , with the remaining rated <i>Proficient</i> and none rated <i>Needs Improvement</i> .
Proficient	One or two rated <i>Proficient</i> , with the remaining rated <i>Needs Improvement</i> . OR One rated <i>Excellent</i> and one <i>Needs Improvement</i> .	Two or three rated <i>Proficient</i> , with the remaining rated <i>Excellent</i> or <i>Needs Improvement</i> . OR One rated <i>Excellent</i> , one rated <i>Proficient</i> , and one rated <i>Needs Improvement</i> .	Two rated <i>Proficient</i> , with the remaining rated <i>Excellent</i> and/or <i>Needs Improvement</i> . OR Two rated <i>Excellent</i> , with the remaining rated <i>Proficient</i> and <i>Needs Improvement</i> .
Needs Improvement	Both elements rated <i>Needs Improvement</i> .	Two or more rated <i>Needs Improvement</i> , with remaining rated <i>Excellent</i> or <i>Proficient</i> .	Three or more rated <i>Needs Improvement</i> , with remaining rated <i>Excellent</i> or <i>Proficient</i> .
Unsatisfactory	One or more elements rated <i>Unsatisfactory</i> .		

DOMAIN RATINGS for Professional Practice in the Teacher Performance Evaluation Plan:

- **Excellent** - At least half of the components rated *Excellent*, with the remaining component(s) rated *Proficient*.
- **Proficient** - A majority of components rated *Proficient* or *Excellent*. No more than one component rated *Needs Improvement* and none rated *Unsatisfactory*.
- **Needs Improvement** - Two or more components rated *Needs Improvement*. Maximum of one component rated *Unsatisfactory*, with the remaining components rated *Proficient* or *Excellent*.
- **Unsatisfactory** - Two or more components rated *Unsatisfactory*.

OVERALL RATING for Professional Practice in the Teacher Performance Evaluation Plan:

- **Excellent** - Two or more domains rated *Excellent*, with the remaining domains rated *Proficient*.
- **Proficient** - No more than one domain rated *Needs Improvement*, with the remaining domains rated *Proficient* or *Excellent*.
- **Needs Improvement** - Two or more domains rated *Needs Improvement*, with the remaining domains rated *Proficient* or *Excellent* OR one domain rated *Needs Improvement* and one domain rated *Unsatisfactory*, with the remaining domains rated *Proficient* or *Excellent*.
- **Unsatisfactory** - Two or more domains rated *Unsatisfactory*.

In compliance with PERA 2010:

- If a tenured educator receives an overall performance evaluation (summative) rating of *Needs Improvement*, a Professional Development Plan (PDP) will be developed. A tenured educator whose performance is not *Proficient* or *Excellent* after the completion of a PDP will be rated *Unsatisfactory*.
 - If at any point in the evaluation cycle a tenured educator exhibits evidence of unsatisfactory practice, an overall performance evaluation may be conducted at any time during the contractual school year. An overall performance evaluation (summative) rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law.
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Section 6: ROLES OF EDUCATORS, EVALUATORS, MENTORS, and PEER COACHES

<u>Evaluator</u>	<u>Educator</u>	<u>Mentor</u> (for a new educator)	<u>Peer Coach/”Consulting Educator”</u> (for an educator on a Remediation Plan)
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<ul style="list-style-type: none"> • Communicate with educators regarding evaluation process. • Meet with educators to discuss expectations based on district evaluation tool. • Review School Improvement Plan and Illinois Report Card. • Provide training in administering relevant standardized and diagnostic testing. • Conduct informal observations and engage in reflective conversations. • Conduct formal observations including pre- and post-conferences within specified timeframe. • Communicate with mentor(s) to align support for educators if needed. • Provide ongoing feedback to educators regarding the evaluation instrument and process. • Conduct summative evaluation conference and notify educators of continued employment status within a specified timeframe. 	<ul style="list-style-type: none"> • Understand and implement all necessary aspects of the evaluation instrument and process. • Meet with evaluator and mentor to ensure adherence to the evaluation process and tool. • Take personal responsibility for attaining a minimum of proficient performance. • Develop goals and objectives aligned with the evaluation tool. • Meet with evaluator or mentor to ensure knowledge and understanding of the following expectations (as necessary) <ol style="list-style-type: none"> 1. building procedures 2. emergency, safety, and student discipline protocols 3. student progress reporting system 4. administration of relevant standardized and diagnostic testing 5. student data analysis 	<ul style="list-style-type: none"> • The mentor relationship with a new educator is to provide guidance and support, but is not evaluative. • Introduce educator to faculty. • Review building procedures, emergency, safety, and student discipline protocols. • Review system for the reporting of grades. • Assist in compilation of substitute plans. • Review procedures for administering relevant standardized and diagnostic testing. • Ensure that educators have access to all curriculum materials and technology resources. • Support educators in analysis of student data. • Conduct informal observations (instructive, collaborative, and facilitative) and provide feedback. • Communicate with evaluator to align support for educator. 	<ul style="list-style-type: none"> • The Peer Coach “Consulting Educator” relationship with an educator on a remediation plan is to provide guidance and support, but is not evaluative. • A Peer Coach “Consulting Educator” assigned to an educator on a remediation plan shall meet the requirements of PERA.
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Section 7: Teacher Performance Evaluation Plan Definitions

- **A Framework for Teaching** - refers to Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching 2nd Edition (2007)*. Please note, District 127.5 has modified Danielson's Framework to better meet the needs of the District.
- **Artifact** - A product linked to school environment/classroom life, educator thinking, and/or skill in planning.
- **CBA** - Collective Bargaining Agreement
- **Components** - Within the *Framework for Teaching*, the activities of teaching are divided into 20 components that define a distinct aspect of the four domains and within the *Framework for Specialists*, there may be a different number of components.
- **Domain** - the four domains in *A Framework for Teaching* by Charlotte Danielson: Domain 1-Planning and Preparation, Domain 2- Classroom Environment, Domain 3-Instruction/Delivery of Service, and Domain 4-Professional Responsibilities.
- **Educator/Teacher** - a certified school district employee.
- **Element** - specific descriptors within each component; there are 53 elements within the District Danielson-like model of *A Framework for Teaching* by Charlotte Danielson. *A Framework for Specialists* is not currently defined at the element level.
- **Equity** - the quality of being fair or impartial; something that is fair and just.
- **Evaluation** - the Teacher Performance Evaluation Plan implemented in 2015-2016.
- **Evaluator** - an administrator or educator who has successfully completed the state developed assessments program by ISBE in compliance with PA 86-1477; 87-1076 and is authorized by the school district to conduct Teacher Performance Evaluations.
- **Evidence** - observable, free of value judgment, objective data
 - Note: Observational evidence may be collected through various methods*
 - *Verbatim scripting of educator or student comments*
 - *Non-evaluative statements of observed educator or student behavior*
 - *Numeric information about time, student participation, resource use, etc.*
 - *An observed aspect of the environment*
- **Formal Observation** - In accordance with Illinois School Code and 23 Illinois Administrative Code Section 50.120, this scheduled observation must be a minimum of 45 minutes at a time, or a complete lesson, or a class period. The Formal Observation Process must include a pre-observation planning conference and a reflective conversation following the observation that contains an evidence-based collection of teaching and learning practices and artifact(s) that will be used for the performance (summative) evaluation process with written feedback.

- **Individual Growth Plan (IGP)** - a yearly individual or collectively developed professional growth plan for an educator who's most recent rating is *Proficient or Excellent* (See Teacher Performance Evaluation Plan Appendix).
- **Individual Student Growth Plan** - a yearly plan that is developed by every teacher that lists the goals for the student growth portion of the evaluation. The established plan calls for a school wide goal (based off a Type I assessment) and a classroom goal (based off a Type III assessment) (See *Form 2/2a*).
- **Informal Observation** - In accordance with Illinois School Code and 23 Illinois Administrative Code Section 50.120, an unannounced visit with no minimum or maximum amount of time used to view professional practice. There is no required planning conversation. Following the informal observation, a reflective conversation may be requested by the educator or evaluator. Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing. If the evaluator determines that evidence collected to date may result in the teacher receiving either a "*Needs Improvement*" or "*Unsatisfactory*" performance evaluation rating, then the evaluator shall notify the teacher of that determination in writing following the informal observation.
- **Mentor** - an educator whom an administrator selects to support a year 1 or 2 non-tenured (probationary) educator in accordance with the District mentoring program.
- **Non-Tenured (Probationary) Educator** - An educator who has not yet fulfilled the requirements of the probationary period and is provided with a performance evaluation (summative) rating each school year.
- **Peer Coach** - an educator, "Consulting Teacher", selected to support an educator rated *Needs Improvement or Unsatisfactory* in accordance with Chapter 105 ILCS 5/24A-5 of the Illinois School Code.
- **PERA 2010** - Performance Evaluation Reform Act; Senate Bill 315 Public Act 096-0861; legislation pertaining to teacher performance evaluation.
- **PERA Joint Committee** - a committee comprised of equal numbers of teachers and educators who met to adhere to PERA Part 50.
- **Performance Evaluation Cycle** - A one year cycle (non-tenured) or two year cycle (tenured) consisting of planning conversations, informal and formal observations, reflective conversations, and professional development culminating in a performance evaluation (summative) rating as defined by the Teacher Performance Evaluation Plan document. For tenured teachers, the year that results in a performance evaluation (summative) rating is referred to as the "on-year." The year that has no performance evaluation (summative) rating is referred to as the "off-year."
- **Pre-Observation Conversation** - conversation prior to and related to the planning and preparation of a lesson to be observed.
- **Professional Development Plan (PDP)** - a plan created and implemented for a tenured educator who has received an overall rating of *Needs Improvement*. This plan must be created within 30 school days of receiving that rating; the PDP must **only** address the components for which the educator has received a *Needs Improvement* rating.

- **Post-Observation Conversation** - A scheduled conversation after, and related to, the formal or informal observation.
- **Remediation Plan** – The Teacher Performance Evaluation Plan section and the School Code of Illinois 245/24A-5 require the development of this corrective plan for a(n) educator/specialist in contractual continued service (tenured) who is rated *Unsatisfactory*. The purpose of the plan is to correct deficiencies cited, provided the deficiencies can be remediated.
- **Specialist** - licensed educators who are evaluated with their appropriate *Framework for Specialists* rubric. Refer to Section 3 in the Teacher Performance Evaluation Plan.
- **Stakeholders** - refers to everyone impacted by the Teacher Performance Evaluation Plan (i.e. teachers, specialists, administrators, school board, parents, and students).
- **Summative Evaluation Conference** - A conversation at the end of the performance evaluation cycle that contributes to a summative rating.
- **Tenured Educator** - employment status that educators attain after successfully fulfilling the requirements of a probationary period and is evaluated at least once every two school years as defined in the Illinois School Code.

Section 8: Teacher Performance Evaluation Plan - Overview

WHO	All Teachers Individual Growth Plan (IGP)	Tenured – Professional Development Plan (PDP) All tenured educators who receive an overall rating of <i>Needs Improvement</i>	Tenured – Remediation Plan All tenured educators who receive an overall rating of <i>Unsatisfactory</i> (Illinois School Code Section 24A-5)
WHAT	Formative process focused upon a collaboratively developed Individual Growth Plan (IGP) based on <i>A Framework for Teaching</i> and school/district goals and priorities <ul style="list-style-type: none"> ● Ongoing conversations based on evidence gathered by both educator and evaluator ● Evidence of ongoing professional responsibilities at team, department, building and/or district level ● Identification of what is working and areas for growth based upon formative feedback; planning and reflective conversations, collaboratively developed goal setting plan, and summative evaluation ● IGP may be developed in collaboration with other tenured educators ● Areas outside of the IGP may be addressed with the educator and, if necessary, amended by the evaluator for the benefit of the educator’s professional improvement 	Formalized process focused upon improving identified areas of professional practice through a Professional Development Plan (PDP) based upon <i>A Framework for Teaching</i> <ul style="list-style-type: none"> ● PDP is to be created within 30 school days after the completion of an evaluation resulting in the overall <i>Needs Improvement</i> rating ● The PDP is developed by the evaluator in consultation with the educator and takes into account the tenured educator’s ongoing professional responsibilities including his/her regular assignments ● PDP includes evidence of progress/achievement of goal(s) as well as supports provided to address the performance areas needing improvement ● A PDP period is 90 school days: <ol style="list-style-type: none"> 1. If the tenured educator has corrected the performance areas identified on the PDP and receives a rating of <i>Proficient</i> or <i>Excellent</i>, he or she is 	Formalized procedure specified by the Illinois School Code Section 24A-5 focused on correcting performance deficiencies within a specified timeframe <ul style="list-style-type: none"> ● The Remediation Plan must be developed and implemented within 30 school days after a performance evaluation rating of <i>Unsatisfactory</i> ● A remediation period of 90 school days is provided unless a shorter period is provided by the local collective bargaining agreement ● If, at the conclusion of the remediation period, the tenured educator has not corrected the performance deficiencies, the educator is subject to dismissal in accordance with Section 24-12 of the Illinois School Code ● If the tenured educator has corrected the performance deficiencies and receives a rating of <i>Proficient</i> or <i>Excellent</i>, he or she is returned to the regular evaluation cycle ● Nothing in this plan shall be construed as preventing immediate dismissal of a tenured educator for deficiencies deemed irremediable or for actions

		<p>returned to the regular evaluation cycle</p> <p>2. If the educator has become <i>Proficient</i> or <i>Excellent</i> in 50% or more but less than 100% of the identified components, another cycle of 45 school days will be provided</p> <p>3. If the educator has become <i>Proficient</i> or <i>Excellent</i> in less than 50% of identified components, this will result in an overall rating of <i>Unsatisfactory</i> and move to a</p> <p>4. Remediation Plan</p>	<p>that injure or endanger the health or person of students in the classroom or school</p>
PERFORMANCE EVALUATION	Annually	As specified by Illinois School Code Section 24A-5	As specified by Illinois School Code Section 24A-5

Section 9: Non-Tenured Teacher Performance Evaluation Plan Process Chart

PERFORMANCE EVALUATION PLAN TIMELINE FOR NON-TENURED TEACHERS		
TIME OF YEAR	PROCESS	FORMS
	PERA 2010 mandates at least three observations annually with at least one being informal and two formal observations, as well as a Student Growth Plan approval and midpoint review	
By the first day of student attendance	At minimum, written notification of the Teacher Performance Evaluation Plan must be given to all non-tenured teachers by the first day of student attendance	District Evaluation Schedule (email or beginning of school welcome back packet)
By September 15	Through staff meetings and/or the mentor program, all non-tenured teachers will be provided: Introduction to the Teacher Performance Evaluation Plan of which is based upon a modified overview of <i>Framework for Teachers</i> or <i>Frameworks for Specialists</i> , where expectations of the tool will be clearly defined Informal Observation(s) begin Individual Growth Plan & Individual Student Growth Plan Approval Meeting (Growth goals for the Individual Student Growth Plan must incorporate Fall to Winter benchmarks only for the current school year)	Forms Completed By 1 Teacher 2 Teacher
Before Winter Break	Midpoint review of student growth data to allow for adjustments or instructional tuning based on instructional interval At least one (1) formal observation with lesson plan and one (1) informal observation	Forms Completed By 2 Teacher 3 Teacher 4 Administrator 5 Administrator 6 Teacher 7 Teacher
By March 1	Second formal observation with lesson plan completed with professional practice rating reviewed at the last post-conference meeting with a focus on collaborative conversations Teacher will bring student growth data from his/her classroom assessment, and the administrator will provide the school wide assessment growth data for review and rating	Forms Completed By 3 Teacher 4 Administrator 6 Teacher 7 Teacher 8 Administrator 8A Teacher 2 Teacher

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Section 10: Tenured Teacher Performance Evaluation Plan Process Chart

PERFORMANCE EVALUATION PLAN TIMELINE FOR TENURED EDUCATORS			
TIME OF YEAR	PROCESS	FORMS	
“OFF” Year			
Beginning of School Year	At minimum, written notification of the Teacher Performance Evaluation Plan must be given prior to all tenured teachers by the first day of student attendance		
By October 1	Create or modify an Individual Growth Plan (IGP) Option 1 “Group/Team” Individual Growth Plan (IGP) Option 2 “Separate” Individual Growth Plan (IGP) Discuss/confirm/modify Individual Student Growth Plan with qualified evaluator (Growth goals for the Individual Student Growth Plan may incorporate benchmarks indicated on the District Assessment Plan for the current school year)	Forms 1 2A	Completed By Teacher Teacher
Nov - May	Midpoint review of student growth data to allow for adjustments or instructional tuning based on instructional interval	Forms 2A	Completed By Teacher
May - June	Self-reflection on goals and analysis of student performance Form 1 and 2A must be signed and submitted to administrator	Forms 1 2A	Completed By Teacher Teacher
NOTE: No formal observations in this year. Informal observations may occur at any time.			

“ON” Year			
TIME OF YEAR	PROCESS	FORMS	
By October 1	Create or modify an Individual Growth Plan (IGP) Option 1 “Group/Team” Individual Growth Plan (IGP) Option 2 “Separate” Individual Growth Plan (IGP) Discuss/confirm/modify Individual Student Growth Plan with qualified evaluator	Forms 1 2	Completed By Teacher Teacher

Oct - Jan	Formal (with lesson plan) and/or informal observations occur. Pre/post conference required for a formal observation	Forms 3 4 5 6 7	Completed By Teacher Administrator Administrator Teacher Teacher
Jan - April	Formal (with lesson plan) and/or informal observations continue. Pre/post conference required for a formal observation Midpoint review of student growth data to allow for adjustments or instructional tuning	Forms 3 4 5 6 7 2	Completed By Teacher Administrator Administrator Teacher Teacher Teacher
May – June	All observations completed with professional practice rating reviewed at the last post-conference meeting with a focus on collaborative conversations Teacher will bring student growth data from his/her classroom assessment, and the administrator will provide the school wide assessment growth data for review and rating (Growth goals for the Individual Student Growth Plan may incorporate benchmarks indicated on the District Assessment Plan for the current school year) Teacher will collaborate with administrators and select Student Growth Data to be incorporated in the evaluation plan. Both on year and off year data may be used for the current cycle.	Forms 8 8A 1 2	Completed By Administrator Teacher Teacher Teacher

Section 11: Needs Improvement Tenured Teacher Performance Evaluation Plan Process Chart

EVALUATION TIMELINE FOR TENURED TEACHERS – NEEDS IMPROVEMENT		
TIME OF YEAR	PROCESS	FORMS (See Form 9)
Within 30 school days of teacher receiving an overall rating of <i>Needs Improvement</i>	<ul style="list-style-type: none"> ● Review the Formative Conversation/Summative Conference Form to confirm what's working and areas for growth ● Review teacher's on-going duties/responsibilities and regular teaching assignments ● Evaluator creates the Professional Development Plan (PDP) in consultation with the teacher ● Teacher is provided with final version of PDP; contents of PDP are reviewed and confirmed with teacher ● Commence implementation of PDP 	<ul style="list-style-type: none"> ● Formative Conversation/Summative Conference Form ● Professional Development Plan Form
Within 2 school weeks of establishing the PDP	<ul style="list-style-type: none"> ● Continue implementation of PDP with teacher, evaluator, and any certified staff that will be providing support for the plan ● Adjust PDP as needed 	<ul style="list-style-type: none"> ● Professional Development Plan Form ● Professional Development Plan Activity Log
By the Mid Plan Meeting	<ul style="list-style-type: none"> ● Continue implementation of PDP with teacher, evaluator, and any certified staff that will be providing support for the plan ● Informal Observations ● One or more Formal Observations ● Conduct Mid-Plan Meeting 	<ul style="list-style-type: none"> ● Planning Conversation Protocol ● Observation Documentation Form ● Reflective Conversation Protocol ● Formative Conversation/Summative Conference Form ● Mid-Plan Meeting Conversation Form
After the Mid Plan Meeting	<ul style="list-style-type: none"> ● Continue implementation of PDP with teacher, evaluator, and any certified staff that will be providing support for the plan ● Informal Observations ● One or more Formal Observation(s) by evaluator 	<ul style="list-style-type: none"> ● Planning Conversation Protocol ● Observation Documentation Form ● Reflective Conversation Protocol ● Formative Conversation/Summative Conference Form
By Completion Date of PDP	<ul style="list-style-type: none"> ● PDP conference with teacher, evaluator and certified staff who provided support for the plan ● Summative Evaluation ● Next Steps: <ul style="list-style-type: none"> ○ Overall rating of <i>Proficient</i> or <i>Excellent</i> – Individual Growth Plan ○ Failure to return to an overall rating of <i>Proficient</i> or <i>Excellent</i> will result in an overall rating of <i>Unsatisfactory</i> – Remediation Plan (Section 14: Unsatisfactory Tenured Teacher Evaluation Plan Chart) 	<ul style="list-style-type: none"> ● Professional Development Plan Summary ● Final Summative Evaluation Form

A tenured teacher who receives a summative rating of *Needs Improvement* must successfully complete the Professional Development Plan with an overall rating of *Proficient* or *Excellent*. A tenured teacher who has not successfully completed all areas of the PDP will receive an *Unsatisfactory* summative rating, and be placed on a remediation plan.

Section 12: Unsatisfactory Tenured Teacher Performance Evaluation Plan Process Chart

EVALUATION TIMELINE FOR TENURED TEACHERS – Unsatisfactory In accordance with Chapter 105 ILCS 5/24A-5 of <i>The School Code of Illinois</i>		
TIME OF YEAR	PROCESS	FORMS (See Form 10)
Within 30 school days of teacher receiving an overall rating of <i>Unsatisfactory</i>	<ul style="list-style-type: none"> ● Review Formative/Summative Conference Form to confirm the Domain(s)/Component(s) of <i>Unsatisfactory</i> teaching practice ● Develop Remediation Plan with the teacher to address deficiencies cited, provided that the deficiencies are remediable ● Evaluator is assigned ● A consulting teacher is assigned to support the teacher rated <i>Unsatisfactory</i> in order to implement the Remediation Plan ● Commence implementation of the Remediation Plan 	<ul style="list-style-type: none"> ● Formative Conversation/Summative Conference Form ● Remediation Plan
At the beginning of the 90th school day Remediation Plan	<ul style="list-style-type: none"> ● Confirm implementation of Remediation Plan between teacher, evaluator, and consulting teacher 	<ul style="list-style-type: none"> ● Remediation Plan ● Formative Conversation/Summative Conference Form
Before the midpoint of the Remediation Plan	<ul style="list-style-type: none"> ● Informal Observation(s) ● One or more Formal Observations 	<ul style="list-style-type: none"> ● Planning Conversation Protocol ● Observation Documentation Form ● Reflective Conversation Protocol
At 45 school days of the Remediation Plan	<ul style="list-style-type: none"> ● Midpoint Summative Evaluation is conducted and reviewed with teacher 	<ul style="list-style-type: none"> ● Formative Conversation/Summative Conference Form ● Midpoint Evaluation Form for Tenured Teacher Rated <i>Unsatisfactory</i>
After the midpoint of the Remediation Plan	<ul style="list-style-type: none"> ● Informal Observation(s) ● One or more Formal Observations 	<ul style="list-style-type: none"> ● Planning Conversation Protocol ● Observation Documentation Form ● Reflective Conversation Protocol

<p>At the conclusion of the 90 school day Remediation Plan</p>	<ul style="list-style-type: none"> ● Summative Evaluation Conference (with rating) per Remediation Plan <p><i>Tenured Teacher Next Steps:</i></p> <ul style="list-style-type: none"> ● Overall rating of <i>Proficient</i> or <i>Excellent</i> – Individual Growth Plan through reinstatement to the district’s evaluation schedule ● Overall rating of <i>Needs Improvement</i> or <i>Unsatisfactory</i> – Recommendation for dismissal (Section 24-12) 	<ul style="list-style-type: none"> ● Formative Conversation/Summative Conference Form ● Final Summative Evaluation Form
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Section 13: Measuring Student Growth

The intention of the performance evaluation plan that includes measures of student growth under PERA is to improve instruction and learning.

ALL teachers required to have student growth measures will use a school wide (Type I) and an Individual (Type III) assessment(s) to measure student growth under the following assessment criteria.

ASSESSMENT CRITERIA	
School wide Student Growth Measure	Individual Student Growth Measure
TYPE I ASSESSMENT DEFINITION	TYPE III ASSESSMENT DEFINITION
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
To drive instruction and improve student learning	
PURPOSE	PURPOSE
A nationally/locally normed assessment that measures district or building growth targets in reading or math and tied to the School Improvement Plan. This will allow the educator to benchmark growth at a national or district level	An assessment that measures student achievement in one specified content area for one identified group of students, tied to standards, and aligned with curriculum. This will allow the educator to benchmark growth at the individual classroom level
School wide Student Assessment Criteria	Individual Student Assessment Criteria
<p>Assessments determined by the PERA Joint Committee and aligned with the District and School Improvement Plan. Assessment options will be reviewed and amended annually as needed</p> <p>The current assessment options are as follows:</p> <ul style="list-style-type: none"> ● Northwest Evaluation Association (NWEA) MAP (reading and math) ● Creative Curriculum GOLD (Pre-K ONLY) <p>The building School Improvement Plan (SIP) Team will determine appropriate school wide growth targets (Fall to Winter) to be aligned with the building principal's growth goals and district's strategic plan</p> <p>Educator will determine with evaluator which growth goal will be incorporated in their final summative rating between either the reading or math school wide measure</p>	<p>Educators will use the district determined Individual Student Growth Plan process for goal planning and assessment selection</p> <p>Educators will base their growth plan on the following:</p> <ul style="list-style-type: none"> ● Standards align with course goals to measure the appropriate content/concepts and/or skills ● Overall, the items, tasks, rubrics are appropriately challenging ● Measures what is intended ● Be administered a minimum of two times during the cycle ● Align with national, state or district standards <p>Individual Student Growth Plan, Form 2/2A (teacher), should be used</p>

Section 14: Student Growth Percentage by Educator Category

The final summative rating breakdown for **all educators**: 70% Professional Practice + 30% Student Growth.

PROFESSIONAL PRACTICE 70%	STUDENT GROWTH 30%		OVERALL PERFORMANCE EVALUATION RATING 100%
Based on Chicago Ridge's Framework for Teaching / Specialists as described in the Educator Evaluation Plan	School wide Assessment 10%	Individual Assessment 20%	

EXEMPT STAFF: Certified School Nurse, Psychologists, Social Workers, Speech and Language Pathologists

EC STAFF: EC staff will work with their evaluator to determine if a viable Type I (school wide measure) is available and appropriate. If it is jointly determined no Type I is to be used, the EC staff may use two (2) Type III measures. In the 2015-2016 school year, the EC staff may delay the use of the second Type III if the educator and evaluator agree. As per Illinois School Code and 23 Illinois Administrative Code Section 50.110.

Section 15: Student Growth Timeline

NON-TENURED YEARS

Aug-Sept	By Sept 15	Before Winter Break	Feb-Mar
Conversation and expectations on student growth plan through staff meetings and/or mentor program.	Individual Student Growth Plan approval meeting where the qualified evaluator approves the student growth plan.	Midpoint review of student growth data to allow for adjustments or instructional tuning.	Summative conferences will include professional practice rating and student growth rating.

TENURED (Excellent or Proficient)

OFF Year

Sept-Oct	Nov-May	May-June
OFF YEAR (Student Growth ONLY)		
Develop/refine Individual Student Growth Plan. Qualified evaluator must approve Individual Student Growth Plan by Oct 1.	Midpoint review of student growth data to allow for adjustments or instructional tuning based on instructional interval.	Self-reflection on goals and analysis of student performance data.
No formal observations in this year. Informal observations may occur at any time.		

ON Year

Aug-Sept	Oct-Jan	Jan-April	May-June
ON YEAR (Observations and Student Growth)			
Develop/refine Individual Student Growth Plan.	Qualified evaluator must approve student growth plan by Oct 1.	Midpoint review of student growth data to allow for adjustments or instructional tuning.	Self-reflection on goals and analysis of student performance data. Teacher selects growth data to be included over the two (2) year period for the Individual Growth Plan. School wide measure will reflect current school year data.
All formal/informal observations are required for the professional practice rating in this year.			

Section 16: Student Growth Midpoint Review Process

All educators will collect midpoint data in order to assess progress and adjust instruction if necessary. This non-evaluative data will be reviewed in the following manner:

School wide Student Growth Measure	Individual Student Growth Measure
Building SIP Teams will review and inform staff of progress	<p>Educators will indicate on their growth plan the midpoint check-in of the instructional interval and analyze with the support of the following by employment status:</p> <p>Non-Tenured Years 1 & 2: the district mentor program Non-Tenured Years 3 & 4: other tenured district educators Tenured: other tenured district educators</p> <p>A description of the instructional adjustments made at the midpoint review should be recorded on the educator's Individual Student Growth Plan, Form 2/2A (teacher). A midpoint check-in sign-off should also be recorded</p>

At any time, the evaluator or educator may meet to discuss the midpoint data of any measure and adjust instruction if so determined.

Section 17: Summative Student Growth and Final Overall Performance Rating

Each educator’s student growth measure will be calculated in the following manner:

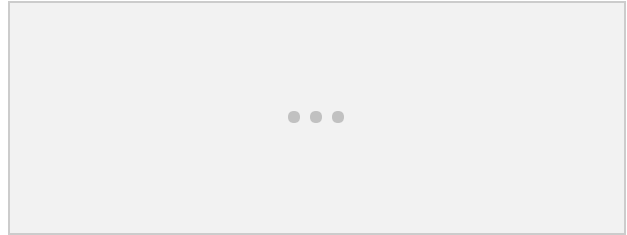
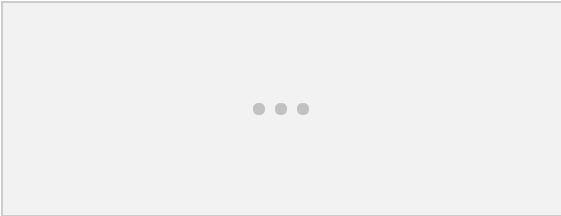
Step 1 - Score/Rate each measurement type individually

School wide Student Growth Measure	Individual Student Growth Measure
<p>The building SIP team will review the NWEA MAP % of students meeting growth targets (based on the 2015 NWEA norm study) annually in both Reading and Math. The following rating scale will be used to assign a performance level and associated number value to the results.</p> <p><u>NWEA Rating Scale for CRSD127.5</u> Excellent (4) = 60% and above Proficient (3) = 40-59% Needs Improvement (2) = 30-39% Unsatisfactory (1) = 29% or below</p>	<p>The educator and the evaluator will agree upon the Individual Growth Plan and data analysis which includes the results of students who are present for the beginning and ending benchmark data. Students may be excluded if not present at least 90% of the benchmarking period</p> <p>The final rating scale applied to the results will be based on the measurement model selected by the educator. The following three (3) options can apply:</p> <p>Option 1: <u>Individual Simple Growth Rating Scale</u> Excellent (4) = 76-100% Proficient (3) = 51-75% Needs Improvement (2) = 26-50% Unsatisfactory (1) = 0-25%</p> <p>Option 2: NWEA Rating Scale for CRSD127.5 could be used if applicable to the Individual Growth Plan and selected by the educator and approved by the evaluator</p> <p>Option 3: Value-table rating scale will be mutually agreed upon by the educator and the evaluator. The approved scale should be based on Option 1 or 2 above and aligned to the educator’s Individual Growth Plan, Form 1 (teacher)</p>

Step 2- Combine the two growth measures. Use the District's weighted scale to arrive at a final summative growth rating value. The combined value will be used to assign the final performance level.

District Weighting: School wide Measure + Individual Measure = 30%

Final Growth Rating (30%)	
School wide	Individual
1/3 of the 30% (.33)	2/3 of the 30% (.67)



Step 3 - Use the following performance matrix to combine the educator's Professional Practice Rating and the Student Growth Rating together to arrive at the **OVERALL FINAL PERFORMANCE RATING**

		Professional Practice			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Proficient	Needs Improvement	Needs Improvement	Proficient	Excellent
	Excellent	Needs Improvement	Proficient	Proficient	Excellent