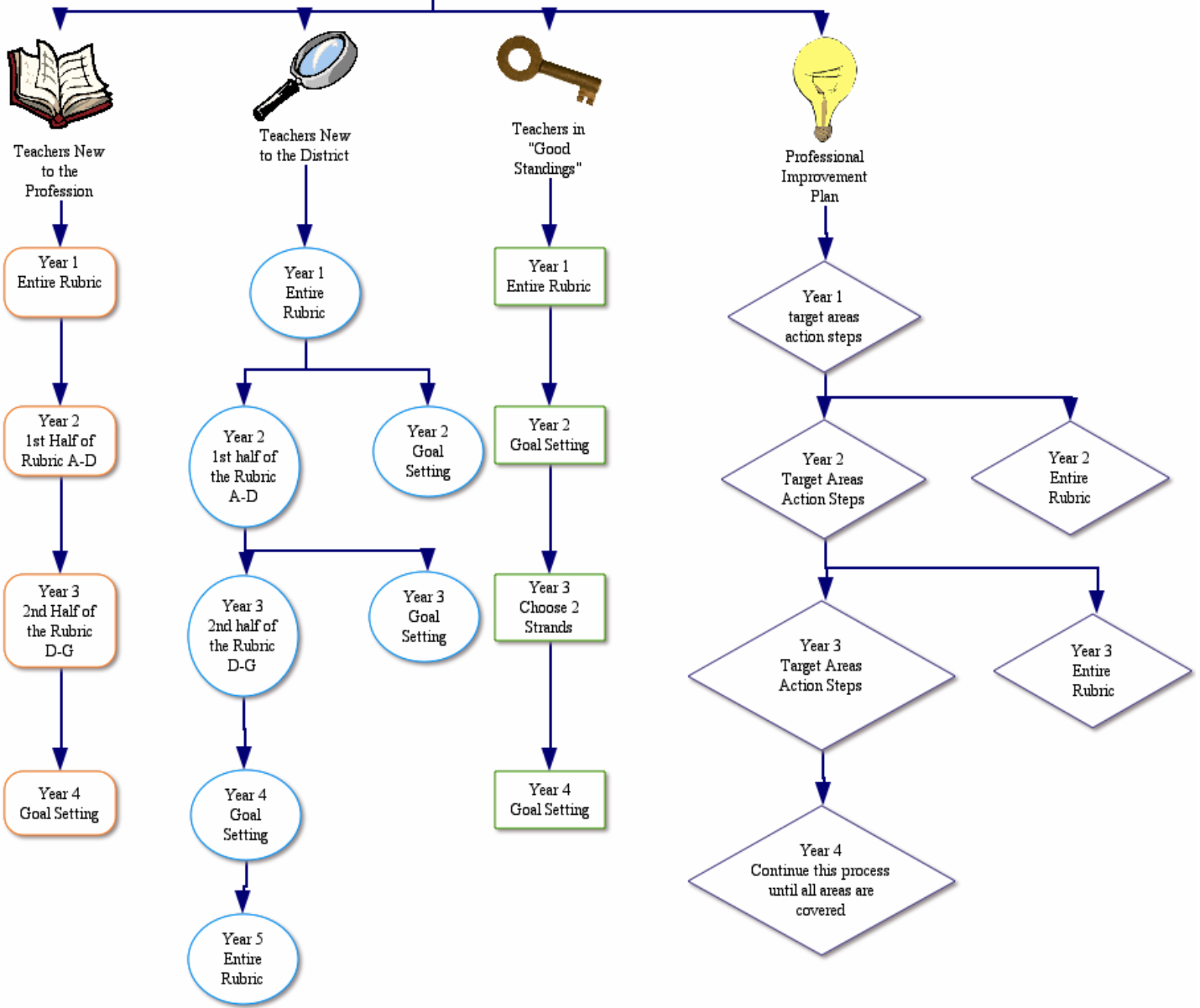




WATERTOWN SCHOOL DISTRICT 14-4

PROFESSIONAL
GROWTH
RUBRIC
2010

PROFESSIONAL GROWTH RUBRIC



Professional

Growth

Rubric

I. Teachers New to the Profession

A. Year 1

Entire Rubric

1. Year 2

1st Half of Rubric A-D

a. Year 3

2nd Half of the Rubric

D-G

(1) Year 4

Goal Setting

II. Teachers New to the District

A. Year 1

Entire Rubric

1. Year 2

1st half of the Rubric

A-D

a. Year 3

2nd half of the Rubric

D-G

(1) Year 4

Goal Setting

(a) Year 5

Entire

Rubric

b. Year 3

Goal

Setting

2. Year 2

Goal Setting

III. Teachers in

"Good Standings"

A. Year 1

Entire Rubric

1. Year 2

Goal Setting

a. Year 3

Choose 2

Strands

(1) Year 4

Goal Setting

IV. Professional

Improvement

Plan

A. Year 1

target areas

action steps

1. Year 2

Entire

Rubric

2. Year 2

Target Areas

Action Steps

a. Year 3

Target Areas

Action Steps

(1) Year 4

Continue this process until all areas are covered

b. Year 3

Entire

Rubric

**PROFESSIONAL GROWTH CYCLE
CERTIFIED STAFF MEMBER**

Year One – Full Rubric –13 mo.												
	Year Two – Goal Setting – 13 mo											
			Year Three – Partial 2 Rubric – 13 mo.									
					Year Four – Goal Setting– 13 mo.							
A	S	O	N	D	J	F	M	A	M	Jn	Jy	A

**Summative
Evaluation
Form: Tenured
3-1**

**Summative
Evaluation
Form: Non-Tenured
4-15**

Professional Growth Rubric FAQ

1. What is the name of the new evaluation rubric for the district?

The name of the rubric is the Professional Growth Rubric. It is designed for tenured certified employees who are in good standing with the district, and for non-tenured certified employees (first three years to the profession) to help them to understand the components of effective professional practice and our district's high expectations.

2. What is important about this new rubric and how will all staff become familiar with the components?

This rubric is research-based with effective professional practices. It will be expected that staff will have in-services and meetings to discuss the components of the instrument led by the building principal/director and/or pilot committee members. New certified employees will need to be given training in the new tool each year upon hiring.

3. What is the state law regarding timelines for evaluations?

The state law currently states that all tenured certified employees need to have their evaluation or notification of return or termination completed by March 1st of each year. Non-tenured certified employees need their evaluation or notification of renewal or non-renewal to be completed by April 15th of each year. Each employee will receive a contract recommendation form from his or her principal/director by these dates indicating the district's intent to offer employment for the following year. This will be completed separately from the professional growth rubric or goal setting conference. This notification will go into the employee's file.

4. What will the evaluation cycle look like for tenured certified employees in good standing with the district?

We currently are looking at a four year cycle. The cycle will allow for ¼ of the certified employees on staff, who are tenured and in good standing, to be on the full professional development rubric with ten to twelve walk through visits by the principal with reflection questions by the principal to the employee and employee response back to the principal. The second year is a year of goal-setting for the certified employee. The third year will have the certified employee choose two of the seven categories to have the principal review during the walk through visits (five to seven). The fourth year is a year of goal-setting for the certified employee. The principal and the staff will go into the four year cycle at different levels as to distribute the staff as equally as possible with the four year cycle.

5. How long is a one year cycle for each of the four components of the evaluation cycle for tenured teachers in good standing?

We are looking at 13 months as a complete one year cycle. For example, if the certified employee meets with the principal for the first year and the pre-conference is set with the rubric in September, the principal will do the 10-12 drop in visits during the next 12 months with the 13th month and post-conference falling in October of the next year. Then in October the principal will work on the goal setting with the certified employee and that plan will

conclude in November of the following year, etc. We believe the 13 month cycle will help certified employees complete the plan effectively and also gives the certified employee's different times to work on the different cycles which will be particularly helpful in setting goals for the classroom. It also helps the principal/director to manage the four cycles with 2-3 teachers conferencing each month.

6. What goes into the file for the certified employee upon completion of each year (13 months) of the evaluation cycle?

Upon completion, the back page of the rubric or the goal setting form will go into the certified employee's file. This will occur at the end of each 13 month cycle that the certified employee is on one of the four components.

7. Explain the drop in visits by the principals in years one and three? Years two and four? What will they look like?

In year one, the principals will drop in between ten and twelve times into the certified employee's classroom. They will give the certified employee feedback through reflective questioning. The certified employee will also respond to the question or questions by the principal. The purpose of this is for all to become reflective practitioners in the educational setting. The committee believes that the more we understand our profession and the research, the better we will become as reflective practitioners. In year three, while the certified employee chooses two components of the rubric, the principal will drop in and visit between five and seven times, provide reflective questions and receive feedback from the employee. Drop in visits may also include other components of an employee's work day (concerts, parent visits, IEP's, etc.). The majority of drop in visits must be classroom observations. After each formal drop in visit, the principal will provide written feedback including a reflective question, and a written response will then be required from the certified employee.

During years two and four, the principal will continue with drop in visits (no specific amount), but there may or may not be reflective questions generated with responses needed.

8. What about certified employees new to the district who bring in experience? What will their evaluation cycle look like?

Certified employees who have previous teaching experience will complete their first year with the entire professional growth rubric and then will collaborate with their building principal to determine their evaluation placement for the second and third years in the district. By April 15th of each year, the principal will give the employee notification that he or she will be renewed or non-renewed for the next school year.

9. What about new certified employees to the profession? What will their evaluation cycle look like?

First year certified employees will use the entire rubric for their first year, components A-D of the rubric for their second year, and components D-G of the rubric for their third year. Once they have completed the third year and are in good standing they can move to goal-setting. By April 15th of each year, the principal will give the employee notification that he or she will be renewed or non-renewed for the next school year.

10. What is expected during the goal setting years (Year two and four)?

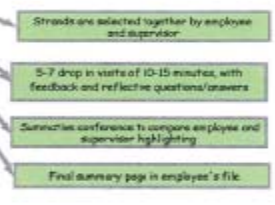
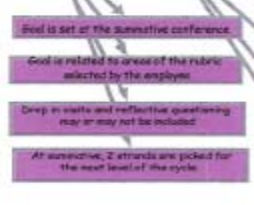
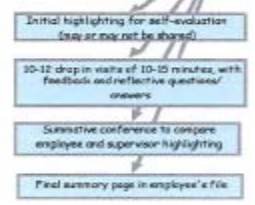
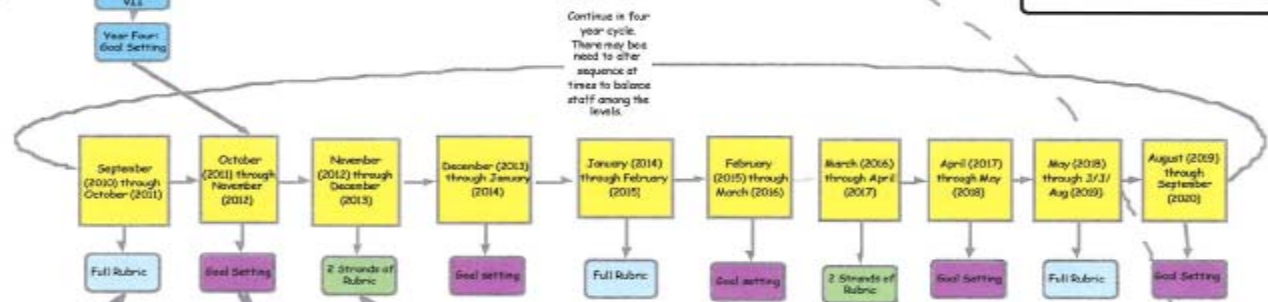
It is expected that certified employees will work on items that they want to improve on from the rubric. The employee will set the goal, working collaboratively with the principal, to grow in one or more of the components of the professional growth rubric.

11. What if a concern begins for the certified employee and the employee is no longer in good standing due to ineffective practices?

The principal will meet with the certified employee and the employee will be put on a plan of improvement. The plan of improvement will give the employee specific information as to the component and areas that need improvement. The employee will stay on the plan of improvement until the problem is remediated. Once remediation occurs, the employee will return to the evaluation cycle. If the problem is not remediated, termination will occur.

12. What are the biggest differences between this rubric and the evaluation tool currently in place?

We believe that this tool provides for effective growth with certified employee and principals collaborating in that purpose. The rubric provides more specific feedback and direction for employee growth and goal setting. It sets extremely high standards, and it will be very difficult to receive all top-level scores for any certified employee. We believe this rubric allows for our staff to continue growing from good to great.



If an employee has areas that need significant improvement, he or she may be placed on a Personal Improvement Plan. This will remain in place until the deficits are corrected, then the employee will be placed back into the Professional Growth Cycle.

Professional Growth Rubrics Teacher

The professional growth rubrics are organized around seven areas of a teacher's job performance. These seven areas are:

- I. Planning and Preparing for Learning**
- II. Delivery of Instruction**
- III. Building Relationships with Students**
- IV. Classroom Management**
- V. Monitoring, Assessment, and Follow-up**
- VI. Family and Community Outreach**
- VII. Professional Responsibilities**

The professional growth rubrics are designed to give teachers an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve. To have enough knowledge to make decisions regarding the rubric areas, principals must observe teachers in their classrooms frequently throughout the year. It is best used with regular, unannounced mini-observations followed by conversations between the principal and the teacher as areas of the rubric are observed.

There are four levels of the teacher professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for teachers. The *Distinguished* level is reserved for truly outstanding teaching as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and teachers and principals should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal and the teacher can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals cannot know everything about all rubric areas and must approach this with some humility while teachers must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the nine criteria individually. Then, the teacher and principal move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page will be completed together and put into the employee's file. The back page of the rubric will be completed together and put into the employee's file

It is important that the principals help teachers to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that teachers score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement

I. Planning and Preparing for Learning

The teacher:

4 – Distinguished

- a. Demonstrates broad knowledge of subject area.
- b. Displays extensive knowledge of appropriate characteristics of child development.
- c. Plans curriculum for the year that is directly aligned with the state standards and assessments.
- d. Designs lessons with clear measurable objectives aligned with the grade level standards mapped out throughout the course.
- e. Designs highly relevant lessons that will motivate all students and engage them in active learning.
- f. Utilizes diagnostic, formative, and summative assessments to closely monitor and direct instructional planning.
- g. Designs lessons involving an appropriate mix of high quality materials and a wide range of teaching tools.
- h. Designs lessons that simplify complex tasks and addresses all learning needs, styles and interests.
- i. Utilizes the room arrangement, materials, and displays to maximize student learning of all materials.

3 – Proficient

- a. Knows the subject matter well.
- b. Demonstrates an understanding of appropriate child development characteristics.
- c. Plans the year for students to meet standards and prepare for assessments.
- d. Designs lessons based on measurable objectives aligned with unit goals meeting the content standards.
- e. Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- f. Uses formative and summative assessments to measure student learning and guide instruction.
- g. Designs lessons that use an effective mix of materials and various teaching strategies.
- h. Designs lessons that break down complex tasks and target diverse learning needs, styles, and interests.
- i. Organizes classroom furniture, materials, and displays to support unit and lesson goals.

2 – Professional Support Needed

- a. Is somewhat familiar with the content area.
- b. Has a narrow understanding of how students develop and learn.
- c. Has done some thinking of the curriculum and assessments for the year.
- d. Designs lessons with an objective, but objective is not aligned with unit goals and standards.
- e. Designs lessons that mainly address the middle of the class and do not promote active learning.
- f. Drafts tests as instruction proceeds; does not utilize assessments to guide instruction.
- g. Plans lessons that involve a mixture of good and mediocre learning materials and instructional strategies.
- h. Plans lessons with some thought as to how to accommodate students' needs.
- i. The room is organized for general learning only with little thought regarding displays to support units and lessons.

1 – Does Not Meet Standard

- a. Has little to no knowledge of the content area, how students learn, and few ideas to teach it.
- b. Has little familiarity with how students develop and learn.
- c. Plans lesson by lesson with little consideration of the standards or overall curriculum goals.
- d. The lesson has no evident objective stated verbally or in writing.
- e. Plans lessons with very little likelihood of motivating or involving students; aims at covering tests.
- f. Spends no time in creating tests that measure student learning; does not use assessment data in lesson planning.
- g. Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
- h. Plans lessons aimed at the “middle” of the class only.
- i. Room arrangement is awkward; materials are hard to access; wall displays are lacking.

Overall rating: ___ Comments:

II. Delivery of Instruction

The teacher:

4 - Distinguished

- a. Indicates to students exactly what is expected by posting essential questions, goals, or objectives.
- b. Captures students' interest by making connections to prior readings, knowledge, and experience.
- c. Presents material clearly and explicitly, makes connections, and uses vivid and appropriate language.
- d. Orchestrates highly effective teaching and learning strategies, materials, and groupings to engage and motivate students.
- e. Engages all students in focused work in which they are active learners and problem-solvers.
- f. Uses higher level questioning techniques that encourage students' answers beyond the recall or rote level.
- g. Consistently and continuously gives reinforcement and encouragement while delivering instruction.
- h. Meets the learning needs and styles of all students by differentiating, scaffolding, and modifying when necessary.
- i. Has students summarize and internalize what they learn and apply it to real-life situations.

3 – Proficient

- a. Frequently gives students a clear sense of purpose by posting the lesson's objectives.
- b. Activates students' prior knowledge and hooks their interest in each unit and lesson.
- c. Uses clear explanations, appropriate language, and good examples to present material.
- d. Orchestrates effective teaching and learning strategies, materials, and classroom groupings to foster student learning.
- e. Encourages all students to actively think about, discuss and use the ideas and skills being taught.
- f. Uses some upper level questioning that encourages students' answers beyond the recall or rote level.
- g. Occasionally gives reinforcement and encouragement while delivering instruction.
- h. Differentiates instruction to accommodate students' learning needs.
- i. Has students summarize what they have learned and apply it in different contexts.

2 – Professional Support Needed

- a. Tells students the main learning objectives of each lesson.
- b. Tries to make the subject interesting and relate it to things students already know.
- c. Uses language and explanations that are sometimes fuzzy, confusing or inappropriate.
- d. Uses a limited range of classroom teaching and learning strategies, materials, and groupings with minimal success.
- e. Attempts to get students actively involved, but many students are disengaged.
- f. Limits questions to mostly rote and recall.
- g. Rarely gives reinforcement and encouragement while delivering instruction.
- h. Attempts to accommodate students' needs, with limited success.
- i. Asks students to think about real-life applications for what they are studying.

1 – Does Not Meet Standards

- a. Begins lessons without giving students a sense of where instruction is headed.
- b. Does not engage most students' interest or make connection to their lives.
- c. Often presents material in a confusing way, using language that is inappropriate.
- d. Uses only one or two teaching strategies or types of materials and doesn't reach most students.
- e. Mostly lectures to passive students or has them plod through textbooks and worksheets.
- f. Fails to question students.
- g. Fails to give reinforcement and encouragement while delivering instruction.
- h. Fails to provide for differentiated instruction for students' needs.
- i. Moves on at the end of each lesson and/or unit without talking about real-life situations or contexts.

Overall rating: ___ Comments:

III. Building Relationships with Students

The teacher:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students.
- b. Is readily available to students before, during and after school.
- c. Shows great sensitivity and respect for students' cultures, values, and beliefs.
- d. Creates a classroom environment that nurtures positive relationships.
- e. Consistently smiles and uses a friendly tone of voice.
- f. Consistently seeks student input.
- g. Builds a comfort level that encourages students to take risks.
- h. Encourages students choices in instructional activities.
- i. Consistently uses effective praise to reinforce success.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to students before, during, and after school.
- c. Shows respect for students' cultures, values, and beliefs.
- d. Creates a classroom environment that develops positive relationships.
- e. Smiles and uses a friendly tone of voice.
- f. Seeks student input.
- g. Builds a comfort level that allows students to take risks.
- h. Allows students choices in instructional activities.
- i. Uses effective praise to reinforce success.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students.
- b. Is sometimes available to students before, during, and after school.
- c. Tries to be sensitive to students' cultures, values, and beliefs, but sometimes fails.
- d. Appears unconcerned about creating a classroom environment that nurtures positive relationships.
- e. Occasionally smiles and may use monotone voice.
- f. Rarely seeks student input.
- g. Seldom builds a comfort level that allows students to take risks.
- h. Seldom allows students choices in instructional activities.
- i. Seldom uses effective praises to reinforce success.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students.
- b. Is not available to students before, during, and after school.
- c. Is often insensitive to students' cultures, values, and beliefs.
- d. Creates a classroom environment that is negative or threatening.
- e. Does not smile; uses a sarcastic tone of voice.
- f. Does not seek student input.
- g. Does not build a comfort level that allows students to take risks.
- h. Does not allow students choices in instructional activities.
- i. Does not use effective praise to reinforce success.

Overall rating:___ Comments:

IV. Classroom Management

The teacher:

4 – Distinguished

- a. Sets significant and challenging expectations for students; communicates confidence in students' abilities to meet the expectations.
- b. Finds ways to integrate and reinforce social skills throughout the day that successfully develop positive interactions among students
- c. Motivates students and creates a sense of urgency for classroom performance by utilizing effective praise and specific feedback.
- d. Has a highly effective discipline repertoire and is very responsive to student needs.
- e. Is keenly aware of student behavior; consistently responds to student misbehaviors with effective interactions.
- f. Uses instructional time effectively to maximize student engagement and achievement.
- g. Establishes efficient pacing and seamless transitions resulting in minimal loss of instructional time.
- h. Creates and implements effective classroom procedures and routines that maximize instructional time.
- i. Creates an engaging, safe, and efficiently organized environment to maximize learning opportunities.

3 – Proficient

- a. Clearly and consistently communicates, models, and enforces high expectations for students.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Motivates and encourages students utilizing effective praise and positive feedback.
- d. Has an effective discipline repertoire and is responsive to student needs.
- e. Monitors student behavior and responds to misbehaviors with appropriate interactions.
- f. Teacher makes adequate use of time available; students are consistently engaged.
- g. Demonstrates successful use of instructional pacing and transitions with little loss of instruction time.
- h. Develops and implements effective classroom procedures and routines.
- i. Creates a safe and organized learning environment designed to stimulate students.

2 – Professional Support Needed

- a. Expectations are somewhat clear to students; teacher attempts to respond to student behavior with inconsistent results.
- b. Often lectures students about the need for good behavior but may reflect occasional inconsistencies or favoritism.
- c. Relies on extrinsic rewards and general praise in an attempt to get students to cooperate or comply.
- d. Has a limited disciplinary repertoire; may overlook student behaviors.
- e. Makes an effort to respond to student misbehaviors, but interactions with students are hit or miss.
- f. Students are frequently off task or not engaged in the instructional process.
- g. Poor pacing and transitions may result in loss of instructional time.
- h. Some routines and procedure are in place, but instructional time is often lost.
- i. Has adequate organization and provides a somewhat safe learning environment; classroom environment is bland.

1 – Does Not Meet Standard

- a. Appears to have no standards of conduct in the classroom.
- b. Interactions with students are negative, sarcastic, or humiliating.
- c. Makes little or no attempt to motivate students; students demonstrate a lack of compliance.
- d. Does not appear to have a discipline repertoire; teacher is unresponsive to student behaviors.
- e. Does not respond to student misbehaviors or responds to misbehaviors inconsistently or inappropriately.
- f. Does not use instructional time effectively resulting in off-task behavior or poor student achievement.
- g. Loses much time during instruction due to poor pacing and ineffective transitions.
- h. Has few classroom routines and procedures visible and apparent; much instructional time is lost.
- i. Has an unorganized classroom; classroom seems uninviting or may be unsafe.

Overall rating:___ Comments:

V. Monitoring, Assessment, and Follow-Up

The teacher:

4 – Distinguished

- a. Frequently provides clear criteria for proficient work including rubrics and examples.
- b. Uses a variety of assessments to immediately and continuously pretest, diagnose, and monitor growth.
- c. Continuously checks for understanding, unscrambles confusion, and gives specific, helpful feedback.
- d. Continuously follows up with struggling students; gives time and support to reach proficiency.
- e. Constantly reflects on effective teaching and works every day to improve.
- f. Analyzes assessment data to draw conclusions; collaborates with colleagues on successful teaching/testing strategies.
- g. Regularly and promptly records and shares grades for students and parents to see.
- h. Assigns highly engaging homework, gets 100% return, and provides rich feedback.
- i. Has students set ambitious goals, self-assess and self-monitor, and take responsibility for their progress.

3 – Proficient

- a. Usually provides clear criteria for proficiency, including rubrics and examples of student work.
- b. Uses a variety of assessments to diagnose and monitor student growth.
- c. Frequently checks for understanding and gives students helpful feedback.
- d. Takes responsibility for students who are not succeeding and gives them extra help to reach proficiency.
- e. Reflects on the effectiveness of lessons and units and works to improve them.
- f. Draws conclusions on teaching strategies and periodically consults with colleagues.
- g. Records grades in a timely manner for students and parents to see.
- h. Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.
- i. Has students set goals, self-assess and knows where they stand academically at all times.

2 – Professional Support Needed

- a. Tells students some of the qualities that their finished work should exhibit, but lacks examples of student work.
- b. Uses tests with a few question types, but assessments lack variety.
- c. Asks questions to see if students understand but lacks frequent quality feedback.
- d. Offers students who fail some additional time to study and do re-takes but rarely re-teaches or offers extra help.
- e. Thinks about what might have been done better at the end of a teaching unit or semester, but doesn't make changes.
- f. Infrequently analyzes test data or consults with colleagues.
- g. Infrequently records grades for students and parents to see.
- h. Assigns homework and urges parents to get their children to complete it without holding student accountable.
- i. Urges students to set goals but does not follow up to help students manage them.

1 – Does Not Meet Standard

- a. Expects student to know or figure out what it takes to produce a quality product.
- b. Uses only tests with one type of question to assess student learning.
- c. Rarely checks with students to see if they understand.
- d. Provides no follow-up with students who fail and the class moves on.
- e. Refuses or seems unable to modify approach, if a teaching unit or lesson does not go well.
- f. Fails to analyze test data or consult with colleagues.
- g. Records grades for students to see only at midterms and end of quarter.
- h. Assigns homework but is resigned to the fact that many students will not turn it in.
- i. Does not help students set and manage goals.

Overall rating: ___ Comments:

VI. Family and Community Outreach

The teacher:

4 – Distinguished

- a. Shows great sensitivity and respect for family and community cultures, values, and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will reach standards.
- c. Gives parents clear, user-friendly learning and behavior expectations; shares examples of student work expectations.
- d. Makes sure parents hear positive news about their child first, and immediately flags any problems.
- e. Frequently involves parents in supporting and enriching the curriculum as it unfolds.
- f. Deals immediately and successfully with parents' concerns; makes parents feel welcome any time.
- g. Gives parents detailed feedback on child's progress through the use of varied communications.
- h. Is successful in contacting and working with all parents, including those who are hard to reach.
- i. Successfully enlists classroom volunteers and extra resources from home and the community.

3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents a genuine interest and belief in each child's ability to reach standards.
- c. Gives parents clear, succinct expectations for student learning and behavior for the year.
- d. Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- e. Updates parents on the unfolding curriculum and suggest ways to support learning at home.
- f. Responds promptly and effectively to parents' concerns; makes parents feel welcome in the school.
- g. Gives parents feedback on their children's progress through the use of conferences, report cards, emails and phone calls.
- h. Tries to contact all parents and is tenacious in contacting hard-to-reach parents.
- i. Occasionally reaches out to families and community agencies to bring in volunteers and additional resources.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families but sometimes is indifferent.
- b. Tells parents that he or she cares about their child but does not share academic expectations.
- c. Sends home a list of classroom rules and the syllabus for the year but with little follow through.
- d. Lets parents know about problems their child is having but rarely mentions positive news.
- e. Sends home occasional suggestions on how parents can help their child with schoolwork.
- f. Is slow to respond to some parent concerns; may give off an unwelcoming perception.
- g. Tell parents the areas in which their child can improve only through the use of report cards and conferences.
- h. Tries to contact parents, but ends up talking mainly to the parents of high-achieving students.
- i. Asks parents to volunteer in the classroom and contribute extra resources but does not follow-up.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate to parents knowledge of their child or share concern about their academic future.
- c. Does not share learning and behavior expectations with parents.
- d. Seldom informs parents of concern or positive news about their child.
- e. Rarely if ever communicates with parents on ways to help their child at home.
- f. Does not respond to parent concerns; makes parents feel unwelcome in the classroom.
- g. Expects parents to follow up on areas that need improvement by reading report cards or utilizing the on-line grades only.
- h. Makes little or no effort to contact parents.
- i. Does not reach out for extra support from parents or the community.

Overall rating: ___ Comments:

VII. Professional Responsibilities

The teacher:

4 – Distinguished

- a. Maintains meticulous records (student information, lesson plans) conscientiously and punctually, and is never late.
- b. Presents oneself as a consummate professional; always observes appropriate boundaries.
- c. Is ethical, honest, and above-board, using impeccable judgment; respects confidentiality.
- d. Is an important member of teacher teams and committees; frequently attends school activities.
- e. Frequently contributes valuable ideas and expertise to promote the school’s mission and District goals.
- f. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- g. Actively seeks out feedback and suggestions and uses them to improve performance.
- h. Meets frequently with colleagues to plan units, share ideas, and analyze assessments.
- i. Devours effective practices from fellow professionals, workshops, readings, study groups, the Web, etc.

3 – Proficient

- a. Keeps accurate records of student information and lesson plans; is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- c. Is ethical, honest, and above-board, uses good judgment; maintains confidentiality with student records.
- d. Share responsibility for grade-level and school activities and volunteers to serve on committees.
- e. Is a positive team player and contributes ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- h. Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- i. Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

2 - Professional Support Needed

- a. Occasionally skips assignments, is late, makes errors in records, and/or misses paperwork deadlines.
- b. Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Will serve on a committee or attend a school activity when asked to do so.
- e. Occasionally suggests an idea aimed at improving the school.
- f. Is reluctant to share concerns with the administration or ask for help.
- g. Is somewhat defensive but does listen to feedback and suggestions.
- h. Meets occasionally with colleagues to share ideas about teaching and students.
- i. Keeps an eye out for new ideas for improving teaching and learning.

1 – Does Not Meet Standard

- a. Frequently skips assignments, is late, makes errors in records or misses paperwork deadlines.
- b. Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
- c. Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
- d. Declines invitations to serve on committees or attend school activities.
- e. Rarely if ever contributes ideas that might help improve the school.
- f. Fails to voice concerns or constantly complains, and is not open to help.
- g. Is defensive about criticism and resistant to changing professional practice.
- h. Meets infrequently with colleagues; conversations lack educational substance.
- i. Is not open to ideas for improving teaching and learning.

Overall rating: ___ Comments:

Professional Growth Summary Page
Teacher

Teacher's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Planning and Preparing for Learning	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
II. Delivery of Instruction	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
III. Building Relationships with Students	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
IV. Classroom Management	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
V. Monitoring, Assessment, and Follow-Up	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
VI. Family and Community Outreach	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
VII. Professional Responsibilities	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Director:

Overall Comments by Teacher:

Principal's/Director's signature _____ Date _____

Teacher's signature _____ Date _____

(Teacher signature indicates he/she has seen and discussed the professional growth summary. It does not necessarily denote agreement with the report.)

Professional Growth Rubric School Counselor

The school counselor professional growth rubrics are organized around seven areas of a school counselor's job performance. These seven areas:

- I. Plan and Prepare the School Counseling Program**
- II. Individual Student Planning**
- III. Building Relationships with Students**
- IV. Program Management**
- V. Monitoring and Follow-Up**
- VI. Family and Community Outreach**
- VII. Professional Responsibilities**

The rubrics are designed to give school counselors an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve.

There are four levels of the school counselor professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for school counselors. The *Distinguished* level is reserved for truly outstanding counseling as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and school counselors and building principals should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal and the school counselor can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals cannot know everything about all rubric areas and must approach this with some humility while school counselor must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the nine criteria individually. Then, the school counselor and principal move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page will be completed together and put into the employee's file.

It is important that the principals help school counselors to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that school counselors score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

I. Plan and Prepare the School Counseling Program

The school counselor:

4 – Distinguished

- a. Demonstrates broad knowledge of counseling theories and practices.
- b. Displays extensive knowledge of child development characteristics.
- c. Consistently uses the goals and objectives of the counseling curriculum to plan the school counseling program.
- d. Designs counseling materials with clear objectives to meet the developmental needs of students.
- e. Designs highly relevant lessons that will motivate all students and engage them in active learning.
- f. Consistently encourages staff involvement to ensure the effective implementation of the school guidance program.
- g. Designs lessons involving an appropriate mix of high quality materials and a wide range of teaching tools.
- h. Designs and implements effective counseling procedures and routines to maximize counseling sessions.
- i. Utilizes the room arrangement, materials, and displays to maximize student learning of all materials.

3 – Proficient

- a. Knows various counseling theories and practices.
- b. Demonstrates an understanding of child development characteristics.
- c. Frequently uses the goals and objectives of the counseling curriculum to plan the school counseling program.
- d. Designs counseling materials to meet the developmental needs of students.
- e. Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- f. Frequently encourages staff involvement to ensure the effective implementation of the school guidance program.
- g. Designs lessons that use an effective mix of counseling materials and various teaching strategies.
- h. Develops and implements effective counseling procedures and routines.
- i. Arranges the classroom, materials, and displays to support unit and lesson goals.

2 – Professional Support Needed

- a. Is somewhat familiar with counseling theories and practices..
- b. Has a narrow understanding of child development characteristics..
- c. Occasionally uses the goals and objectives of the counseling curriculum to plan the school counseling program.
- d. Designs counseling materials with few objectives to meet the developmental needs of students.
- e. Designs lessons that mainly address the middle of the class and do not promote active learning.
- f. Occasionally encourages staff involvement to ensure the effective implementation of the school guidance program.
- g. Plans lessons that involve a mixture of good and mediocre learning materials and instructional strategies.
- h. Some routines and procedures are in place, but counseling time is often lost.
- i. The room is organized for general learning only with little thought regarding displays to support units and lessons.

1 – Does Not Meet Standard

- a. Has little to no knowledge of counseling theories and practices.
- b. Has little familiarity of child development characteristics.
- c. Plans lesson by lesson with little consideration of the standards or overall curriculum goals.
- d. Designs counseling materials with no evident objective.
- e. Plans lessons with little likelihood of motivating or involving students.
- f. Does not involve staff in implementation of the school guidance program.
- g. Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
- h. Few, if any, counseling routines and procedures are evident; much counseling time is lost.
- i. Room arrangement is awkward; materials are hard to access; wall displays are lacking.

Overall rating: ___ Comments:

II. Individual Student Planning

The school counselor:

4 - Distinguished

- a. Provides students a clear sense of the counseling process by addressing essential questions, goals, or objectives.
- b. Utilizes highly effective individual and/or small group counseling activities to maximize student development.
- c. Presents material clearly and explicitly, makes connections, and uses vivid and appropriate language.
- d. Orchestrates highly effective counseling strategies and materials to meet student goals.
- e. Engages all students in focused work in which they are active learners and problem-solvers.
- f. Employs effective guidance strategies and opportunities which guide students to recognize and to adjust attitude and behavior.
- g. Consistently gives reinforcement and encouragement while counseling.
- h. Differentiates counseling services to facilitate students' growth and opportunities.
- i. Has students summarize and internalize what they learn and apply it to real-life situations.

3 – Proficient

- a. Provides students a clear sense of the counseling process.
- b. Utilizes appropriate individual and/or small group counseling activities to enhance student development.
- c. Uses clear explanations, appropriate language, and good examples.
- d. Orchestrates effective counseling strategies and materials to meet student goals.
- e. Encourages students to actively think about, discuss and use the ideas and skills being presented.
- f. Employs effective guidance strategies to facilitate attitude and behavior change.
- g. Frequently gives reinforcement and encouragement while counseling.
- h. Differentiates counseling services to accommodate students' needs.
- i. Has students summarize what they have learned and apply it in different contexts.

2 – Professional Support Needed

- a. Sometimes provides students a clear sense of the counseling process.
- b. Occasionally utilizes appropriate individual and/or small group counseling activities to enhance student development.
- c. Uses language and explanations that are sometimes fuzzy, confusing or inappropriate.
- d. Uses limited counseling strategies and materials to meet student goals.
- e. Attempts to actively involve students, but many students are disengaged.
- f. Employs limited guidance strategies to facilitate attitude and behavior change.
- g. Rarely gives reinforcement and encouragement while counseling.
- h. Attempts to provide counseling services to accommodate students' needs.
- i. Asks students to think about real-life applications for their counseling goals.

1 – Does Not Meet Standards

- a. Begins counseling without giving students a sense of direction.
- b. Does not utilize appropriate individual and/or small group counseling activities to enhance student development.
- c. Often presents material in a confusing way, using language that is inappropriate.
- d. Does not utilize counseling strategies or materials to meet student goals.
- e. Fails to actively involve students, and many students are disengaged.
- f. Fails to employ effective guidance strategies to facilitate attitude and behavior change.
- g. Fails to give reinforcement and encouragement while counseling.
- h. Fails to provide for differentiated counseling services for students' needs.
- i. Moves on at the end of each counseling session without talking about real-life situations or contexts.

Overall rating: ___ Comments:

III. Building Relationships with Students

The school counselor:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students.
- b. Is readily available to students before, during and after school.
- c. Shows great sensitivity and respect for students' cultures, values, and beliefs.
- d. Creates a counseling environment that nurtures positive relationships.
- e. Consistently smiles and uses a friendly tone of voice.
- f. Consistently seeks student input.
- g. Builds a comfort level that allows students to take risks.
- h. Encourages students choices in counseling activities.
- i. Consistently uses effective praise to reinforce success.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to students before, during, and after school.
- c. Shows respect for students' cultures, values, and beliefs.
- d. Creates a counseling environment that nurtures positive relationships.
- e. Smiles and uses a friendly tone of voice.
- f. Seeks student input.
- g. Builds a comfort level that allows students to take risks.
- h. Allows students choices in counseling activities.
- i. Uses effective praise to reinforce success.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students.
- b. Is sometimes available to students before, during, and after school.
- c. Tries to be sensitive to students' cultures, values, and beliefs, but sometimes fails.
- d. Appears unconcerned about creating a counseling environment that nurtures positive relationships.
- e. Occasionally smiles and may use monotone voice.
- f. Rarely seeks student input.
- g. Seldom builds a comfort level that allows students to take risks.
- h. Seldom allows students choices in counseling activities.
- i. Seldom uses effective praises to reinforce success.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students.
- b. Is not available to students before, during, and after school.
- c. Is often insensitive to students' cultures, values, and beliefs.
- d. Creates a counseling environment that is negative or threatening.
- e. Does not smile; uses a sarcastic tone of voice.
- f. Does not seek student input.
- g. Does not build a comfort level that allows students to take risks.
- h. Does not allow students choices in counseling activities.
- i. Does not use effective praise to reinforce success.

Overall rating:___ Comments:

IV. Classroom Management

The school counselor:

4 – Distinguished

- a. Sets significant and challenging expectations for students; communicates confidence in students' abilities to meet the expectations.
- b. Finds ways to integrate and reinforce social skills throughout the day that successfully develop positive interactions among students.
- c. Motivates students and creates a sense of urgency for behavior change by utilizing effective praise and specific feedback.
- d. Has a highly effective counseling repertoire and is responsive to student needs.
- e. Is keenly aware of student behavior; consistently responds to student misbehaviors with effective interactions.
- f. Uses counseling time effectively to maximize student engagement and achievement.
- g. Establishes efficient pacing and scheduling; transitions are seamless resulting in minimal loss of counseling time.
- h. Teaches school guidance materials effectively with an emphasis on real-life situations.
- i. Creates an engaging, safe, and efficiently organized environment to maximize development opportunities.

3 – Proficient

- a. Communicates clearly and consistently, models, and enforces high expectations for students.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Motivates and encourages students utilizing effective praise and positive feedback.
- d. Has an effective communicative repertoire and is responsive to student needs.
- e. Monitors student behavior and responds to misbehaviors with appropriate interactions.
- f. Makes adequate use of time available.
- g. Demonstrates successful scheduling techniques and transitions with little loss of counseling time.
- h. Teaches school guidance materials effectively.
- i. Creates a safe and organized environment for students.

2 – Professional Support Needed

- a. Expectations are somewhat clear to students; counselor attempts to respond to student behavior with inconsistent results.
- b. Often lectures students about the need for good social skills but may reflect occasional inconsistencies or favoritism.
- c. Relies on extrinsic rewards and general praise in an attempt to get students to cooperate or comply.
- d. Has a limited counseling repertoire; may overlook student behaviors.
- e. Makes an effort to respond to student misbehaviors, but interactions with students are hit or miss.
- f. Students are frequently off task or not engaged in the counseling process.
- g. Poor pacing and transitions may result in loss of counseling time.
- h. Occasionally teaches school guidance materials effectively.
- i. Has adequate organization and provides a somewhat safe counseling environment; counseling environment is bland.

1 – Does Not Meet Standard

- a. Student expectations are unclear; no communication provided by the counselor.
- b. Interactions with students are negative, sarcastic, or humiliating.
- c. Makes little or no attempt to motivate students; students demonstrate a lack of compliance.
- d. Does not appear to have a communication repertoire; counselor is unresponsive to student behaviors.
- e. Does not respond to student misbehaviors or responds to misbehaviors inconsistently or inappropriately.
- f. Does not use counseling time effectively resulting in off-task behavior or poor student development.
- g. Loses much time during counseling due to poor pacing and ineffective transitions.
- h. Teaches school guidance materials with limited effectiveness.
- i. Has an unorganized classroom; classroom seems uninviting or may be unsafe.

Overall rating: ___ Comments:

V. Monitoring and Follow-Up

The school counselor:

4 – Distinguished

- a. Provides clear concepts of personal, social and academic responsibility using handouts/examples for students to internalize.
- b. Uses a variety of research based counseling tools to immediately and continuously monitor and to encourage student growth.
- c. Continuously checks for understanding, unscrambles confusion, and gives specific, helpful feedback.
- d. Constantly follows up with struggling students; gives time and support to reach counseling goals.
- e. Constantly reflects on the effectiveness of counseling interventions and works every day to improve.
- f. Analyzes counseling strategies to draw conclusions; collaborates with colleagues on successful strategies.
- g. Teaches students and parents how to monitor academic progress.
- h. Assigns highly engaging counseling homework, receives 100% return, and provides rich feedback.
- i. Has students set ambitious goals, self-assess and self-monitor, and take responsibility for their progress.

3 – Proficient

- a. Provides clear concepts of personal, social and academic responsibility.
- b. Uses a variety of counseling tools to monitor and encourage student growth.
- c. Checks for understanding and gives students helpful feedback.
- d. Takes responsibility to help students succeed with counseling goals; provides follow-up assistance.
- e. Reflects on the effectiveness of counseling interventions and works to improve them.
- f. Draws conclusions on counseling strategies and periodically consults with colleagues.
- g. Provides students and parents with academic updates to monitor students progress.
- h. Utilizes counseling homework and provides useful feedback.
- i. Has students set goals, self-assess, and monitor academic and behavioral progress.

2 – Professional Support Needed

- a. Tells students about responsibility and how they should behave, but lacks examples of how to improve.
- b. Uses counseling tools that lack variety and quality to monitor and encourage student growth.
- c. Asks questions to see if students understand but lacks frequent quality feedback.
- d. Provides limited assistance and follow-up to help students succeed with counseling goals.
- e. Thinks about what might have been done better but does not make changes at the end of a counseling session.
- f. Infrequently analyzes counseling strategies or consults with colleagues.
- g. Upon request, will provide student and parents with academic updates.
- h. Assigns counseling homework, urging completion, but does not hold students accountable.
- i. Urges students to set goals but does not follow up to help students manage them.

1 – Does Not Meet Standard

- a. Expects student to know how to behave and how to be responsible.
- b. Uses only one type of counseling tool to monitor and encourage student growth.
- c. Rarely checks with students to see if they understand.
- d. Provides no follow-up or assistance for students with counseling goals.
- e. Refuses or seems unable to modify approach, if a counseling session does not go well.
- f. Fails to analyze counseling strategies or consult with colleagues.
- g. Does not discuss academic progress with students or parents.
- h. Assigns counseling homework but is resigned to the fact that many students will not turn it in.
- i. Does not help students set and manage goals.

Overall rating: ___ Comments:

VI. Family and Community Outreach

The school counselor:

4 – Distinguished

- a. Shows great sensitivity and respect for family and community cultures, values, and beliefs.
- b. Communicates with parents a genuine interest and belief in each child's ability to reach their counseling goals.
- c. Gives parents clear, succinct expectations of counseling services.
- d. Makes sure parents hear positive news about their child first, and immediately flags any problems.
- e. Frequently involves parents in supporting and enriching the counseling goals within the boundaries of confidentiality.
- f. Deals immediately and successfully with parents' concerns; makes parents feel welcome any time.
- g. Gives parents detailed feedback on child's progress through the use of varied communications.
- h. Is successful in contacting and working with all parents, including those who are hard to reach.
- i. Utilizes additional resources with students and successfully guides parents to those resources.

3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows each parent an interest and belief in their child's ability to reach the counseling goals.
- c. Shares with parents the expectations of counseling services.
- d. Promptly informs parents of behavior concerns and also updates parents on good news.
- e. Updates parents on counseling services to support improvements at home within boundaries of confidentiality.
- f. Responds promptly and effectively to parents' concerns; makes parents feel welcome in the school.
- g. Uses conferences, emails, and phone calls to communicate with parents.
- h. Tries to contact all parents and is persistent in contacting hard-to-reach parents.
- i. Reaches out to families and the community to utilize available resources.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families but sometimes is indifferent.
- b. Tells parents that he or she cares about their child but does not share counseling goals.
- c. Sends home a list of counseling rules but with little follow through.
- d. Lets parents know about problems their child is having but rarely mentions positive news.
- e. Sends home occasional suggestions on how parents can help their child with counseling goals (when appropriate).
- f. Is slow to respond to some parent concerns; may give off an unwelcoming perception.
- g. Uses conferences and email only to tell parents the areas in which their child can improve.
- h. Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.
- i. Provides parents with a list of community resources but does not follow-up.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate with parents about their child or share concern about his/her future.
- c. Does not share behavior expectations with parents.
- d. Seldom informs parents of concern or positive news about their child.
- e. Rarely if ever communicates with parents on ways to help their child at home.
- f. Does not respond to parent concerns; makes parents feel unwelcome.
- g. Expects parents to follow up on areas that need improvement without communication.
- h. Makes little or no effort to contact parents.
- i. Does not reach out for extra support from parents or the community.

Overall rating: ___ Comments:

VII. Professional Responsibilities

The school counselor:

4 – Distinguished

- a. Maintains meticulous records (student information) conscientiously and punctually, and is never late.
- b. Presents oneself as a consummate professional; always observes appropriate boundaries.
- c. Is ethical, honest, and above-board, using impeccable judgment; respects confidentiality.
- d. Is an important member of teacher teams and committees; frequently attends school activities.
- e. Frequently contributes valuable ideas and expertise to promote the school's mission and District goals.
- f. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- g. Actively seeks out feedback and suggestions and uses them to improve performance.
- h. Meets frequently with colleagues to plan, share ideas, and analyze assessments.
- i. Devours effective practices from fellow professionals, workshops, readings, study groups, the Web, etc.

3 – Proficient

- a. Keeps accurate records of student information; is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- c. Is ethical, honest, and above-board, uses good judgment; maintains confidentiality with student records.
- d. Shares responsibility for school activities; volunteers to serve on committees.
- e. Is a positive team player and contributes ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- h. Collaborates with colleagues, shares counseling ideas, and discusses current issues in counseling.
- i. Seeks out effective counseling ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

2 - Professional Support Needed

- a. Occasionally skips assignments, is late, makes errors in records, and/or misses paperwork deadlines.
- b. Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Will serve on a committee or attend a school activity when asked to do so.
- e. Occasionally suggests an idea aimed at improving the school.
- f. Is reluctant to share concerns with the administration or ask for help.
- g. Is somewhat defensive but does listen to feedback and suggestions.
- h. Meets occasionally with colleagues to share ideas about counseling and students.
- i. Keeps an eye out for new ideas for improving counseling and learning.

1 – Does Not Meet Standard

- a. Frequently skips assignments, is late, makes errors in records or misses paperwork deadlines.
- b. Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
- c. Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
- d. Declines invitations to serve on committees or attend school activities.
- e. Rarely if ever contributes ideas that might help improve the school.
- f. Fails to voice concerns or constantly complains, and is not open to help.
- g. Is defensive about criticism and resistant to changing professional practice.
- h. Meets infrequently with colleagues; conversations lack counseling or educational substance.
- i. Is not open to ideas for improving counseling and learning.

Overall rating: ___ Comments:

Professional Growth Summary Page
School Counselor

School Counselor's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Plan and Prepare the School Counseling Program	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
II. Individual Student Planning	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
III. Building Relationships with Students	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
IV. Program Management	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
V. Monitoring and Follow-Up	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
VI. Family and Community Outreach	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards
VII. Professional Responsibilities	Distinguished	Proficient	Prof. Support Needed	Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Director:

Overall Comments by the School Counselor:

Principal's/Director's signature _____ Date _____

School Counselor's signature _____ Date _____

(School Counselor's signature indicates he/she has seen and discussed the professional growth summary. It does not necessarily denote agreement with the report.)

Professional Growth Rubric Occupational Therapist

The occupational therapist professional growth rubrics are organized around seven areas of a therapist's job performance. These seven areas are:

- I. Planning and Preparing for Treatment**
- II. Delivery of Therapy**
- III. Building Relationships with Students**
- IV. Management of Services**
- V. Consultation, Evaluation, and Follow-up**
- VI. Family and Community Outreach**
- VII. Professional Responsibilities**

The rubrics are designed to give the occupational therapist(OT) an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve.

There are four levels of OT professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for OT(s). The *Distinguished* level is reserved for truly outstanding therapy as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and OT(s) and principals/directors should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal/director and the therapist(s) can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal/director has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals/directors cannot know everything about all rubric areas and must approach this with some humility while therapist(s) must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the nine criteria individually. Then, the therapist(s) and principal/director move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page of the rubric will be completed together and put into the employee's file.

It is important that the principals help therapists to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that the therapists score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

I. Planning and Preparing for Treatment

The OT:

4 – Distinguished

- a. Demonstrates broad knowledge of treatment strategies.
- b. Displays extensive knowledge of appropriate characteristics of child development.
- c. Plans activities for the year that are directly aligned with IEP objectives.
- d. Designs activities with clear measurable objectives aligned with needs and IEP goals.
- e. Designs highly relevant activities that will motivate all students and engage them in active participation.
- f. Utilizes diagnostic, formative, and summative assessments to closely monitor and direct instructional planning.
- g. Designs therapy involving an effective mixture of sensory, visual, and fine motor skills.
- h. Designs activities that grade complex motor tasks and address all learning needs.
- i. Utilizes sensory and treatment room(s) and all materials effectively.

3 – Proficient

- a. Knows the treatment strategies well.
- b. Demonstrates an understanding of appropriate child development characteristics.
- c. Plans for the year to meet students' IEP objectives.
- d. Designs activities based on measurable objectives aligned with goals.
- e. Designs activities that are relevant, motivating, and likely to engage students in active learning.
- f. Uses formative and summative assessments to measure student learning and guide instruction.
- g. Designs therapy sessions that use an appropriate mix of materials and various motor strategies.
- h. Designs activities that break down complex motor tasks and target diverse learning needs.
- i. Organizes treatment area and materials well.

2 – Professional Support Needed

- a. Is somewhat familiar with the treatment techniques.
- b. Has a narrow understanding of how students develop and learn.
- c. Has a vague curriculum which does not always address IEP goals.
- d. Designs activities with an objective, but objective is not aligned with needs or goals.
- e. Designs activities that address one student, but are not adaptable to all.
- f. Infrequently monitors or evaluates progress.
- g. Plans activities that involve a mixture of good and mediocre therapeutic materials.
- h. Plans activities with some thought as to how to accommodate students' needs.
- i. The room is organized for therapy with little regard for materials.

1 – Does Not Meet Standard

- a. Has little to no knowledge of treatment strategies or how to carry them out.
- b. Has little familiarity with how students develop and learn.
- c. Plans day by day with little consideration to overall goals.
- d. Daily activities have no evident objective stated verbally or in writing.
- e. Plans activities with very little likelihood of motivating or involving students.
- f. Spends no time in creating tests that measure student learning; does not use assessment data in activity planning.
- g. Plans therapy that relies on mediocre and low-quality materials.
- h. Plans all lessons aimed at OT caseload, ignoring individual needs.
- i. Room arrangement is awkward and materials are hard to access.

Overall rating: ___ Comments:

II. Delivery of Therapy

The OT:

4 - Distinguished

- a. Indicates to students exactly what is expected by providing a model and/or verbal and physical cues.
- b. Captures students' interest by making correlating treatment materials.
- c. Uses verbal and demonstrative cues at age appropriate and/or ability level.
- d. Orchestrates highly effective treatment and materials to engage and motivate students.
- e. Engages all students in focused work in which they are active learners and problem-solvers.
- f. Uses questioning techniques that encourage students' answer, verbally or nonverbally.
- g. Consistently and continuously gives reinforcement and encouragement while delivering treatment.
- h. Meets the learning needs and styles of all students by differentiating and modifying whenever necessary.
- i. Has students practice what they learn and apply it in multiple situations or learning opportunities.

3 – Proficient

- a. Gives students a clear sense of purpose by providing a model or providing cues.
- b. Hooks interest in each treatment session.
- c. Uses appropriate language and good examples to present materials.
- d. Orchestrates effective treatment and materials to foster student growth.
- e. Encourages all students to actively think about and use the skills being taught.
- f. Uses some questioning that encourages students to answer, as able.
- g. Gives reinforcement and encouragement while delivering treatment.
- h. Differentiates instruction to accommodate students' learning needs.
- i. Has students practice what they have learned.

2 – Professional Support Needed

- a. Shows or tells students the main goal of the session.
- b. Tries to make the activity interesting and builds on skills students already know.
- c. Uses language cues that are sometimes fuzzy, confusing or inappropriate.
- d. Uses a limited range of strategies and materials.
- e. Attempts to get students actively involved, but many students are disengaged.
- f. Limits questions or interaction.
- g. Rarely gives reinforcement and encouragement while delivering treatment.
- h. Attempts to accommodate students, with limited success.
- i. Uses therapy related to real life needs.

1 – Does Not Meet Standards

- a. Begins lessons without giving students a model or verbal/physical cues.
- b. Does not engage most students' interests.
- c. Presents material in a confusing way, using language that is not ability oriented.
- d. Uses only one or two treatment strategies without varied materials and doesn't engage most students.
- e. Mostly talks "at" students and has them plod through uninteresting activities.
- f. Fails to question students.
- g. Fails to give reinforcement and encouragement while delivering treatment.
- h. Fails to provide for differentiated instruction for students with special needs.
- i. Moves on at the end of treatment without applying to life skills.

Overall rating: ___ Comments:

III. Building Relationships with Students

The OT:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students.
- b. Is readily available to address students' self care, emotional, sensory, and motor needs.
- c. Shows great sensitivity and respect for students' cultures, values, and beliefs.
- d. Creates a treatment environment that nurtures positive relationships.
- e. Consistently smiles and uses a friendly tone of voice.
- f. Consistently seeks student input.
- g. Consistently builds a comfort level that allows students to take risks.
- h. Regularly allows students choices in instructional activities.
- i. Consistently uses effective praise to reinforce success.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is available to address students' self care, emotional, sensory, and motor needs.
- c. Shows respect for students' cultures, values, and beliefs.
- d. Creates a treatment environment that develops positive relationships.
- e. Smiles and uses a friendly tone of voice.
- f. Seeks student input.
- g. Builds a comfort level that allows students to take risks.
- h. Allows students choices in treatment activities.
- i. Usually uses effective praise to reinforce success.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students.
- b. Is seldom available to address students' self care, emotional, sensory and motor needs.
- c. Tries to be sensitive to students' cultures, values, and beliefs, but sometimes fails.
- d. Appears unconcerned about creating a treatment environment that nurtures positive relationships.
- e. Occasionally smiles and may use monotone voice.
- f. Rarely seeks student input.
- g. Seldom builds a comfort level that allows students to take risks.
- h. Seldom allows students choices in treatment activities.
- i. Seldom uses effective praises to reinforce success.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students.
- b. Is not available to address students' self care, emotional, sensory, and motor needs.
- c. Is often insensitive to students' cultures, values, and beliefs.
- d. Creates a treatment environment that is negative or threatening.
- e. Does not smile; uses a sarcastic tone of voice.
- f. Does not seek student input.
- g. Does not build a comfort level that allows students to take risks.
- h. Does not allow students choices in instructional activities.
- i. Does not use effective praise to reinforce success.

Overall rating:___ Comments:

IV. Classroom Management

The OT:

4 – Distinguished

- a. Sets significant and challenging expectations for students; communicates confidence in students' abilities to meet the expectations.
- b. Integrates and reinforces social skills throughout the day that successfully develop positive interactions among students.
- c. Motivates students' performance by utilizing effective praise and specific feedback.
- d. Has a highly effective discipline repertoire and is very responsive to student needs.
- e. Is keenly aware of student behavior; consistently responds to student misbehaviors with effective interactions.
- f. Uses instructional time effectively to maximize student engagement and achievement.
- g. Establishes efficient pacing and seamless transitions resulting in minimal loss of instructional time.
- h. Creates and implements effective procedures and routines that maximize instructional time.
- i. Creates an engaging, safe, and efficiently organized environment to maximize learning opportunities.

3 – Proficient

- a. Clearly communicates, models, and enforces high expectations for students.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Motivates and encourages students utilizing effective praise and positive feedback.
- d. Has an effective discipline repertoire and is responsive to student needs.
- e. Monitors student behavior and responds to misbehaviors with appropriate interactions.
- f. Makes adequate use of time available; students are consistently engaged.
- g. Demonstrates successful use of instructional pacing and transitions with little loss of instruction time.
- h. Develops and implements effective service procedures and routines.
- i. Creates a safe and organized learning environment designed to stimulate students.

2 – Professional Support Needed

- a. Expectations are somewhat clear to students; teacher attempts to respond to student behavior with inconsistent results.
- b. Often lectures students about the need for good behavior but may reflect occasional inconsistencies or favoritism.
- c. Relies on extrinsic rewards and general praise in an attempt to get students to cooperate or comply.
- d. Has a limited disciplinary repertoire; may overlook student behaviors.
- e. Makes an effort to respond to student misbehaviors, but interactions with students are hit or miss.
- f. Students are frequently off task or not engaged in the instructional process.
- g. Poor pacing and transitions may result in loss of instructional time.
- h. Some routines and procedure are in place, but instructional time is often lost.
- i. Has adequate organization and provides a somewhat safe learning environment; treatment environment is bland.

1 – Does Not Meet Standard

- a. Appears to have no standards of conduct in the classroom.
- b. Interactions with students are negative, sarcastic, or humiliating.
- c. Makes little or no attempt is made to motivate students; students demonstrate a lack of compliance.
- d. Does not appear to have a discipline repertoire; therapist is unresponsive to student behaviors.
- e. Does not respond to student misbehaviors or responds to misbehaviors inconsistently or inappropriately.
- f. Does not use instructional time effectively resulting in off-task behavior or poor student achievement.
- g. Loses much time during instruction due to poor pacing and ineffective transitions.
- h. Has few therapy routines and procedures visible and apparent; much instructional time is lost.
- i. Has an unorganized sessions and seems uninviting, unsafe or both.

Overall rating:___ Comments:

V. Consultation, Evaluation and Follow-Up

The OT:

4 – Distinguished

- a. Provides clear criteria for proficient work.
- b. Uses a variety of research based assessments to immediately and continuously pretest, diagnose, and monitor growth.
- c. Continuously checks for understanding, redirects to decrease confusion, and give specific, helpful feedback.
- d. Continuously follows up with struggling students; gives time and support to improve independence.
- e. Constantly reflects on effective therapy and works every day to improve.
- f. Analyzes assessment data to draw conclusions; consults with colleagues on useful strategies.
- g. Regularly and promptly records progress for parents and colleagues to see.
- h. Assigns highly engaging home programs and provides rich consult materials.
- i. Has students set goals, self-monitor and take responsibility for their progress.

3 – Proficient

- a. Provides criteria for students' proficiency.
- b. Uses a variety of assessments to diagnose and monitor students' strengths and needs.
- c. Frequently checks for understanding and modifies as needed.
- d. Takes responsibility for students who are not succeeding.
- e. Reflects on the effectiveness of treatment and works to improve.
- f. Draws conclusions on treatment strategies and periodically consults with colleagues.
- g. Records progress in a timely manner for parents to see.
- h. Assigns student/parent home programs for further home practice opportunities.
- i. Has students set goals for self and monitors their progress.

2 – Professional Support Needed

- a. Tells students some of the qualities that their finished work should exhibit, but lacks examples of student work.
- b. Uses inadequate tests that lack means to examine strengths and needs.
- c. Asks questions to see if students understand, but lacks frequent quality feedback.
- d. Offers student's additional time to respond, but rarely re-teaches or offers extra help.
- e. Thinks about what might have been done better at the end of a therapy session, but doesn't make changes.
- f. Infrequently analyzes test data or consults with colleagues.
- g. Infrequently records progress for students and parents to see.
- h. Urges parents to work with their children to complete home activities for carryover, but does not hold students' accountable.
- i. Urges students to set goals, but does not follow up to help students manage them.

1 – Does Not Meet Standard

- a. Expects student to know or figure out testing without examples.
- b. Uses only tests with one type of assessment strategy, not identifying strengths and needs.
- c. Rarely checks with students to see if they understand.
- d. Does not follow-up with students who fail.
- e. Unable to modify approach if a therapy session does not go well.
- f. Fails to analyze test data or consult with colleagues.
- g. Does not record progress updates for parents to see at quarter.
- h. Assigns home programs, but is resigned to the fact that many students/parents will not comply.
- i. Does not help students/parents set goals.

Overall rating: ___ Comments:

VI. Family and Community Outreach

The OT:

4 – Distinguished

- a. Shows great sensitivity and respect for family and community cultures, values, and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will reach goals.
- c. Provides clear, user-friendly, at home ideas for parents.
- d. Makes sure parents hear positive news about their child first, and immediately flags any problems.
- e. Frequently involves parents in supporting students IEP needs.
- f. Deals immediately and successfully with parents' concerns; makes parents feel welcome any time.
- g. Gives parents detailed feedback on child's progress through the use of varied communications.
- h. Is successful in contacting and working with all parents, including those who are hard to reach.
- i. Successfully reaches out to community to meet needs of OT students.

3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents' a genuine interest and belief in each child's ability to reach goals.
- c. Gives parents clear, succinct expectations for student learning and behavior for the year.
- d. Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- e. Updates parents on community resources to support learning at home.
- f. Responds promptly and effectively to parents' concerns; makes parents feel welcome in the school.
- g. Uses quarterly reports, emails, and phone calls to give parents feedback on their children's progress.
- h. Tries to communicate with all parents and is tenacious in contacting hard-to-reach parents.
- i. Occasionally reaches out to families and community agencies to bring in volunteers and additional resources.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families, but sometimes is indifferent.
- b. Tells parents that he or she cares about their child, but does not share occupational therapy expectations.
- c. Sends home therapy notes, but with little follow through.
- d. Lets parents know about problems their child is having, but rarely mentions positive news.
- e. Sends home occasional suggestions on how parents can help their child with need areas.
- f. Is slow to respond to some parent concerns; may give off an unwelcoming perception.
- g. Uses quarterly reports only to tell parents the areas in which their child can improve.
- h. Tries to communicate with all parents, but generally only engages with parents at IEP meetings.
- i. Asks community to contribute extra resources, but does not follow-up.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate with parents knowledge of their child or share concerns about their future.
- c. Does not share learning and behavior expectations with parents.
- d. Seldom informs parents of concern or positive news about their child.
- e. Rarely if ever communicates with parents on ways to help their child at home.
- f. Does not respond to parent concerns; makes parents feel unwelcome in the classroom.
- g. Expects parents to follow up on areas that need improvement by reading report card quarterlies, only.
- h. Makes little or no effort to communicate with parents.
- i. Does not reach out for extra support from parents or the community.

Overall rating: ___ Comments:

VII. Professional Responsibilities

The OT:

4 – Distinguished

- a. Maintains meticulous records (student information, treatment plans) conscientiously and punctually, and is never late.
- b. Presents oneself as a consummate professional; always observes appropriate boundaries.
- c. Is ethical and honest, using impeccable judgment; respects confidentiality.
- d. Is an important member of Special Education team; always attends meetings or special education activities.
- e. Frequently contributes valuable ideas and expertise to promote the school's mission and District goals.
- f. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- g. Actively seeks out feedback and suggestions and uses them to improve performance.
- h. Meets frequently with colleagues to plan, share ideas, and analyze assessments and provides ample OTA supervision.
- i. Devours effective practices from fellow professionals, workshops, readings, study groups, the Web, etc.

3 – Proficient

- a. Keeps accurate records of student information and lesson plans; is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- c. Is ethical and honest, uses good judgment; maintains confidentiality with student records.
- d. Shares responsibility of Special Education team; volunteers to serve on committees.
- e. Is a positive team player and contributes ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- h. Collaborates with colleagues to plan treatment, share teaching ideas, and provides OTA supervision.
- i. Seeks out effective therapy ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

2 - Professional Support Needed

- a. Occasionally skips assignments, is late, makes errors in records, and/or misses paperwork deadlines.
- b. Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Will serve on a committee or attend a school activity when asked to do so.
- e. Occasionally suggests an idea aimed at improving the school.
- f. Is reluctant to share concerns with the administration or ask for help.
- g. Is somewhat defensive but does listen to feedback and suggestions.
- h. Meets occasionally with colleagues and provides some supervision to OTA.
- i. Keeps an eye out for new ideas for improving treatment and learning.

1 – Does Not Meet Standard

- a. Frequently skips assignments, is late, makes errors in records or misses paperwork deadlines.
- b. Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
- c. Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
- d. Declines invitations to serve on committees or attend school activities.
- e. Rarely if ever contributes ideas that might help improve the school.
- f. Fails to voice concerns or constantly complains, and is not open to help.
- g. Is defensive about criticism and resistant to changing professional practice.
- h. Meets infrequently with colleagues, does not provide OTA supervision, and conversations lack education substance.
- i. Is not open to ideas for improving treatment and learning.

Overall rating: ___ Comments:

Professional Growth Summary Page
Occupational Therapist

Therapist's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Planning and Preparing for Treatment

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

II. Delivery of Therapy

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

III. Building Relationships with Students

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

IV. Management of Services

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

V. Consultations, Evaluation, and Follow-Up

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VI. Family and Community Outreach

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VII. Professional Responsibilities

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Director:

Overall Comments by Therapist:

Principal's/Director's signature _____ Date _____

Therapist's signature _____ Date _____

(Therapist's signature indicates he/she has seen and discussed the professional growth rubric. It does not necessarily denote agreement with the report.)

Professional Growth Rubric Speech Therapist

The speech therapist professional growth rubrics are organized around seven areas of a therapist's job performance. These seven areas are:

- I. Planning and Preparing for Learning**
- II. Delivery of Instruction**
- III. Building Relationships with Students**
- IV. Classroom Management**
- V. Monitoring, Assessment, and Follow-up**
- VI. Family and Community Outreach**
- VII. Professional Responsibilities**

The rubrics are designed to give speech therapists an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve.

There are four levels of the speech therapist professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for therapists. The *Distinguished* level is reserved for truly outstanding teaching as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and speech therapists and principals should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal/director and the speech therapist can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal/director has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals/directors cannot know everything about all rubric areas and must approach this with some humility while speech therapists must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the nine criteria individually. Then, the speech therapist and principal/director move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page will be completed together and put into the employee's file.

It is important that the principals/directors help speech therapists to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that speech teachers score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

I. Planning and Preparing for Learning

The speech therapist:

4 – Distinguished

- a. Demonstrates broad knowledge of subject area.
- b. Displays extensive knowledge of appropriate characteristics of child development.
- c. Plans a comprehensive IEP that is directly aligned to all of the students' communication needs.
- d. Designs lessons with clear measurable objectives aligned with the grade level standards mapped out throughout the course
- e. Designs highly relevant lessons that will motivate all students and engage them in active learning.
- f. Uses data collection to measure students' progress towards goals and objectives and alters plans accordingly.
- g. Designs lessons involving an appropriate mix of high quality materials and a wide range of teaching tools.
- h. Designs lessons that simplify complex tasks and addresses all learning needs, styles and interests.
- i. Utilizes the room arrangement, materials, and displays to maximize student learning of all materials.

3 – Proficient

- a. Knows the subject area well.
- b. Demonstrates an understanding of appropriate child development characteristics.
- c. Plans an IEP that is directly aligned to students' communication needs.
- d. Designs lessons based on measurable objectives aligned with unit goals meeting the content standards
- e. Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- f. Uses data collection to measure students' progress towards goals and objectives.
- g. Designs lessons that use an effective mix of materials and various teaching strategies.
- h. Designs lessons that break down complex tasks and target diverse learning needs, styles, and interests.
- i. Organizes classroom furniture, materials, and displays to support unit and lesson goals.

2 – Professional Support Needed

- a. Is somewhat familiar with the subject area.
- b. Has a narrow understanding of how students develop and learn.
- c. Plans a basic IEP that is somewhat aligned to students' communication needs.
- d. Designs lessons with an objective, but objective is not aligned with unit goals and standards.
- e. Designs lessons that are sometimes motivating, but do not promote active learning.
- f. Drafts tests as instruction proceeds; does not utilize assessments to guide instruction.
- g. Plans lessons that involve a mixture of good and mediocre learning materials and instructional strategies.
- h. Plans lessons with some thought as to how to accommodate students' needs.
- i. The room is organized for general learning only with little thought regarding displays to support units and lessons.

1 – Does Not Meet Standard

- a. Has little to no knowledge of the subject area, how students learn, and few ideas to teach it.
- b. Has little familiarity with how students develop and learn.
- c. Plans a generic IEP for the students' communication needs.
- d. The lesson has no evident objective stated verbally or in writing.
- e. Plans lessons with very little likelihood of motivating or involving students; aims at covering tests.
- f. Seldom collects data to measure students' progress.
- g. Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
- h. Plans lessons aimed at the "average" speech caseload.
- i. Room arrangement is awkward; materials are hard to access; wall displays are lacking.

Overall rating: ___ Comments:

II. Delivery of Instruction

The speech therapist:

4 - Distinguished

- a. Indicates to students exactly what is expected by discussing essential questions, goals, or objectives.
- b. Captures students' interest by making connections to prior readings, knowledge, and experience.
- c. Presents material clearly and explicitly, makes connections, and uses vivid and appropriate language.
- d. Orchestrates highly effective teaching and learning strategies, materials, and student groupings to engage and motivate students.
- e. Engages all students in focused work in which they are active learners and problem-solvers.
- f. Uses higher level questioning techniques that encourage students' answers beyond the recall or rote level.
- g. Consistently gives appropriate reinforcement and encouragement while delivering instruction.
- h. Meets the communication needs of all students by differentiating, scaffolding, and modifying when necessary.
- i. Has students summarize and internalize what they learn and apply it to authentic communication.

3 – Proficient

- a. Gives students a clear sense of purpose by discussing the lesson's objectives.
- b. Activates students' prior knowledge and hooks their interest in each lesson.
- c. Uses clear explanations, appropriate language, and good examples to present material.
- d. Orchestrates effective teaching and learning strategies, materials, and student groupings to foster student learning.
- e. Encourages all students to actively think about, discuss and use the ideas and skills being taught.
- f. Instructs students therapeutically in higher level thinking skills that encourages students' answers beyond the recall or rote level.
- g. Occasionally gives appropriate reinforcement and encouragement while delivering instruction.
- h. Differentiates instruction to accommodate students' communication needs.
- i. Has students summarize what they have learned and apply it to authentic communication.

2 – Professional Support Needed

- a. Tells students the main learning objectives of each lesson.
- b. Tries to make the subject interesting and relate it to things students already know.
- c. Uses language and explanations that are sometimes ambiguous, confusing or inappropriate.
- d. Uses a limited range of therapy techniques learning strategies, materials, and student groupings with minimal success.
- e. Attempts to get students actively involved, but many students are disengaged.
- f. Limits questions to mostly rote and recall.
- g. Rarely gives appropriate reinforcement and encouragement while delivering instruction.
- h. Attempts to accommodate students' needs with limited success.
- i. Asks students to think about real-life applications for what they are learning.

1 – Does Not Meet Standards

- a. Begins lessons without giving students a sense of where instruction is headed.
- b. Does not engage most students' interest or make connection to their lives.
- c. Often presents material in a confusing way, using language that is inappropriate.
- d. Uses only one or two therapy techniques or types of materials and doesn't reach most students.
- e. Spends little effort in engaging students in learning.
- f. Fails to question students.
- g. Fails to give reinforcement and encouragement while delivering instruction.
- h. Fails to provide for differentiated instruction for students' needs.
- i. Moves on at the end of each lesson and/or unit without talking about real-life situations or contexts.

Overall rating: ___ Comments:

III. Building Relationships with Students

The speech therapist:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students.
- b. Is readily available to students before, during and after school.
- c. Shows great sensitivity and respect for students' cultures, values, and beliefs.
- d. Creates a therapy environment that nurtures positive relationships.
- e. Consistently smiles and uses a friendly tone of voice.
- f. Consistently seeks student input.
- g. Builds a comfort level that encourages students to take risks.
- h. Encourages students choices in instructional activities.
- i. Consistently uses effective praise to reinforce success.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to students before, during, and after school.
- c. Shows respect for students' cultures, values, and beliefs.
- d. Creates a therapy environment that develops positive relationships.
- e. Smiles and uses a friendly tone of voice.
- f. Seeks student input.
- g. Builds a comfort level that allows students to take risks.
- h. Allows students choices in instructional activities.
- i. Uses effective praise to reinforce success.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students.
- b. Is sometimes available to students before, during, and after school.
- c. Tries to be sensitive to students' cultures, values, and beliefs, but sometimes fails.
- d. Appears unconcerned about creating a therapy environment that nurtures positive relationships.
- e. Occasionally smiles and may use monotone voice.
- f. Rarely seeks student input.
- g. Seldom builds a comfort level that allows students to take risks.
- h. Seldom allows students choices in instructional activities.
- i. Seldom uses effective praises to reinforce success.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students.
- b. Is not available to students before, during, and after school.
- c. Is often insensitive to students' cultures, values, and beliefs.
- d. Creates a therapy environment that is negative or threatening.
- e. Does not smile; uses a sarcastic tone of voice.
- f. Does not seek student input.
- g. Does not build a comfort level that allows students to take risks.
- h. Does not allow students choices in instructional activities.
- i. Does not use effective praise to reinforce success.

Overall rating:___ Comments:

IV. Classroom Management

The speech therapist:

4 – Distinguished

- a. Sets significant and challenging expectations for students; communicates confidence in students' abilities to meet the expectations.
- b. Finds ways to integrate and reinforce social skills throughout the day that successfully develop positive interactions among students.
- c. Motivates students and creates a sense of urgency for classroom performance by utilizing effective praise and specific feedback.
- d. Has a highly effective discipline repertoire and is very responsive to student needs.
- e. Is keenly aware of student behavior; consistently responds to student misbehaviors with effective interactions.
- f. Uses instructional time effectively to maximize student engagement and achievement.
- g. Establishes efficient pacing and seamless transitions resulting in minimal loss of instructional time.
- h. Creates and implements effective classroom procedures and routines that maximize instructional time.
- i. Creates an engaging, safe, and efficiently organized environment to maximize learning opportunities.

3 – Proficient

- a. Clearly and consistently communicates, models, and enforces high expectations for students.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Motivates and encourages students utilizing effective praise and positive feedback.
- d. Has an effective discipline repertoire and is responsive to student needs.
- e. Monitors student behavior and responds to misbehaviors with appropriate interactions.
- f. Makes adequate use of time available; students are consistently engaged.
- g. Demonstrates successful use of instructional pacing and transitions with little loss of instruction time.
- h. Develops and implements effective management procedures and routines.
- i. Creates a safe and organized learning environment designed to stimulate students.

2 – Professional Support Needed

- a. Expectations are somewhat clear to students; teacher attempts to respond to student behavior with inconsistent results.
- b. Lectures students about the need for good behavior but may reflect occasional inconsistencies or favoritism.
- c. Relies on extrinsic rewards and general praise in an attempt to get students to cooperate or comply.
- d. Has a limited disciplinary repertoire; may overlook student behaviors.
- e. Makes an effort to respond to student misbehaviors, but interactions with students are hit or miss.
- f. Students are frequently off task or not engaged in the instructional process.
- g. Poor pacing and transitions may result in loss of instructional time.
- h. Some routines and procedure are in place, but instructional time is often lost.
- i. Has adequate organization and provides a somewhat safe learning environment; therapy environment is bland.

1 – Does Not Meet Standard

- a. Appears to have no standards of conduct in the classroom.
- b. Interactions with students are negative, sarcastic, or humiliating.
- c. Makes little or no attempt to motivate students; students demonstrate a lack of compliance.
- d. Does not appear to have a discipline repertoire; teacher is unresponsive to student behaviors.
- e. Does not respond to student misbehaviors or responds to misbehaviors inconsistently or inappropriately.
- f. Does not use instructional time effectively resulting in off-task behavior or poor student achievement.
- g. Much time is lost during instruction due to poor pacing and ineffective transitions.
- h. Has few classroom routines and procedures visible and apparent; much instructional time is lost.
- i. Has an unorganized therapy environment; therapy environment seems uninviting or may be unsafe.

Overall rating: ___ Comments:

V. Monitoring, Assessment, and Follow-Up

The speech therapist:

4 – Distinguished

- a. Frequently provides clear criteria for proficient work including rubrics and examples.
- b. Uses a variety of standardized & functional assessments to differentially diagnose and monitor communication skills.
- c. Continuously checks for understanding, unscrambles confusion, and gives specific, helpful feedback.
- d. Continuously follows up with struggling students; gives time and support to reach proficiency.
- e. Constantly reflects on effective teaching and works every day to improve.
- f. Analyzes assessment data to draw conclusions; collaborates with colleagues on successful teaching/testing strategies.
- g. Regularly and promptly records and shares progress for students and parents to see.
- h. Assigns appropriate home practice opportunities, holds students accountable for turning it in, and provides rich feedback.
- i. Has students set ambitious goals, self-assess and self-monitor, and take responsibility for their progress.

3 – Proficient

- a. Usually provides clear criteria for proficient work.
- b. Uses a variety of standardized and functional assessments to diagnose and monitor communication skills.
- c. Frequently checks for understanding and gives students helpful feedback.
- d. Takes responsibility for students who are not succeeding and gives them extra help to reach proficiency.
- e. Reflects on the effectiveness of lessons and works to improve them.
- f. Draws conclusions on teaching strategies and periodically consults with colleagues.
- g. Records grades in a timely manner for students and parents to see.
- h. Assigns appropriate home practice opportunities, diligently works to have students return it, and gives feedback.
- i. Has students set goals, self-assess, and accurately state their communication goals.

2 – Professional Support Needed

- a. Tells students some of the criteria for proficient work, but lacks consistency.
- b. Uses only a basic battery of tests.
- c. Asks questions to see if students understand but lacks frequent quality feedback.
- d. Offers students who fail some additional time to study and do re-takes but rarely re-teaches or offers extra help.
- e. Thinks about what might have been done better but doesn't make changes.
- f. Infrequently analyzes test data or consults with colleagues.
- g. Infrequently records progress for students and parents to see.
- h. Assigns home practice opportunities and occasionally prompts students to return it.
- i. Urges students to set goals but does not follow up to help students manage them.

1 – Does Not Meet Standard

- a. Expects student to know or figure out what it takes to produce a quality product.
- b. Does not use tests appropriately.
- c. Rarely checks with students to see if they understand.
- d. Provides no follow-up with students who fail and the class moves on.
- e. Refuses or seems unable to modify approaches.
- f. Fails to analyze test data or consult with colleagues.
- g. Fails to complete progress reports.
- h. Assigns home practice opportunities but is resigned to the fact that many students will not turn them in.
- i. Does not help students set and manage goals.

Overall rating: ___ Comments:

VI. Family and Community Outreach

The speech therapist:

4 – Distinguished

- a. Shows great sensitivity and respect for family and community cultures, values, and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will reach standards.
- c. Gives parents clear, user-friendly learning and behavior expectations; shares examples of student work expectations.
- d. Makes sure parents hear positive news about their child first, and immediately flags any problems.
- e. Frequently involves parents in supporting and enriching the student progress as it unfolds.
- f. Deals immediately and successfully with parents' concerns; makes parents feel welcome any time.
- g. Gives parents detailed feedback on child's progress through the use of varied communications.
- h. Is successful in contacting and working with all parents, including those who are hard to reach.
- i. Successfully enlists resources from community agencies and professionals.

3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents a genuine interest and belief in each child's ability to reach communication goals.
- c. Gives parents clear, succinct expectations for student learning and behavior.
- d. Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- e. Updates parents on progress and suggest ways to support communication learning at home.
- f. Responds promptly and effectively to parents' concerns; makes parents feel welcome in the school.
- g. Uses IEP meetings, conferences, progress reports, emails, and phone calls to give parents feedback on their children's progress.
- h. Tries to contact all parents and is tenacious in contacting hard-to-reach parents.
- i. Occasionally reaches out to families and community agencies for additional resources.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families but sometimes is indifferent.
- b. Tells parents that he or she cares about their child but does not share communication expectations.
- c. Gives general expectations for student learning and behavior for the IEP team.
- d. Lets parents know about problems their child is having but rarely mentions positive news.
- e. Sends home occasional suggestions on how parents can help their child with communication needs.
- f. Is slow to respond to some parent concerns; may give off an unwelcoming perception.
- g. Uses progress reports and conferences only to tell parents the areas in which their child can improve.
- h. Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.
- i. Notifies parents about extra resources but does not follow-up.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate to parents knowledge of their child or share concern about their child's communication needs.
- c. Does not share learning and behavior expectations with parents.
- d. Seldom informs parents of concern or positive news about their child.
- e. Rarely if ever communicates with parents on ways to help their child at home.
- f. Does not respond to parent concerns; makes parents feel unwelcome in the therapy room or at meetings.
- g. Expects parents to follow up on areas that need improvement by reading report cards or utilizing the on-line grades only.
- h. Makes little or no effort to contact parents.
- i. Does not reach out for extra support from parents or the community.

Overall rating: ___ Comments:

VII. Professional Responsibilities

The speech therapist:

4 – Distinguished

- a. Maintains meticulous records (student information, lesson plans) conscientiously and punctually, and is never late.
- b. Presents oneself as a consummate professional; always observes appropriate boundaries.
- c. Is ethical, honest, and above-board, using impeccable judgment; respects confidentiality.
- d. Is an important member of teams and committees; frequently attends school activities.
- e. Frequently contributes valuable ideas and expertise to promote the school's mission and District goals.
- f. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- g. Actively seeks out feedback and suggestions and uses them to improve performance.
- h. Meets frequently with colleagues regarding students' communication needs.
- i. Devours effective practices from fellow professionals, workshops, readings, study groups, the Web, etc.

3 – Proficient

- a. Keeps accurate records of student information and lesson plans; is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- c. Is ethical, honest, and above-board, uses good judgment; maintains confidentiality with student records.
- d. Volunteers to serve on committee and share responsibility for grade level and school activities.
- e. Is a positive team player and contributes ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- h. Collaborates with colleagues regarding students' communication needs.
- i. Seeks out effective therapy ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

2 - Professional Support Needed

- a. Occasionally skips assignments, is late, makes errors in records, and/or misses paperwork deadlines.
- b. Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Will serve on a committee or attend a school activity when asked to do so.
- e. Occasionally suggests an idea aimed at improving the school.
- f. Is reluctant to share concerns with the administration or ask for help.
- g. Is somewhat defensive but does listen to feedback and suggestions.
- h. Meets occasionally with colleagues regarding students' communication needs.
- i. Keeps an eye out for new ideas for improving therapy and learning.

1 – Does Not Meet Standard

- a. Frequently makes errors in records and/or is late with required paperwork deadlines.
- b. Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
- c. Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
- d. Declines invitations to serve on committees or attend school activities.
- e. Rarely if ever contributes ideas that might help improve the school.
- f. Fails to voice concerns or constantly complains, and is not open to help.
- g. Is defensive about criticism and resistant to changing professional practice.
- h. Meets infrequently with colleagues; conversations lack educational substance.
- i. Is not open to ideas for improving therapy techniques and learning.

Overall rating: ___ Comments:

Professional Growth Rubric Summary Page
Speech Therapist

Speech Therapist's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Planning and Preparing for Learning

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

II. Delivery of Instruction

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

III. Building Relationships with Students

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

IV. Classroom Management

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

V. Monitoring, Assessment, and Follow-Up

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VI. Family and Community Outreach

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VII. Professional Responsibilities

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Director:

Overall Comments by Speech Therapist:

Principal's/Director's signature _____ Date _____

Therapist's signature _____ Date _____

(Therapist's signature indicates he/she has seen and discussed the professional growth summary. It does not necessarily denote agreement with the report.)

Professional Growth Rubric Teacher Assistant

The teacher assistant professional growth rubrics are organized around seven areas of a teacher's job performance. These seven areas are:

- I. Planning and Preparing for Learning**
- II. Delivery of Instruction**
- III. Building Relationships with Students**
- IV. Classroom Management**
- V. Monitoring, Assessment, and Follow-up**
- VI. Family and Community Outreach**
- VII. Professional Responsibilities**

The rubrics are designed to give teacher assistants an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve and have contact with frequently throughout the year.

There are four levels of the teacher assistant professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for teacher assistants. The *Distinguished* level is reserved for truly outstanding teaching as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and teacher assistants and principals should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal and the teacher assistant can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals cannot know everything about all rubric areas and must approach this with some humility while teacher assistants must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the nine criteria individually. Then, the teacher assistant and principal move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page will be completed together and put into the employee's file.

It is important that the principals help teacher assistants to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that teacher assistants score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

I. Planning and Preparing for Learning

The teacher assistant:

4 – Distinguished

- a. Demonstrates broad knowledge of subject area.
- b. Displays extensive knowledge of appropriate characteristics of child development.
- c. Plans curriculum for the year that is directly aligned with the state standards and assessments.
- d. Utilizes lessons with clear measurable objectives aligned with the grade level standards mapped out throughout the course.
- e. Utilizes highly relevant lessons that will motivate all students and engage them in active learning.
- f. Utilizes diagnostic, formative, and summative assessments to closely monitor and direct instructional planning.
- g. Designs lessons involving an appropriate mix of high quality materials and a wide range of teaching tools.
- h. Designs lessons that simplify complex tasks and addresses all learning needs, styles and interests.
- i. Utilizes the teaching environment, materials, and displays to maximize student learning of all materials.

3 – Proficient

- a. Knows the subject matter well.
- b. Demonstrates an understanding of appropriate child development characteristics.
- c. Plans the year for students to meet standards and prepare for assessments as listed on the IEP goals.
- d. Utilizes lessons based on measurable objectives aligned with unit goals meeting the content standards.
- e. Utilizes lessons that are relevant, motivating, and likely to engage students in active learning.
- f. Uses formative and summative assessments to measure student learning and guide instruction.
- g. Utilizes lessons that use an effective mix of materials and various teaching strategies.
- h. Utilizes lessons that break down complex tasks and target diverse learning needs, styles, and interests.
- i. Organizes teaching environment/working space to support unit and lesson goals.

2 – Professional Support Needed

- a. Is somewhat familiar with the content area.
- b. Has a narrow understanding of how students develop and learn.
- c. Has done some thinking of the curriculum and assessments for the year.
- d. Utilizes lessons with an objective, but objective is not aligned with unit goals and standards.
- e. Utilizes lessons that mainly address the middle of the class and do not promote active learning.
- f. Drafts tests as instruction proceeds; does not utilize assessments to guide instruction.
- g. Utilizes lessons that involve a mixture of good and mediocre learning materials and instructional strategies.
- h. Utilizes lessons with some thought as to how to accommodate students with special needs
- i. Is organized for general learning with little thought regarding displays to support units & lessons.

1 – Does Not Meet Standard

- a. Has little to no knowledge of the content area, how students learn, and few ideas to teach it.
- b. Has little familiarity with how students develop and learn.
- c. Utilizes lesson by lesson with little consideration of the standards or overall curriculum goals.
- d. The lesson has no evident objective stated verbally or in writing.
- e. Utilizes lessons with very little likelihood of motivating or involving students; aims at covering tests.
- f. Spends no time in creating tests that measure student learning; does not use assessment data in lesson planning.
- g. Utilizes lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
- h. Utilizes lessons aimed at the “middle” of the class only.
- i. Teaching environment is awkward; materials are hard to access; wall displays are lacking.

Overall rating: ____ Comments:

II. Delivery of Instruction

The teacher assistant:

4 – Distinguished

- a. Indicates to students exactly what is expected by posting essential questions, goals, or objectives.
- b. Captures students' interest by making connections to prior readings, knowledge, and experience.
- c. Presents material clearly and explicitly, makes connections, and uses vivid and appropriate language.
- d. Orchestrates highly effective teaching and learning strategies, materials, and groupings to engage and motivate students.
- e. Engages all students in focused work in which they are active learners and problem-solvers.
- f. Uses higher level questioning techniques that encourage students' answers beyond the recall or rote level.
- g. Consistently and continuously gives reinforcement and encouragement while delivering instruction.
- h. Meets the learning needs and styles of all students by differentiating, scaffolding, and modifying when necessary.
- i. Has students summarize and internalize what they learn and apply it to real-life situations.

3 – Proficient

- a. Frequently gives students a clear sense of purpose by posting/stating the lesson's objectives.
- b. Reviews/reinforces students' prior knowledge and hooks their interest in each unit and lesson.
- c. Uses clear explanations, appropriate language, and good examples to present material.
- d. Orchestrates effective teaching and learning strategies, materials, and classroom groupings to foster student learning.
- e. Encourages all students to actively think about, discuss and use the ideas and skills being taught.
- f. Uses some upper level questioning that encourages students' answers beyond the recall or rote level.
- g. Occasionally gives reinforcement and encouragement while delivering instruction.
- h. Differentiates instruction to accommodate students' learning needs.
- i. Has students summarize what they have learned and apply it in different contexts.

2 – Professional Support Needed

- a. Tells students the main learning objectives of each lesson.
- b. Tries to make the subject interesting and relate it to things students already know.
- c. Uses language and explanations that are sometimes fuzzy, confusing or inappropriate.
- d. Uses a limited range of classroom teaching and learning strategies, materials, and groupings with minimal success.
- e. Attempts to get students actively involved, but many students are disengaged.
- f. Limits questions to mostly rote and recall.
- g. Rarely gives reinforcement and encouragement while delivering instruction.
- h. Attempts to accommodate students with special needs, with limited success.
- i. Asks students to think about real-life applications for what they are studying.

1 – Does Not Meet Standards

- a. Begins lessons without giving students a sense of where instruction is headed.
- b. Does not engage most students' interest or make connection to their lives.
- c. Often presents material in a confusing way, using language that is inappropriate.
- d. Uses only one or two teaching strategies or types of materials and doesn't reach most students.
- e. Mostly lectures to passive students or has them plod through textbooks and worksheets.
- f. Fails to question students.
- g. Fails to give reinforcement and encouragement while delivering instruction.
- h. Fails to provide for differentiated instruction for students with special needs.
- i. Moves on at the end of each lesson and/or unit without talking about real-life situations or contexts.

Overall rating: ___ Comments:

III. Building Relationships with Students

The teacher assistant:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students.
- b. Is readily available to students before, during and after school.
- c. Shows great sensitivity and respect for students’ cultures, values, and beliefs.
- d. Creates a classroom environment that nurtures positive relationships.
- e. Consistently smiles and uses a friendly tone of voice.
- f. Consistently seeks student input.
- g. Builds a comfort level that encourages students to take risks.
- h. Encourages students choices in instructional activities.
- i. Consistently uses effective praise consistently to reinforce success.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to students before, during, and after school.
- c. Shows respect for students’ cultures, values, and beliefs.
- d. Creates a classroom environment that nurtures positive relationships.
- e. Smiles and uses a friendly tone of voice.
- f. Seeks student input.
- g. Builds a comfort level that allows students to take risks.
- h. Allows students choices in instructional activities.
- i. Uses effective praise to reinforce success.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students.
- b. Is sometimes available to students before, during, and after school.
- c. Tries to be sensitive to students’ cultures, values, and beliefs, but sometimes fails.
- d. Appears unconcerned about creating a classroom environment that nurtures positive relationships.
- e. Occasionally smiles and may use monotone voice.
- f. Rarely seeks student input.
- g. Seldom builds a comfort level that allows students to take risks.
- h. Seldom allows students choices in instructional activities.
- i. Seldom uses effective praises to reinforce success.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students.
- b. Is not available to students before, during, and after school.
- c. Is often insensitive to students’ cultures, values, and beliefs.
- d. Creates a classroom environment that is negative or threatening.
- e. Does not smile; uses a sarcastic tone of voice.
- f. Does not seek student input.
- g. Does not build a comfort level that allows students to take risks.
- h. Does not allow students choices in instructional activities.
- i. Does not use effective praise to reinforce success.

Overall rating:___ Comments:

IV. Classroom Management

The teacher assistant:

4 – Distinguished

- a. Sets significant and challenging expectations for students; communicates confidence in students' abilities to meet the expectations.
- b. Finds ways to integrate and reinforce social skills throughout the day that successfully develop positive interactions among students
- c. Motivates students and creates a sense of urgency for classroom performance by utilizing effective praise and specific feedback.
- d. Has a highly effective discipline repertoire and is very responsive to student needs.
- e. Keenly aware of student behavior; consistently responds to student misbehaviors with effective interactions.
- f. Uses instructional time effectively to maximize student engagement and achievement.
- g. Establishes efficient pacing and seamless transitions resulting in minimal loss of instructional time.
- h. Creates and implements effective classroom procedures and routines that maximize instructional time.
- i. Creates an engaging, safe, and efficiently organized environment to maximize learning opportunities.

3 – Proficient

- a. Clearly and consistently communicates, models, and enforces high expectations for students.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Motivates and encourages students utilizing effective praise and positive feedback.
- d. Has an effective discipline repertoire and is responsive to student needs.
- e. Monitors student behavior and responds to misbehaviors with appropriate interactions.
- f. Teacher makes adequate use of time available; students are consistently engaged.
- g. Demonstrates successful use of instructional pacing and transitions with little loss of instruction time.
- h. Develops and implements effective classroom procedures and routines.
- i. Creates a safe and organized learning environment designed to stimulate students.

2 – Professional Support Needed

- a. Expectations are somewhat clear to students; teacher attempts to respond to student behavior with inconsistent results.
- b. Often lectures students about the need for good behavior but may reflect occasional inconsistencies or favoritism.
- c. Relies on extrinsic rewards and general praise in an attempt to get students to cooperate or comply.
- d. Has a limited disciplinary repertoire; may overlook student behaviors.
- e. Makes an effort to respond to student misbehaviors, but interactions with students are hit or miss.
- f. Students are frequently off task or not engaged in the instructional process.
- g. Poor pacing and transitions may result in loss of instructional time.
- h. Some routines and procedure are in place, but instructional time is often lost.
- i. Has adequate organization and provides a somewhat safe learning environment; classroom environment is bland.

1 – Does Not Meet Standard

- a. Appears to have no standards of conduct in the classroom.
- b. Interactions with students are negative, sarcastic, or humiliating.
- c. Little or not attempt is made to motivate students; students demonstrate a lack of compliance.
- d. Does not appear to have a discipline repertoire; teacher is unresponsive to student behaviors.
- e. Does not respond to student misbehaviors or responds to misbehaviors inconsistently or inappropriately.
- f. Does not use instructional time effectively resulting in off-task behavior or poor student achievement.
- g. Loses much time during instruction due to poor pacing and ineffective transitions.
- h. Has few routines and procedures visible and apparent; much instructional time is lost.
- i. Has an unorganized classroom; classroom seems uninviting or may be unsafe.

Overall rating: ___ Comments:

V. Monitoring, Assessment, and Follow-Up

The teacher assistant:

4 – Distinguished

- a. Frequently provides clear criteria for proficient work including rubrics and examples.
- b. Uses a variety of assessments to immediately and continuously pretest, diagnose, and monitor growth.
- c. Continuously checks for understanding, unscrambles confusion, and gives specific, helpful feedback.
- d. Continuously follows up with struggling students; gives time and support to reach proficiency.
- e. Constantly reflects on effective teaching and works every day to improve.
- f. Analyzes assessment data to draw conclusions; collaborates with colleagues on successful teaching/testing strategies.
- g. Regularly and promptly records, reports and shares grades.
- h. Assigns highly engaging homework, gets 100% return, and provides rich feedback.
- i. Has students set ambitious goals, self-assess and self-monitor, and take responsibility for their progress.

3 – Proficient

- a. Usually provides clear criteria for proficiency, including rubrics and examples of student work.
- b. Uses a variety of assessments to diagnose and monitor student growth.
- c. Frequently checks for understanding and gives students helpful feedback.
- d. Takes responsibility for students who are not succeeding and gives them extra help to reach proficiency.
- e. Reflects on the effectiveness of lessons and units and works to improve them.
- f. Draws conclusions on teaching strategies and periodically consults with colleagues.
- g. Records or reports grades in a timely manner.
- h. Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.
- i. Has students set goals, self-assess, and knows where they stand academically at all times.

2 – Professional Support Needed

- a. Tells students some of the qualities that their finished work should exhibit, but lacks examples of student work.
- b. Uses tests with a few question types, but assessments lack variety.
- c. Asks questions to see if students understand but lacks frequent quality feedback.
- d. Offers students who fail some additional time to study and do re-takes but rarely re-teaches or offers extra help.
- e. Thinks about what might have been done better at the end of a teaching unit or semester, but doesn't make changes.
- f. Infrequently analyzes test data or consults with colleagues.
- g. Infrequently records or reports grades.
- h. Assigns homework and urges parents to get their children to complete it without holding student accountable.
- i. Urges students to set goals but does not follow up to help students manage them.

1 – Does Not Meet Standard

- a. Expects student to know or figure out what it takes to produce a quality product.
- b. Uses only tests with one type of question to assess student learning.
- c. Rarely checks with students to see if they understand.
- d. Provides no follow-up with students who fail and the class moves on.
- e. Refuses or seems unable to modify approach, if a teaching unit or lesson does not go well.
- f. Fails to analyze test data or consult with colleagues.
- g. Records grades for students to see only at midterms and end of quarter.
- h. Assigns homework but is resigned to the fact that many students will not turn it in.
- i. Does not help students set and manage goals.

Overall rating: ___ Comments:

VI. Family and Community Outreach

The teacher assistant:

4 – Distinguished

- a. Shows great sensitivity and respect for family and community cultures, values, and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will reach standards.
- c. Gives parents clear, user-friendly learning and behavior expectations; shares examples of student work expectations.
- d. Makes sure parents hear positive news about their child first, and immediately flags any problems.
- e. Frequently involves parents in supporting and enriching the curriculum as it unfolds.
- f. Deals immediately and successfully with parents' concerns; makes parents feel welcome any time.
- g. Gives parents detailed feedback on child's progress through the use of varied communications.
- h. Is successful in contacting and working with all parents, including those who are hard to reach.
- i. Successfully enlists classroom volunteers and extra resources from home and the community.

3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents a genuine interest and belief in each child's ability to reach standards.
- c. Gives parents clear, succinct expectations for student learning and behavior for the year.
- d. Promptly informs case manager and administration of behavior and learning problems, and also updates parents on good news.
- e. Updates parents (through special education teacher) on the unfolding curriculum and suggest ways to support learning at home.
- f. Responds promptly and effectively to parents' concerns; makes parents feel welcome in the school.
- g. Uses conferences, report cards, emails, and phone calls to give parents feedback on their children's progress.
- h. Tries to contact all parents and is tenacious in contacting hard-to-reach parents.
- i. Occasionally reaches out to families and community agencies to bring in volunteers and additional resources.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families but sometimes is indifferent.
- b. Tells parents that he or she cares about their child but does not share academic expectations.
- c. Sends home a list of classroom rules and the syllabus for the year but with little follow through.
- d. Lets parents know about problems their child is having but rarely mentions positive news.
- e. Sends home occasional suggestions on how parents can help their child with schoolwork.
- f. Is slow to respond to some parent concerns; may give off an unwelcoming perception.
- g. Tell parents the areas in which their child can improve only through the use of report cards and conferences.
- h. Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.
- i. Asks parents to volunteer in the classroom and contribute extra resources but does not follow-up.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate to parents knowledge of their child or share concern about their academic future.
- c. Does not share learning and behavior expectations with parents.
- d. Seldom informs parents of concern or positive news about their child.
- e. Rarely if ever communicates with parents on ways to help their child at home.
- f. Does not respond to parent concerns; makes parents feel unwelcome in the classroom.
- g. Expects parents to follow up on areas that need improvement by reading report cards or utilizing the on-line grades only.
- h. Makes little or no effort to contact parents.
- i. Does not reach out for extra support from parents or the community.

Overall rating: ___ Comments:

VII. Professional Responsibilities

The teacher assistant:

4 – Distinguished

- a. Maintains meticulous records (student information, lesson plans) conscientiously and punctually, and is never late.
- b. Presents oneself as a consummate professional; always observes appropriate boundaries.
- c. Is ethical, honest, and above-board, using impeccable judgment; respects confidentiality.
- d. Is an important member of teacher teams and committees; frequently attends school activities.
- e. Frequently contributes valuable ideas and expertise to promote the school's mission and District goals.
- f. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- g. Actively seeks out feedback and suggestions and uses them to improve performance.
- h. Meets frequently with colleagues to plan units, share ideas, and analyze assessments.
- i. Devours effective practices from fellow professionals, workshops, readings, study groups, the Web, etc.

3 – Proficient

- a. Keeps accurate records of student information and lesson plans; is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- c. Is ethical, honest, and above-board, uses good judgment; maintains confidentiality with student records.
- d. Volunteers to serve on committees and share responsibility for grade-level and school activities.
- e. Is a positive team player and contributes ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- h. Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- i. Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

2 - Professional Support Needed

- a. Occasionally skips assignments, is late, makes errors in records, and/or misses paperwork deadlines.
- b. Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Will serve on a committee or attend a school activity when asked to do so.
- e. Occasionally suggests an idea aimed at improving the school.
- f. Is reluctant to share concerns with the administration or ask for help.
- g. Is somewhat defensive but does listen to feedback and suggestions.
- h. Meets occasionally with colleagues to share ideas about teaching and students.
- i. Keeps an eye out for new ideas for improving teaching and learning.

1 – Does Not Meet Standard

- a. Frequently skips assignments, is late, makes errors in records or misses paperwork deadlines.
- b. Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
- c. Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
- d. Declines invitations to serve on committees or attend school activities.
- e. Rarely if ever contributes ideas that might help improve the school.
- f. Fails to voice concerns or constantly complains, and is not open to help.
- g. Is defensive about criticism and resistant to changing professional practice.
- h. Meets infrequently with colleagues; conversations lack educational substance.
- i. Is not open to ideas for improving teaching and learning.

Overall rating: ___ Comments:

Professional Growth Summary Page
Teacher Assistant

Teacher Assistant's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Planning and Preparing for Learning

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

II. Delivery of Instruction

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

III. Building Relationships with Students

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

IV. Classroom Management

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

V. Monitoring, Assessment, and Follow-Up

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VI. Family and Community Outreach

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VII. Professional Responsibilities

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Director:

Overall Comments by Teacher Assistant:

Principal's/Director's signature _____ Date _____

Teacher Assistant's signature _____ Date _____

(Teacher Assistant signature indicates he/she has seen and discussed the professional growth summary. It does not necessarily denote agreement with the report.)

Professional Growth Rubric Library Media

The library media specialist professional growth rubrics are organized around seven areas of a librarian's job performance. These seven areas are:

- I. Prepares and Provides for Delivery of Services**
- II. Management of the Library Media Program and Services**
- III. Evaluation of Library Media Services and Related Student Knowledge/
Skills**
- IV. Positive Learning Climate**
- V. Communication with Staff, Students and the Public**
- VI. Professional Development and Leadership**
- VII. Professional Responsibilities**

The rubrics are designed to give library media specialists an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve.

There are four levels of the library media specialist professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for librarians. The *Distinguished* level is reserved for truly outstanding teaching as described by the demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and library media specialists and principals should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal and the library media specialist can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals cannot know everything about all rubric areas and must approach this with some humility while library media specialists must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the six criteria individually. Then, the library media specialist and principal move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work.

It is important that the principals help library media specialists to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that library media specialists score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

I. Prepares and Provides Delivery of Services

The library media specialist:

4 – Distinguished

- a. Selects and establishes appropriate long and short-range goals and objectives for the library media program.
- b. Researches, prepares and provides services and instruction that supports the instructional program.
- c. Consults with teachers and uses standards to implement instruction of information skills.
- d. Uses established library procedures and resource updates to improve the library collection and electronic resources.
- e. Collaborates with teachers and serves as a resource to teachers and students.
- f. Facilitates and trains students and staff in the use of the library media center as a resource to both teachers and students.

3 – Proficient

- a. Establishes appropriate long and short-range goals and objectives for the library media program.
- b. Prepares and provides services and instruction that support the instructional program.
- c. Implements instruction of information skills.
- d. Provides for systematic development of library collection.
- e. Serves as a resource to teachers and students.
- f. Assists students and staff in the use of the library media center and resources.

2 – Professional Support Needed

- a. Attempts to establish appropriate long and short-range goals and objectives for the library media program.
- b. Makes an effort to prepare and provide services and instruction that support the instructional program.
- c. Makes a limited attempt to implement instruction of information skills.
- d. Makes some attempt to provide for systematic development of library collection.
- e. Makes a limited effort to serve as a resource to teachers and students.
- f. Gives limited assistance to students and staff in the use of the library media center and resources.

1 – Does Not Meet Standard

- a. Makes little attempt to establish appropriate long and short-range goals and objectives for the library media program.
- b. Does not prepare and provide services and instruction that support the instructional program.
- c. Makes little effort to implement instruction of information skills.
- d. Has no proof of systematic development of library collection.
- e. Does not serve as a resource to teachers and students.
- f. Does not assist students and staff in the use of the library media center and resources.

Overall rating: ____ Comments:

II. Management of the Library Media Program and Services

The library media specialist:

4 - Distinguished

- a. Meticulously maintains the library media program by scheduling and coordinating with teachers and staff.
- b. Establishes efficient maintenance of the library media collection by eliminating, selecting, and organizing.
- c. Improves circulation and catalogs via automated resources.
- d. Efficiently manages library media center services, staff, facility and budget.
- e. Actively coordinates resources to promote easy access and convenience.
- f. Creates and implements effective procedures for student learning.

3 – Proficient

- a. Maintains the library media program by scheduling and coordinating with teachers and staff.
- b. Maintains the library media collection by eliminating, selecting and organizing.
- c. Maintains circulation and catalogs via automated resources.
- d. Manages library media center services, staff, facility and budget.
- e. Coordinates resources to promote easy access and convenience.
- f. Manages students for effective learning environment.

2 – Professional Support Needed

- a. Attempts to maintain the library media program by scheduling and coordinating with teachers and staff with limited effectiveness.
- b. Puts few routines in place for maintaining the library media collection by eliminating, selecting and organizing.
- c. Makes an effort to maintain or improve circulation and catalogs via automated resources.
- d. Poorly manages library media center services, staff, facility and budget.
- e. Attempts some coordination of resources to promote easy access and convenience.
- f. Makes a little effort to manage students for an effective learning environment.

1 – Does Not Meet Standards

- a. Does not schedule and coordinate with teachers and staff.
- b. Puts few routine in place for maintaining the library media collection by eliminating, selecting and organizing.
- c. Makes little effort to maintain or improve circulation and catalogs via automated resources.
- d. Does not manage library media center services, staff, facility and budget.
- e. Does not coordinate resources to promote easy access and convenience.
- f. Does not make an effort to manage students for an effective learning environment.

Overall rating: ___ Comments:

III. Evaluation of Library Media Services and Related Student Knowledge/Skills

The library media specialist:

4 – Distinguished

- a. Constantly and methodically evaluates collection based on curriculum objectives and student interests.
- b. Constantly evaluates services including OPAC (Online Public Access Catalog), circulation, and electronic resources.
- c. Uses staff and student feedback to adjust programs and services to meet changing needs.
- d. Keeps up-to-date with current standards and aligns the media program with state and national standards.
- e. Creates and provides opportunities for integration with all aspects of the school program.
- f. Facilitates duties, responsibilities, time schedules, and staff to effectively manage the library.

3 – Proficient

- a. Evaluates the collection based on curriculum objectives and student interests.
- b. Periodically evaluates services including OPAC, circulation, and electronic resources.
- c. Adjusts programs and services to meet changing needs.
- d. Aligns the media program with state and national standards.
- e. Provides opportunities for integration with all aspects of the school program.
- f. Coordinates duties, responsibilities, time schedules, and staff to effectively manage the library.

2 – Professional Support Needed

- a. Sometimes evaluates the collection based on curriculum objectives and student interests.
- b. Generally evaluates services including OPAC, circulation, and electronic resources.
- c. Sometimes adjusts programs and services to meet changing needs.
- d. Makes some attempts to align the media program with state and national standards, with limited success.
- e. Occasionally provides opportunities for integration with all aspects of the school program.
- f. Sometimes monitors duties, responsibilities, time schedules, and staff to effectively manage the library.

1 – Does Not Meet Standard

- a. Makes no attempt to evaluate the collection based on curriculum objectives and student interests.
- b. Rarely evaluates services including OPAC, circulation, and electronic resources.
- c. Makes few or infrequent adjustments to programs and services to meet changing needs.
- d. Makes little or not attempts to align the media program with state and national standards.
- e. Rarely provides opportunities for integration with all aspects of the school program.
- f. Does not monitor duties, responsibilities, time schedules, and staff to effectively manage the library.

Overall rating:___ Comments:

IV. Positive Learning Climate

The library media specialist:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students.
- b. Consistently encourages students to do their best.
- c. Consistently seeks, accepts and uses student ideas, questions and responses.
- d. Consistently communicates high expectations with effective praise to reinforce success.
- e. Demonstrates positive verbal language and positive nonverbal cues.
- f. Creates and maintains physical environment conducive to learning.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Encourages students to do their best.
- c. Accepts and uses student ideas, questions and responses.
- d. Communicates high expectations.
- e. Uses positive verbal language and positive nonverbal cues.
- f. Maintains physical environment conducive to learning.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students.
- b. Attempts to encourage students to do their best.
- c. Rarely accepts or uses student ideas, questions and responses.
- d. Sometimes communicates high expectations.
- e. Attempts to use positive verbal language and positive nonverbal cues.
- f. Attempts to maintain physical environment conducive to learning.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students.
- b. Fails to encourage students to do their best.
- c. Does not accept or use student ideas, questions and responses.
- d. Rarely communicates high expectations.
- e. Rarely attempts to use positive verbal language and positive nonverbal cues.
- f. Does not maintain physical environment conducive to learning.

Overall rating: ___ Comments:

V. Communication with Staff, Students and the Public

The library media specialist:

4 – Distinguished

- a. Speaks clearly, correctly, and coherently to communicate successfully with students, staff and the public.
- b. Writes clearly, correctly, and coherently to communicate successfully with students, staff and the public.
- c. Constantly and effectively promotes library materials and the library program with staff and students.
- d. Constantly and successfully promotes the library as a gateway to additional reading materials and information networks.
- e. Develops engaging displays and exhibits to promote reading; environment maximizes learning.
- f. Initiates activities that promote and encourage reading for enjoyment, academic achievement and life-long learning.

3 – Proficient

- a. Speaks clearly, correctly, and coherently.
- b. Writes clearly, correctly, and coherently.
- c. Effectively promotes library materials and the library program with staff and students.
- d. Promotes the library as a gateway to additional reading materials and information networks.
- e. Develops displays and exhibits to promote reading; environment is stimulating.
- f. Promotes and encourages reading for enjoyment, academic achievement and life-long learning.

2 – Professional Support Needed

- a. Sometimes speaks clearly, correctly, and coherently.
- b. Sometimes writes clearly, correctly, and coherently.
- c. Occasionally promotes library materials and the library program with staff and students.
- d. Occasionally promotes the library as a gateway to additional reading materials and information networks.
- e. Sometimes develops displays and exhibits to promote reading; environment is bland.
- f. Reluctantly promotes and encourages reading for enjoyment, academic achievement and life-long learning.

1 – Does Not Meet Standard

- a. Does not speak clearly, correctly, and coherently.
- b. Does not write clearly, correctly, and coherently.
- c. Rarely promotes library materials and the library program with staff and students.
- d. Does not promote the library as a gateway to additional reading materials and information networks.
- e. Does not develop displays and exhibits to promote reading; environment may be uninviting.
- f. Does not promote and encourages reading for enjoyment, academic achievement and life-long learning.

Overall rating: ___ Comments:

VI. Professional Development and Leadership

The library media specialist:

4 – Distinguished

- a. Actively participates in professional organizations and/or state regional or national conferences.
- b. Actively participates in professional development available through the school district, state, or formal course work.
- c. Initiates/uses ideas from books, journals, websites, Internet dialog with colleagues and organizations to improve service to students and staff.
- d. Initiates leadership in identifying and resolving issues and problems facing education.
- e. Initiates activities and projects in the school or district.
- f. Develops and conducts workshops/training sessions to share ideas, materials and resources.

3 – Proficient

- a. Participates in professional organizations and/or attends state regional or national conferences.
- b. Participates in professional development available through the school district, state or formal course work.
- c. Uses ideas from books, journals, websites, Internet dialog with colleagues, & organizations to improve service to students & staff
- d. Provides leadership in identifying and resolving issues and problems facing education.
- e. Provides activities and projects in the school or district.
- f. Conducts workshops/training sessions to share ideas, materials and resources.

2 – Professional Support Needed

- a. Sometimes participates in professional organizations and/or attends state, regional or national conferences.
- b. Occasionally participates in professional development available through the school district, state or formal course work.
- c. Sometimes uses ideas from books, journals, websites, Internet dialog with colleagues, and organizations to improve service to students & staff.
- d. Occasionally provides help in identifying and resolving issues and problems facing education.
- e. Occasionally provides activities and projects in the school or district.
- f. Reluctantly participates or conducts workshops/training sessions to share ideas, materials and resources.

1 – Does Not Meet Standard

- a. Rarely participates in professional organizations and/or attends state regional or national conferences.
- b. Declines to participate in professional development available through the school district, state, or formal course work
- c. Rarely uses ideas from books, journals, websites, Internet dialog with colleagues, and organizations to improve service to students and staff.
- d. Rarely provides help in identifying and resolving issues and problems facing education.
- e. Declines to provide activities and projects in the school or district.
- f. Rarely participates or conducts workshops/training sessions to share ideas, materials and resources.

Overall rating: ___ Comments:

VII. Performance of Professional Responsibilities

The library media specialist:

4 – Distinguished

- a. Presents oneself as a consummate professional; always observes appropriate boundaries.
- b. Is ethical, honest, and above board and uses good judgment and maintains confidentiality.
- c. Becomes a positive team player and volunteers ideas, expertise and time to the school and district.
- d. Continuously keeps administration informed about concerns and responds appropriately to constructive criticism.
- e. Collaborates with colleagues to plan units, share teaching ideas and look at student work.
- f. Designs and communicates ethical and responsible use of library-based technologies.

3 – Proficient

- a. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- b. Is ethical, honest and above board good judgment and maintains confidentiality.
- c. Is a positive team player and contributes ideas, expertise and time to the mission of the school and district goals.
- d. Keeps the administration informed about concerns and responds constructively to suggestions and criticism.
- e. Works with colleagues to plan units, share teaching ideas and look at student work.
- f. Practices and communicates ethical and responsible use of library-based technologies.

2 - Professional Support Needed

- a. Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.
- b. Sometimes uses poor judgment, is less than completely honest, and/or discloses confidential information.
- c. Occasionally suggests an idea aimed at improving the school.
- d. Is reluctant to share concerns with administration or ask for help.
- e. Meets occasionally with colleagues to share ideas about teaching and students.
- f. Occasionally practices and communicates ethical and responsible use of library-based technologies.

1 – Does Not Meet Standard

- a. Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
- b. Acts in an ethically questionable manner, uses poor judgment, and discloses student information.
- c. Rarely, if ever, contributes ideas that might help improve the school.
- d. Does not keep administration informed and does not respond constructively to suggestions and criticism.
- e. Meets infrequently with colleagues; conversations lack educational substance.
- f. Fails to voice concerns or constantly complains, and does not display responsible use of library-based technology.

Overall rating:___ Comments:

Professional Rubrics Summary Page
Library Media

Library Media Specialist's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Prepares and Provides for Delivery of Services

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

II. Management of the Library Media Program and Services

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

III. Evaluation of Library Media Services and Related Student Knowledge/Skills

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

IV. Positive Learning Climate

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

V. Communication with Staff, Students and the Public

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VI. Professional Development and Leadership

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VII. Professional Responsibilities

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Director:

Overall Comments by Library Media Specialist:

Principal's/Director's signature _____ Date _____

Library Media Specialist's signature _____

Date _____

(Library Media Specialist's signature indicates he/she has seen and discussed the professional rubrics summary. It does not necessarily denote agreement with the report.)

Professional Growth Rubric Social Worker

The Social Worker professional growth rubrics are organized around five areas of a social worker's job performance. These five areas are:

- I. Planning and Preparing for Learning**
- II. Delivery of Services**
- III. Building Relationships with Students and Families**
- IV. Family and Community Outreach**
- V. Professional Responsibilities**

The rubrics are designed to give social workers an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve.

There are four levels of the social work professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for social workers. The *Distinguished* level is reserved for truly outstanding social workers as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and the social worker and principals should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal and the social worker can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals cannot know everything about all rubric areas and must approach this with some humility while the social worker must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the seven criteria individually. Then, the social worker and principal move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page will be completed together and put into the employee's file.

It is important that the principals help social workers to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that the social workers score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

I. Planning and Preparing for Learning

The Social Worker:

4 – Distinguished

- a. Uses extensive knowledge of social work practices with evidence of a continuing search for improved practice.
- b. Utilizes relevant community resources and promotes partnerships with family and school.
- c. Responds to referral problems and issues; facilitates problem solving and provides resources and intervention techniques.
- d. Participates in and accesses a network of child serving agencies to provide seamless services to the child, family and school.
- e. Works well within timelines and thoroughly completes required reports and/or documentation.
- f. Conducts training/consultation with staff to ensure understanding, collaboration, timeline compliance & procedural guidelines.
- g. Actively pursues professional development opportunities and initiates professional activities. Seeks feedback from colleagues.

3 – Proficient

- a. Demonstrates solid understanding of content, prerequisite relationships, and connections with other disciplines.
- b. Gathers information from parents, teachers, caregivers and school records to gain knowledge of background, skills & interest.
- c. Comprehensively identifies referral questions/problems and identifies related issues.
- d. Has detailed knowledge of resources available within the immediate educational setting, school district and community.
- e. Works within timelines to ensure understanding, collaboration, timeline compliance and procedural guidelines.
- f. Works with school based team and families to ensure that all procedural guidelines are consistently followed.
- g. Seeks opportunities for professional development based on individual assessment of need and shares expertise with others.

2 – Professional Support Needed

- a. Uses social work knowledge as a basic understanding; does not extend connections with other disciplines, skills and interest.
- b. Usually uses appropriate tools; demonstrates competent practices to gain knowledge of student's background, skills & interest.
- c. Assesses referral questions/problems as presented. Uses standard assessment measures/practices with little variation to specific student needs.
- d. Has knowledge and understanding of the available resources within the immediate educational setting.
- e. Inconsistently attentive to timelines, completes required reports and/or documentation.
- f. Inconsistently adheres to understanding, collaboration, timeline compliance and procedural guidelines.
- g. Participates in required professional development activities with limited contributions.

1 – Does Not Meet Standard

- a. Has little understanding of the social worker structure of discipline or content related to the social worker principles.
- b. Does not use knowledge of student's background, skills or interest to gain knowledge of students' skills.
- c. Does not address referral questions using assessment and consultation. Fails to tailor choice of tools for individual needs.
- d. Displays little knowledge or understanding of the available resources.
- e. Disregards timelines, fails to complete required reports and/or documentation.
- f. Fails to adhere to understanding, collaboration, timeline compliance and procedural guidelines.
- g. Does not participate in professional development activities and makes no effort to share knowledge with colleagues.

Overall rating: ___ Comments:

II. Delivery of Services

The Social Worker:

4 - Distinguished

- a. Constantly initiates contact with Child Protection Services to maintain positive relationships.
- b. Is proactive and seeks out resources for families' needs that are hard to meet.
- c. Meets frequently with colleagues to share ideas, analyze needs, and plan appropriate supports.
- d. Actively seeks out feedback and suggestions and uses them to improve performance.
- e. Is sensitive to physical and emotional needs of students and effectively anticipates and accommodates for these needs.
- f. Provides support and cooperation and assumes a leadership role in the educational community.
- g. Empowers team members and encourages a variety of viewpoints, explanations or solutions.

3 – Proficient

- a. Frequently maintains positive relationship with Child Protection Services.
- b. Consistently reaches out to community agencies to utilize additional resources for families' needs.
- c. Collaborates with colleagues to appropriately meet family and student needs.
- d. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- e. Satisfies the needs of families and students to the extent that resources allow.
- f. Shows support and cooperation with colleagues. Volunteers to participate in events and projects in the educational community.
- g. Understands responsibilities of team members while considering a variety of viewpoints, explanations and solutions.

2 – Professional Support Needed

- a. Usually maintains required relationships with Child Protection Services.
- b. Occasionally reaches out to community agencies for families' needs.
- c. Meets occasionally with colleagues to share ideas about family and student needs.
- d. Is somewhat defensive but does listen to feedback and suggestions.
- e. Recognizes most needs of the students and occasionally takes steps to accommodate for some of the needs.
- f. Is cordial with colleagues and participates in events and projects in the educational community when specifically asked.
- g. Makes an effort to understand tasks/solutions and responsibilities of team members.

1 – Does Not Meet Standards

- a. Does not communicate with Child Protection Services.
- b. Does not reach out for extra support from community agencies for families' needs.
- c. Meets infrequently with colleagues; conversations lack social work substance.
- d. Is defensive about criticism and resistant to changing professional practice.
- e. Does not recognize or accommodate for physical and emotional needs of students.
- f. Does not build relationships with colleagues. Makes no attempt to be involved in the educational community.
- g. Fails to make an effort to understand tasks and responsibilities of team members.

Overall rating: ___ Comments:

III. Building Relationships with Students and Families

The Social Worker:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students and families.
- b. Is readily available to families and students before, during and after school at a comfortable location, including home visits.
- c. Shows great sensitivity and respect for students' cultures, values, and beliefs; advocates for their need with staff and community.
- d. Consistently creates a rapport with families and students that nurtures positive relationships.
- e. Always smiles and uses a friendly tone of voice.
- f. Fosters a comfort level that encourages families and students to take risks.
- g. Consistently uses effective praise to reinforce success.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to families & students before, during, and after school at a comfortable location for families, including home visits.
- c. Shows respect for families & students' cultures, values, and beliefs including being an advocate for their needs with staff and community.
- d. Creates a rapport with families and students that develops positive relationships.
- e. Smiles and uses a friendly tone of voice.
- f. Builds a comfort level that allows families and students to take risks.
- g. Uses effective praise to reinforce success.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students & families.
- b. Is sometimes available to families and students before, during, and after school and is reluctant to make home visits.
- c. Tries to be sensitive to families and students' cultures, values, and beliefs, but sometimes fails.
- d. Sometimes creates a rapport with families and students that nurtures positive relationships.
- e. Occasionally smiles and may use monotone voice.
- f. Inconsistently builds a comfort level that allows families and students to take risks.
- g. Seldom uses effective praises to reinforce success.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students and families.
- b. Is not available to students before, during, and after school and does not make home visits.
- c. Is often insensitive to families and students' cultures, values, and beliefs.
- d. Does not create a rapport with families and students that nurtures positive relationships.
- e. Does not smile; uses a sarcastic tone of voice.
- f. Does not build a comfort level that allows families and students to take risks.
- g. Does not use effective praise to reinforce success.

Overall rating:___ Comments:

IV. Family and Community Outreach

The Social Worker:

4 – Distinguished

- a. Shows great sensitivity and respect for family cultures, values and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will be successful.
- c. Facilitates community meetings and anticipates and plans for needs of families in the community.
- d. Facilitates family and school meetings and anticipates and plans for needs of family and school.
- e. Deals immediately and successfully with parents' concerns; makes parents feel welcome any time.
- f. Gives parents detailed feedback on child's progress and needs through the use of varied communications.
- g. Is successful in contacting and working with all parents, including those who are hard to reach.

3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents a genuine interest and belief in each child.
- c. Participates actively, consistently, and constructively in community meetings promoting family and school success.
- d. Participates actively, consistently, and constructively in school and family meetings.
- e. Responds promptly and effectively to parents' concerns; make parents feel welcome in the school.
- f. Uses conferences, emails, and phone calls to give parents feedback on their children's progress and needs.
- g. Tries to contact parents and is tenacious in contacting hard-to-reach parents.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families but sometimes is indifferent.
- b. Tells parents that he or she cares about their child but does not provide support to meet expectations.
- c. Participates in community meetings, but needs supervision and direction about participation.
- d. Participates in family and school meetings, but needs supervision and direction about participation.
- e. Is slow to respond to some parent concerns; may give off an unwelcoming perception.
- f. Waits for parents to initiate contact to discuss the areas of concern.
- g. Tries to contact all parents, but ends up talking mainly to the parents that are easy to contact and deal with.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate to parents regarding school concerns.
- c. Does not participate in or attend community meetings.
- d. Does not participate in or attend family or school meetings.
- e. Does not respond to parent concerns; makes parents feel unwelcome in the school.
- f. Does not provide follow up support to parents on areas of concern.
- g. Makes little or not effort to contact parents.

Overall rating: ___ Comments:

V. Professional Responsibilities

The Social Worker:

4 – Distinguished

- a. Maintains meticulous records conscientiously and punctually and is never late.
- b. Presents oneself as a consummate professional; always observes appropriate boundaries.
- c. Is ethical, honest, and above-board, using impeccable judgment; respects confidentiality.
- d. Is an important member of teacher teams and committees; frequently attends school activities.
- e. Frequently contributes valuable ideas and expertise to promote the school's mission and District goals.
- f. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- g. Devours effective practices from fellow professionals, workshops, reading, study groups, the Web, etc.

3 – Proficient

- a. Keeps accurate records of student information and is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- c. Is ethical, honest, and above-board, uses good judgment; maintains confidentiality with student records.
- d. Shares responsibility for school activities; volunteers to serve on committees.
- e. Is a positive team player and contribute ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Seeks out effective ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

2 – Professional Support Needed

- a. Occasionally is late, makes errors in records, and/or misses paperwork deadlines.
- b. Occasionally acts and/or dress in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Will serve on a committee or attend a school activity when asked to do so.
- e. Occasionally suggests an idea aimed at improving the school.
- f. Is reluctant to share concerns with the administration or ask for help.
- g. Looks for new ideas for improving social work practices and learning.

1 – Does Not Meet Standard

- a. Is late, makes errors in records, and /or misses paperwork deadlines.
- b. Acts and/or dresses in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Declines invitations to serve on committees or attend school activities.
- e. Rarely, if ever, contributes ideas that might help improve the school.
- f. Fails to voice concerns or constantly complains, and is not open to help.
- g. Is not open to new ideas for improving social work practices and learning.

Overall rating: ___ Comments:

Professional Rubrics Summary Page
Social Worker

Social Worker's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Planning and Preparation

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

II. Delivery of Services

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

III. Building Relationships with Students and Families

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

IV. Family and Community Outreach

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

V. Professional Responsibilities

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Director:

Overall Comments by Social Worker:

Principal's/Director's signature _____ Date _____

Social Worker's signature _____ Date _____

(Social Worker signature indicates he/she has seen and discussed the professional rubrics summary. It does not necessarily denote agreement with the report.)

Professional Growth Rubric Nurse

The nurse professional growth rubrics are organized around seven areas of a nurse's job performance. These seven areas are:

- I. Planning and Preparing**
- II. Delivery of Service**
- III. Building Relationships with Students**
- IV. Health Service Management**
- V. Monitoring, Assessment, and Follow-Up**
- VI. Family and Community Outreach**
- VII. Professional Responsibilities**

The rubrics are designed to give nurses an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve.

There are four levels of the nurse professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for nurses. The *Distinguished* level is reserved for truly outstanding teaching as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and nurses and principals should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal/supervisor and the nurse can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal/supervisor has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals/supervisors cannot know everything about all rubric areas and must approach this with some humility while teachers must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the seven criteria individually. Then, the nurse and principal/supervisor move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page of the rubric will be completed together and put into the employee's file.

It is important that the principals/supervisors help nurses to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that nurses score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

I. Planning and Preparing

The nurse:

4 – Distinguished

- a. Exemplifies leadership by promptly and efficiently planning and conducting health service objectives.
- b. Demonstrates broad knowledge of subject area.
- c. Displays extensive knowledge of appropriate characteristics of child development.
- d. Plans the year for students that is directly aligned with meeting the completion of screening standards and assessments.
- e. Utilizes formative and summative assessments to closely monitor students' health and wellness status.
- f. Ensures an inventory of equipment and supplies needed to provide service to students.

3 – Proficient

- a. Provides leadership for planning and conducting health service objectives.
- b. Knows subject matter well.
- c. Demonstrates an understanding of appropriate child development characteristics.
- d. Plans the year for students to meet screening standards and prepare for assessments.
- e. Uses formative and summative assessments to measure students' health and wellness status.
- f. Maintains an inventory of equipment and supplies needed to provide services to students.

2 – Professional Support Needed

- a. Possesses basic leadership skills in planning and conducting health service objectives.
- b. Is somewhat familiar with subject matter.
- c. Has narrow understanding of appropriate child development characteristics.
- d. Plans year for students to meet various screening standards with minimal preparation for assessments.
- e. Occasionally utilizes formative and summative assessments to measure students' health and wellness.
- f. Has difficulty maintaining an inventory of equipment and supplies needed to provide services to students.

1 – Does Not Meet Standard

- a. Has little to no knowledge of the content area.
- b. Has little familiarity with the subject matter.
- c. Has little or no understanding of appropriate child development characteristics.
- d. Does not plan year for students to meet screening standards with no preparation for assessments.
- e. Does not utilize formative and summative assessments to measure students' health and wellness.
- f. Does not maintain an adequate inventory of equipment and supplies needed to provide services to students.

Overall rating: ___ Comments:

II. Delivery of Service

The nurse:

4 - Distinguished

- a. Promotes focusing on prevention of illness, disabilities, and early detection and correction of health problems.
- b. Encourages communication with student and staff in regards to health needs.
- c. Always eager and prepared to adjust schedule as needed to meet students' needs.
- d. Promotes and provides educational health instruction within classrooms as needed.
- e. Ensures that all students at appropriate grade levels are provided with health screenings.
- f. Creates highly effective communication to serve as a liaison between school and community health, social service agencies and medical field.

3 – Proficient

- a. Focuses on prevention of illness, disabilities, early detection and correction of health problems.
- b. Communicates with students and staff about health needs.
- c. Adjusts schedule as needed to meet students' needs.
- d. Provides health instruction within classrooms as needed.
- e. Provides and/or coordinates health screenings for appropriate grade levels.
- f. Serves as a liaison between school and community health, social service agencies and the medical profession.

2 – Professional Support Needed

- a. Occasionally focuses on prevention of illness, disabilities, early detection and correction of health problems.
- b. Minimal communication provided with students and staff about health needs.
- c. Sometimes adjusts schedule to meet students' needs.
- d. Occasionally provides health instruction within classrooms.
- e. Occasionally provides and /or coordinates health screenings for appropriate grade levels.
- f. Spends little time serving as a liaison between school and community health, social service agencies and the medical profession.

1 – Does Not Meet Standards

- a. Does not focus on prevention of illness, disabilities, early detection and correction of health problems.
- b. Rarely attempts to communicate with students and staff about health issues.
- c. Does not adjust schedule to meet students' needs.
- d. Rarely provides health instruction within the classrooms.
- e. Does not provide and/or coordinate health screenings for appropriate grade levels.
- f. Does not communicate with school and community health, social service agencies and the medical profession.

Overall rating: ___ Comments:

III. Building Relationships with Students

The nurse:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students.
- b. Builds a comfort level that allows students to communicate needs.
- c. Shows great sensitivity and respect for students' cultures, values, and beliefs.
- d. Always creates an environment that nurtures positive relationships.
- e. Always smiles and uses a friendly tone of voice.
- f. Encourages students to assume an active role in developing and/or maintaining a healthy lifestyle.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Usually builds a comfort level that allows students to communicate needs.
- c. Shows respect for students' cultures, values, and beliefs.
- d. Creates an environment that nurtures positive relationships.
- e. Smiles and uses a friendly tone of voice.
- f. Sometimes encourages students to assume an active role in developing and/or maintaining a healthy lifestyle.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students.
- b. Seldom builds a comfort level that allows students to communicate needs.
- c. Tries to be sensitive to students' cultures, values, and beliefs, but sometimes fails.
- d. Appears unconcerned about creating an environment that nurtures positive relationships.
- e. Occasionally smiles and may use monotone voice.
- f. Rarely encourages students to assume an active role in developing and/or maintaining a healthy lifestyle.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students.
- b. Does not build a comfort level that allows children to communicate needs.
- c. Is often insensitive to students' cultures, values, and beliefs.
- d. Creates an environment that is negative or threatening.
- e. Does not smile; uses a sarcastic tone of voice.
- f. Does not encourage students to assume an active role in developing and/or maintaining a healthy lifestyle.

Overall rating:___ Comments:

IV. Health Service Management

The nurse:

4 – Distinguished

- a. Regularly and meticulously coordinates maintenance of student health records.
- b. Continuously complies with state requirements by coordinating health physicals and auditing immunization records.
- c. Continually educates staff members about health issues throughout the district; provides maximum training as needed.
- d. Continuously administers and supervises dispensing of medication, treatment(s), and procedures as directed by physicians/parents.
- e. Consistently works with food services to ensure assistance to students who have special dietary needs.
- f. Ensures a healthy and safe environment by encouraging healthy habits to promote wellness among students and staff.

3 – Proficient

- a. Coordinates maintenance of student health records.
- b. Complies with state requirements by coordinating health physicals and auditing immunization records.
- c. Educates staff members about health issues throughout the District; provides specific training as needed.
- d. Administers and supervises dispensing of medication, treatment(s), and procedures as directed by students' physicians or parents.
- e. Works with food services to assist students who have special dietary needs.
- f. Creates a healthy and safe environment designed to promote wellness among staff and students.

2 – Professional Support Needed

- a. Usually maintains student health records.
- b. Inconsistently complies with state requirements by coordinating health physicals and occasionally auditing immunization records.
- c. Makes a limited effort to educate staff members about health issues throughout the District; attempts to provide specific training.
- d. Inconsistently administers & supervises dispensing of meds, treatment(s), and procedures as directed by students' physician/parents.
- e. Spends little time working with food services to assist students who have special dietary needs.
- f. Makes an effort to create a healthy and safe environment for students and staff.

1 – Does Not Meet Standard

- a. Does not maintain student health records.
- b. Rarely complies with state requirements and fails to coordinate health physicals or audit immunization records.
- c. Makes no effort to educate staff members about health issues throughout the District; makes no attempts to provide specific training as needed.
- d. Unreliable for administering and supervising dispensing of medication, treatment(s), and procedures as directed by student's physician or parent
- e. Does not work with food services to assist students who have special dietary needs.
- f. Does not focus on health and safety for students and staff.

Overall rating:___ Comments:

V. Monitoring, Assessment, and Follow-Up

The nurse:

4 – Distinguished

- a. Uses a variety of high quality assessments to evaluate and monitor students' health needs.
- b. Regularly updates, compiles & revises printed health services materials & forms including individual & permanent health records
- c. Promptly coordinates the collection of health data in a timely manner that is necessary for student evaluation and assistance.
- d. Continually monitors student accidents; assists in development of high quality safety programs for students and staff.
- e. Consistently assists in the placement and programming of students with special health needs.
- f. Independently and efficiently follows up with health services requested or needed.

3 – Proficient

- a. Uses a variety of assessments to evaluate and monitor students' health needs.
- b. Compiles and revises printed health services materials and forms including individual and permanent health records.
- c. Coordinates the collection of health data necessary for student evaluation and assistance.
- d. Monitors student accidents; assists in development of safety programs for students and staff.
- e. Frequently assists in the placement and programming of students with special health needs.
- f. Follows up with health services requested or needed.

2 – Professional Support Needed

- a. Occasionally uses assessments to evaluate and monitor students' health needs.
- b. Infrequently revises and compiles health services materials and forms.
- c. Inconsistently collects health data necessary for student evaluations and assistance.
- d. Inconsistently monitors student accidents; rarely assists in development of student and staff safety programs.
- e. Occasionally assists in placement and programming of students with special health needs.
- f. Usually follows up with health services requested or needed.

1 – Does Not Meet Standard

- a. Fails to use assessments to evaluate and monitor students' health needs.
- b. Does not revise or compile health services materials and forms.
- c. Occasionally collects health data necessary for student evaluations and assistance.
- d. Does not monitor student accidents; does not assist in development of student and staff safety programs.
- e. Does not assist in placement and programming of students with special health needs.
- f. Does not follow up with health services requested or needed.

Overall rating: ___ Comments:

VI. Family and Community Outreach

The nurse:

4 – Distinguished

- a. Shows great sensitivity and respect for family and community cultures, values, and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will reach goals.
- c. Makes sure parents hear positive news about their child first, and immediately flags any problems.
- d. Deals immediately and successfully with parents' concerns; makes parents feel welcome any time.
- e. Is successful in communicating and working with all parents, including those who are hard to reach.
- f. Successfully reaches out to community to meet needs of all students.

3 – Proficient

- a. Communicates respectfully with parents; is sensitive to different families' culture and values and beliefs.
- b. Show parents a genuine interest in each child's health status throughout the school year.
- c. Promptly informs parents of behavior and health issues and updates them on assessment findings.
- d. Responds promptly and effectively to parents' concerns; makes them feel welcome/comfortable.
- e. Communicates with parents about student health concerns & screening results & is tenacious in contacting hard to reach parents.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families, but sometimes is indifferent.
- b. Tells parents that he or she cares about their child, but does not share expectations.
- c. Lets parents know about problems their child is having, but rarely mentions positive news.
- d. Is slow to respond to some parent concerns; may give off an unwelcoming perception.
- e. Tries to communicate with parents, but generally only engages with parents at IEP meetings.
- f. Asks community to contribute extra resources, but does not follow up.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate with parents or share concerns about their child('s) health.
- c. Seldom informs parents of concerns or positive news about their child.
- d. Does not respond to parent concerns; makes parents feel unwelcome to discuss health issues.
- e. Rarely, if ever, tries to communicate with parents in regards to concerns of child.
- f. Does not reach out for extra support from parents or the community.

Overall rating:___ Comments:

VII. Professional Responsibilities

The nurse:

4 – Distinguished

- a. Ensures completion of training and supervision of medication dispensing among paraprofessionals and other staff members.
- b. Presents oneself as a consummate professional; always observes appropriate boundaries.
- c. Is ethical, honest, and above-board, using impeccable judgment; respects confidentiality.
- d. Is an important member of staff teams and committees; frequently attends school activities.
- e. Frequently contributes valuable ideas and expertise to promote the school's mission and District goals.
- f. Informs the administration of any concerns; reaches out for help and suggestions when needed.

3 – Proficient

- a. Trains and supervises staff members in the dispensing of medications.
- b. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- c. Is ethical, honest, and above board; uses good judgment and maintains confidentiality with student records.
- d. Shares responsibilities for school activities; volunteers to serve on committees.
- e. Is a positive team player and contributes ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns and asks for help when needed.

2 - Professional Support Needed

- a. Occasionally completes training and supervision of medication dispensing among paraprofessionals and other staff members.
- b. Occasionally acts and/or dresses in a unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Will serve on a committee or attend a school activity when asked to do so.
- e. Occasionally suggests an idea aimed at improving the school.
- f. Is reluctant to share concerns with the administration or ask for help.

1 – Does Not Meet Standard

- a. Does not train and supervise medication dispensing among paraprofessionals and other staff members.
- b. Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
- c. Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
- d. Declines invitations to serve on committees or attend school activities.
- e. Rarely, if ever, contributes ideas that might help improve the school.
- f. Bottles up concerns or constantly complains, and is not open to help.

Overall rating: ___ Comments:

Nurse

Nurse's name _____

School year _____

School _____

Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Planning and Preparing

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

II. Delivery of Services

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

III. Building Relationships with Students

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

IV. Health Service Management

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

V. Monitoring, Assessment, and Follow-Up

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VI. Family and Community Outreach

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VII. Professional Responsibilities

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Supervisor:

Overall Comments by Nurse:

Principal's/Supervisor's signature _____ Date _____

Nurses' signature _____ Date _____

(Nurses' signature indicates he/she has seen and discussed the professional growth summary. It does not necessarily denote agreement with the report.)

Professional Growth Rubrics School Psychologist

The school psychologist professional growth rubrics are organized around seven areas of a School Psychologist's job performance. These seven areas are:

- I. Planning and Preparing for Learning**
- II. Intervention**
- III. Consultation**
- IV. Staff Development**
- V. Assessment**
- VI. Family and Community Collaboration**
- VII. Professional Responsibilities**

The rubrics are designed to give school psychologists an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve.

There are four levels of the school psychologist professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for school psychologists. The *Distinguished* level is reserved for truly outstanding service as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and school psychologists and supervisor should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the supervisor and the school psychologist can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The supervisor has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Supervisors can't know everything about all rubric areas and must approach this with some humility while school psychologists must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the nine criteria individually. Then, the school psychologist and supervisor move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page will be completed together and put into the employee's file

It is important that the supervisors help school psychologists to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that school psychologists score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

I. Planning and Preparing for Learning

The School Psychologist:

4 – Distinguished

- a. Displays extensive knowledge of appropriate characteristics of child development.
- b. Always understand, responds, demonstrates exemplary sensitivity and respect to diversity among students.
- c. Shows great sensitivity to the needs of students and establishes trusting relationships with students.
- d. Plays an instrumental role in promoting prevention and wellness programs for students.
- e. Shows judgment and skill beyond what is normally expected in early identification of students' school-related problems.
- f. Establishes policies/practices that create and maintain a safe, supportive, and learning environment for all in the school environment.
- g. Displays and utilizes outstanding skills and knowledge of information sources and technology relevant to his/her work.
- h. Is always well prepared for job-related activities and is a knowledgeable spokesperson for the district.

3 – Proficient

- a. Demonstrates an understanding of appropriate child development characteristics.
- b. Understands, responds, and demonstrates appropriate sensitivity to diversity among students.
- c. Shows sensitivity to the needs of students and establishes effective rapport with students.
- d. Promotes prevention and wellness programs for students.
- e. Assists in early identification of students' school-related problems.
- f. Supports policies and practices that create and maintain a safe, supportive, and learning environment for all in the school environment.
- g. Is knowledgeable of information sources and technology relevant to his/her work.
- h. Spends adequate time preparing and planning for school psychology activities and represents himself/herself as knowledgeable.

2 – Professional Support Needed

- a. Has a narrow understanding of how students develop and learn.
- b. Has some knowledge but limited appreciation of diversity among students.
- c. Attempts to establish rapport with students for the purposes of testing and data collection only.
- d. Is aware of prevention and wellness programs for students.
- e. Has limited knowledge or experience in early identification of students' school-related problems.
- f. Requires additional information regarding policies and practices that create and maintain safe, supportive, and learning environments in the school setting.
- g. Has limited knowledge of information sources and technology relevant to his/her work.
- h. Spends limited time preparing for school psychology activities; does not appear confident.

1 – Does Not Meet Standard

- a. Has little familiarity with how students develop and learn.
- b. Exhibits little to no sensitivity to the diversity among students.
- c. Has difficulty establishing rapport with students.
- d. Has limited knowledge of prevention and wellness programs for students.
- e. Has no knowledge or experience in early identification of students' school-related problems.
- f. Does not create a safe, supportive, learning environment for all in the school setting.
- g. Does not use information sources and technology relevant to his/her work.
- h. Is not well prepared for school psychology activities, has little pertinent information to share, and does not offer to find the information.

Overall rating: ___ Comments:

II. Intervention

The School Psychologist:

4 - Distinguished

- a. Gives a variety of realistic and effective intervention strategies for teachers to use with students.
- b. Observes student behavior over multiple settings or assesses performance from multiple sources before developing intervention.
- c. Responds with suggested strategies ahead of deadlines after referral or request for assistance.
- d. Goes above what is asked to implement interventions to ensure designated intervention goals are achieved.
- e. Proactively assists teachers or students in implementation of strategies.
- f. Initiates and facilitates feedback from teachers and students regarding effectiveness of intervention strategies.
- g. Uses a variety of techniques from a variety of sources to assess home/school situations.
- h. Is able to evaluate the effectiveness of interventions through a variety of ways (quantitative and qualitative information).

3 – Proficient

- a. Suggests realistic and effective intervention strategies for teachers to use with students.
- b. Carefully observes student behavior or assesses performance before developing intervention strategy.
- c. Responds with suggested strategies promptly after referral or request for assistance.
- d. Is able to implement interventions to achieve designated intervention goals.
- e. Assists teachers or students in implementation of strategies if requested.
- f. Seeks feedback from teachers or students regarding effectiveness of intervention strategies.
- g. Uses various techniques to assess classroom/school situations.
- h. Is able to evaluate the effectiveness of interventions.

2 – Professional Support Needed

- a. Gives intervention ideas that are sometimes unrealistic or ineffective for teachers to use with students.
- b. Gathers minimum amount of data before developing intervention strategy.
- c. Responds with suggested strategies after a significant time lapse once referral or request for assistance is made.
- d. Suggests effective interventions but they do not achieve designated intervention goals.
- e. Reluctantly assists teachers or students in implementation of strategies if requested.
- f. Receives feedback when initiated by teachers or students on the effectiveness of intervention strategies.
- g. Uses few techniques to assess home/school situations.
- h. Is able to evaluate the effectiveness of interventions in a limited number of ways.

1 – Does Not Meet Standards

- a. Has little knowledge of intervention strategies for teachers to use with students.
- b. Uses little student information before developing intervention strategy.
- c. Does not respond with strategies.
- d. Is not able to implement interventions to match intervention goals.
- e. Does not assist teacher or student in implementation of strategies.
- f. Does not seek feedback from teachers or students regarding effectiveness of intervention strategies.
- g. Uses only one technique to assess home/school situations.
- h. Is not able to evaluate the effectiveness of interventions.

Overall rating: ___ Comments:

III. Consultation

The School Psychologist:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students and teachers.
- b. Is readily available to students, teachers, and other staff before, during, and after school.
- c. Proactively seeks out, collaborates, and consults effectively with teachers and other school personnel to discuss student needs and develop plans for remediation of problems in the areas of student learning and behavior.
- d. Applies a superior level of knowledge of consultation procedures in working with parents, teachers, and other school personnel.
- e. Utilizes extensive knowledge about principles and methods of behavior analysis in designing/implementing behavioral change programs for students.
- f. Provides extensive help in developing effective instruction programs for students with special problems of affective development and social skills.
- g. Seeks out and involves staff as participants in the problem-solving process.
- h. Teaches staff how to identify interim steps toward goal achievement and ways to assess or measure if appropriate progress is made.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to students, teachers, and other school staff before, during, and after school.
- c. Collaborates and consults effectively with teachers and other school personnel to discuss students' needs to develop plans for remediation of problems in the areas of student learning and behavior.
- d. Applies knowledge of effective consultation procedures in working with parents, teachers, and other school personnel.
- e. Uses principles/methods of behavior analysis in designing and implementing behavioral change programs for students.
- f. Provides assistance in developing instruction programs for students and with special problems of affective development and social skills.
- g. Involves staff as participants in the problem-solving process.
- h. Helps staff identify interim steps toward goal achievement and ways to assess or measure if appropriate progress is made.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students and teachers.
- b. Is sometimes available to students, teachers, and other staff before, during, and after school
- c. Occasionally collaborates and consults with teachers and other school personnel to discuss student needs and develop plans for remediation of problems in the areas of student learning and behavior.
- d. Applies limited knowledge of consultation procedures in working with parents, teachers, and other school personnel.
- e. Implements behavior change programs for students based upon few principles/methods of behavior analysis.
- f. Has little knowledge of how to develop instructional programs for students with special problems of affective development and social skills.
- g. Occasionally involves staff in the problem-solving process.
- h. Inconsistently helps staff to identify interim steps toward goal achievement and measuring progress.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students and teachers.
- b. Is not available to students, teachers, and other staff before, during or after school.
- c. Does not collaborate or consult with teachers and other school personnel to discuss student needs and develop plans for remediation of problems in the areas of student learning and behavior.
- d. Does not apply knowledge of effective consultation procedures in working with parents, teachers, and other school personnel.
- e. Does not implement behavior change programs for individual students.
- f. Does not provide assistance in developing programs for students with special problems of affective development and social skills.
- g. Does not involve staff as participants in the problem-solving process.
- h. Does not assist staff in identifying interim steps toward goal achievement and measuring progress.

Overall rating: ___ Comments:

IV. Staff Development

The School Psychologist:

4 – Distinguished

- a. Sets significant and challenging expectations for staff; communicates confidence in staff's abilities to meet the expectations.
- b. Finds ways to integrate and reinforce social skills throughout the day that successfully develop positive interactions among students.
- c. Is knowledgeable about and strives to train staff about empirically-based methods for serving students.
- d. While training staff, maintains frequent contact between self and staff while in training and later, when staff is back in the classroom, seeks ongoing communication when questions and/or needs arise in order to promote motivation and commitment.
- e. Actively promotes an exemplary environment of reciprocity and cooperation among staff in training where the adult learner feels comfortable enough to take risks and to take an active role in learning.
- f. Expectations for application and generalization of new concepts are included in training of staff with prompt and ongoing feedback.
- g. Seeks out staff feedback and adjusts teaching according to constructive criticism.
- h. Is organized and prepared for leading staff trainings and has anticipated complications in order to maximize learning opportunity for the adult learner.

3 – Proficient

- a. Clearly and consistently communicates, models, and enforces high expectations for staff.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Explores and disseminates information about empirically-based methods for serving students.
- d. While training staff, encourages frequent contact between self and staff and later when questions and/or needs arise to promote motivation and commitment.
- e. Actively promotes an environment of reciprocity and cooperation among staff in training to encourage involvement in learning.
- f. Provides opportunities for staff in training to apply new concepts and in turn gives prompt feedback.
- g. Asks staff in training for feedback and adjusts teaching according to constructive criticism.
- h. Organizes, plans, and prepares for the leading of staff trainings to ensure a comfortable learning environment with adequate resources available for attendees.

2 – Professional Support Needed

- a. Expectations are somewhat clear to staff; attempts to respond to staff with uneven results.
- b. Lectures students about the need for good behavior but may reflect occasional inconsistencies or favoritism.
- c. Occasionally explores and disseminates information about empirically-based methods for serving students.
- d. When training staff, encourages contact between self and staff during training but not outside of the training.
- e. Provides training for staff but does not gear instruction to active learning or the adult learner.
- f. Provides opportunities for staff in training to apply new concepts and in turn gives feedback, but not prompt.
- g. Asks staff in training for feedback but does not adjust teaching according to constructive criticism.
- h. Did some organization and planning for staff trainings in advance but was not totally prepared to lead staff training.

1 – Does Not Meet Standard

- a. Projects or models low expectations of conduct or standards to staff.
- b. Provides responses that are negative, sarcastic, or humiliating.
- c. Does not explore or disseminate information about empirically-based methods for service students.
- d. Does not engage with staff during training. Uses lecture and does not encourage questions.
- e. Does not provide training or offers training that has little applicability to the district's needs.
- f. Is negligent in providing feedback to staff.
- g. Does not ask staff in training for feedback; does not adjust teaching.
- h. Was not prepared to lead staff training.

Overall rating: ___ Comments:

V. Assessment

The School Psychologist:

4 – Distinguished

- a. Clearly and accurately identifies student learning and behavioral concerns from referral sources.
- b. Demonstrates the sensitivity, sound judgment, and skills necessary to assess and evaluate individuals with diversity.
- c. Advocates use of highly effective methods and assessments in gathering information for student evaluation.
- d. Effectively utilizes a comprehensive mix of standardized and non-standardized assessments throughout the assessment process.
- e. Has ability to integrate, interpret, synthesize and communicate verbally and in writing data from standardized/non-standardized assessments.
- f. Makes constructive recommendations in the report and during the IEP meeting that are directly related to concerns through the referral process.
- g. Writes accurate, comprehensive, and diagnostic psycho-educational reports in clear, concise language.
- h. Strives to provide ample evaluation information and recommendations so the IEP committee is better able to make an educated decision regarding the student's handicapping condition and education placement following the state special education criteria and federal guidelines.

3 – Proficient

- a. Identifies the referral problem(s).
- b. Accounts for individuals with diverse characteristics (e.g., cultural, ethnic, SES), necessary to assess and evaluate individuals with diversity.
- c. Uses empirically sound methods and assessments when gathering information for student evaluation.
- d. Uses multiple sources of information during the assessment process.
- e. Demonstrates ability to integrate, synthesize, and interpret data from standardized and non-standardized sources.
- f. Makes appropriate and useful recommendations in the report and during the IEP meeting.
- g. Provides clear, concise and error-free psycho-educational reports.
- h. Assists in identifying individual needs and makes placement recommendations of students following the state special education criteria and federal guidelines.

2 - Professional Support Needed

- a. Occasionally does not identify the referral problem.
- b. Has limited knowledge of accommodations needed to assess and evaluate students with diverse characteristics.
- c. Has little knowledge of empirically sound methods and assessments for student evaluation.
- d. Gathers minimal information from assessments for eligibility determination.
- e. Does not consistently integrate, interpret, and synthesize data from standardized and non-standardized sources.
- f. Makes recommendations in the report that aren't necessarily helpful or related to the referral concerns.
- g. Writes psycho-educational reports that are at times difficult to understand, incomplete or inaccurate.
- h. Has limited knowledge of the state special education criteria and federal guidelines.

1 – Does Not Meet Standard

- a. Does not identify the concerns on the referral.
- b. Does not see the need to account for students with diverse characteristics in assessment and evaluation.
- c. Does not use empirically sound methods and assessments for student evaluation.
- d. Does not gather adequate assessment data to make eligibility determination for special education.
- e. Has difficulty interpreting and integrating data from standardized and non-standardized sources.
- f. Makes recommendations that are not appropriate or are not related to the referral concerns.
- g. Fails to produce psycho-educational reports that accurately represent the evaluation results of students.
- h. Makes inaccurate suggestions for handicapping conditions and placement recommendations for students.

Overall rating: __ Comments

VI. Family and Community Collaboration

The School Psychologist:

4 – Distinguished

- a. Shows great sensitivity and respect for family and community cultures, values, and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will reach standards.
- c. Organizes collaboration with school staff, other specialists, and community resources to meet the needs of students.
- d. Actively maintains alliances with referral sources for the benefit of students.
- e. Assists the school system and cooperating agencies in providing appropriate education by gaining pertinent information and protecting the child's privacy.
- f. Creates and maintains positive interpersonal relationships and communication with team members.
- g. Actively seeks out feedback and suggestions and uses them to improve performance.
- h. Facilitates a multi-agency team toward purposeful and planned change for students and/or their families.

3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents a genuine interest and belief in each child's ability to reach standards.
- c. Collaborates with school staff, other specialists, and community resources to meet the needs of students.
- d. Is knowledgeable and shares information of referral sources for interagency resources for children with learning, behavioral, and other health-related issues adversely impacting their educational performance.
- e. Communicates information critical to decision-making and maintains appropriate confidentiality.
- f. Maintains effective interpersonal relationships and communication with team members.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- h. Plays a role (on a team of multi-agencies) to serve as an agent of purposeful and planned change for students and/or their families.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families but sometimes is indifferent.
- b. Tells parents that he or she cares about their child, but does not share academic expectations.
- c. Collaborates ineffectively with school staff, other specialists, and community resources to meet the needs of students.
- d. Shares information of referral sources for interagency resources for children with learning, behavioral, and other health-related issues adversely impacting their educational performance.
- e. May relate information about a child or his/her family that may not be critical to decision making but maintains appropriate confidentiality.
- f. Has difficulty maintaining interpersonal relationships and communication with team members.
- g. Is reluctant to share concerns with the administration or ask for help.
- h. Has been invited and attended meeting where collaborative relationships have been built with parents, staff, outside agencies, etc.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate to parents knowledge of their child or share concern about their academic future.
- c. Does not collaborate with school staff, other specialists, and community resources to meet the needs of students.
- d. Has little knowledge of and does not share information of referral sources for interagency resources for children with learning, behavioral, and other health-related issues adversely impacting their educational performance.
- e. Does not always maintain confidentiality or protect the child's privacy in a decision-making situations.
- f. Has difficulty interacting n a constructive manner with team members.
- g. Is defensive about criticism and resistant to changing professional practice.
- h. Has not developed collaborative relationships with service providers from outside agencies.

Overall rating: ___ Comments:

VII. Professional Responsibilities

The School Psychologist:

4 - Distinguished

- a. Is recognized as a leader in the practice of school psychology due to exemplary services delivered consistently and ethically.
- b. Makes sound decisions based on his/her extensive knowledge and understanding of the local school, the process of education, and the relevant legislation and due process.
- c. Maintains meticulous, organized, accurate, and complete records of student referrals and all relevant contacts made in providing services to those students.
- d. Actively contribute valuable ideas and expertise to promote the school's mission and district goals.
- e. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- f. Is a valued and respected team member at the eligibility and IEP meetings and is often looked to for advice for interventions to meet the needs of identified students.
- g. Continuously explores and disseminates information about new or improved methods of serving students.
- h. Actively seeks out feedback and suggestions and uses them to improve performance.

3 – Proficient

- a. Delivers services consistently and ethically.
- b. Possesses knowledge and understanding of the local school, the process of education, and the relevant legislation and due process.
- c. Maintains organized, accurate, and complete records of student referrals and all relevant contacts made in providing services to those students.
- d. Frequently contribute valuable ideas and expertise to promote the school's mission and district goals.
- e. Keeps the administration informed about concerns; asks for help when it is needed.
- f. Is an active participant in eligibility and IEP meetings and relays helpful information to better meet the need of identified students.
- g. Applies knowledge gained from continuing education activities.
- h. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.

2 – Professional Support Needed

- a. Delivers services that are questionable in consistency and ethics.
- b. Has limited knowledge and understanding of the local school, the process of education, and the relevant legislation and due process.
- c. Inconsistently keeps records of student referrals and all relevant contacts; records are frequently unorganized, inaccurate or incomplete.
- d. Occasionally suggests an idea aimed at improving the school or system.
- e. Is reluctant to share concerns with administration or ask for help.
- f. Participates in eligibility and IEP meetings as needed to meet the needs of identified students.
- g. Applies knowledge gained from continuing education activities, if asked.
- h. Listens to other viewpoints but does not adjust services according to constructive criticism.

1 – Does Not Meet Standards

- a. Delivers services that are inconsistent and/or unethical.
- b. Makes decision on inaccurate or negligible knowledge and understanding of the local school, the process of education, and the relevant legislation and due process.
- c. Does not keep records in an organized, accurate, or complete manner for student referrals and all relevant contacts made in providing services to those students.
- d. Does not contribute ideas or time to the mission of school and district goals.
- e. Fails to voice concerns or constantly complains, and is not open to help.
- f. Misses eligibility and IEP meetings or is an inactive member of these meetings or makes statements that are not aligned with the needs of identified students.
- g. Shows little or not interest in continuing education activities.
- h. Is defensive about criticism and resistant to changing professional practice.

Overall rating: ___ Comments:

Evaluation Summary Page
School Psychologist

School Psychologist's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Planning and Preparing for Learning

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

II. Intervention

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

III. Consultation

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

IV. Staff Development

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

V. Assessment

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VI. Family and Community Collaboration

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VII. Professional Responsibilities

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Supervisor/Director:

Overall Comments by School Psychologist:

Supervisor's/Director's signature _____ Date _____

School Psychologist's signature _____ Date _____

(School Psychologist signature indicates he/she has seen and discussed the evaluation. It does not necessarily denote agreement with the report.)

**Watertown School District 14-4
Summative Evaluation**

_____ Contract renewal recommended. Employee continues in good standing on the Professional Growth Cycle.

_____ Contract renewal not recommended

_____ Contract recommended with professional improvement plan.

_____ Date

_____ Evaluatee Signature

_____ Evaluator Signature

March 1st for continuing contract employee
April 15th for non-continuing contract employee

**Watertown School District 14-4
Goal Setting Phase**

Circle One: Year 2/ Year 4 Phase Begin Date: _____ Phase End Date: _____

Beginning of Goal Setting Phase: Planning Sheet

Name _____ Building _____

I. Use Professional Growth Rubric to identify your area of concentration for professional growth: (Circle area below.)

- | | |
|--------------------------------------|-------------------------------|
| Planning and Preparing for Learning | Delivery of Instruction |
| Building Relationships with Students | Classroom Management |
| Monitoring, Assessment and Follow-up | Family and Community Outreach |
| Professional Responsibilities | |

II. In the chosen area (circled above), select 1-3 specific indicators (a-i) to work on for improvement.

III. Identify your goal(s).

IV. Resources Needed (people, materials, in-service, etc.)

V. Detailed Plan of Action (List the activities sequentially/indicate a time line).

1. _____
2. _____
3. _____
4. _____
5. _____

VI. How will you measure your success? What indicators will you use?

VII. How will achieving this goals(s) help student achievement?

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

(Signature indicate mutual approval of goal)

Professional Improvement Plan (PIP)

Targeted Strands

I. Planning and Preparing for Learning

- a. Knows the subject matter well.
- b. Demonstrates an understanding of appropriate child development characteristics.
- c. Plans the year for students to meet standards and prepare for assessments.
- d. Designs lessons based on measurable objectives aligned with unit goals meeting the content standards.
- e. Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- f. Uses formative and summative assessments to measure student learning and guide instruction.
- g. Designs lessons that use an effective mix of materials and various teaching strategies.
- h. Designs lessons that break down complex tasks and target diverse learning needs, styles, and interests.
- i. Organizes classroom furniture, materials, and displays to support unit and lesson goals.

II. Delivery of Instruction

- a. Gives students a clear sense of purpose by posting the lesson's objectives.
- b. Activates students' prior knowledge and hooks their interest in each unit and lesson.
- c. Uses clear explanations, appropriate language and good examples to present material.
- d. Orchestrates effective teaching and learning strategies, materials, and classroom groupings to foster student learning.
- e. Encourages all students to actively think about, discuss and use the ideas and skills being taught.
- f. Uses some upper level questioning that encourages students' answers beyond the recall or rote level.
- g. Occasionally gives reinforcement and encouragement while delivering instruction.
- h. Differentiates instruction to accommodate student's learning needs.
- i. Has students summarize what they have learned and apply it in different contexts.

III. Building Relationships with Students

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to students before, during, and after school.
- c. Shows respect for students' cultures, values, and beliefs.
- d. Usually creates a classroom environment that nurtures positive relationships.
- e. Usually smiles and uses a friendly tone of voice.
- f. Usually seeks student input relating to curriculum.
- g. Usually builds a comfort level that allows students to take risks.
- h. Sometimes allows students choices in instructional activities.
- i. Usually uses effective praise to reinforce success.

IV. Classroom Management

- a. Clearly and consistently communicates, models, and enforces high expectations for students.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Motivates and encourages students utilizing effective praise and positive feedback.
- d. Has an effective discipline repertoire and is responsive to student needs.
- e. Monitors student behavior and responds to misbehaviors with appropriate interactions.
- f. Teacher makes adequate use of time available; students are consistently engaged.
- g. Demonstrates successful use of instructional pacing and transitions with little loss of instruction time.
- h. Develops and implements effective classroom procedures and routines.
- i. Creates a safe and organized learning environment designed to stimulate students.

V. Monitoring, Assessment, and Follow-Up

- a. Provides clear criteria for proficiency, including rubrics and examples of student work.
- b. Uses a variety of assessments to diagnose and monitor student growth
- c. Frequently checks for understanding and gives students helpful feedback.
- d. Takes responsibility for students who are not succeeding and gives them extra help to reach proficiency.
- e. Reflects on the effectiveness of lessons and units and works to improve them.
- f. Draws conclusions on teaching strategies and periodically consults with colleagues.
- g. Records grades in a timely manner for students and parents to see.
- h. Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.
- i. Has students set goals, self-assess, and know where they stand academically at all times.

VI. Family and Community Outreach

- a. Communicates respectfully with parents and is sensitive to different families' cultures and values.
- b. Shows parents a genuine interest and belief in each child's ability to reach standards.
- c. Gives parents clear, succinct expectations for student learning and behavior for the year.
- d. Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- e. Updates parents on the unfolding curriculum and suggest ways to support learning at home.
- f. Responds promptly and effectively to parents' concerns; makes parents feel welcome in the school.
- g. Uses conferences, report cards, emails and phone calls to give parents feedback on their children's progress.
- h. Tries to contact all parents and is tenacious in contacting hard-to-reach parents.
- i. Occasionally reaches out to families and community agencies to bring in volunteers and additional resources.

VII. Professional Responsibilities

- a. Keeps accurate records of student information and lesson plans; is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and maintains appropriate boundaries.
- c. Is ethical, honest, and above-board, uses good judgment; maintains confidentiality with student records.
- d. Shares responsibility for grade-level and school-wide activities; volunteers to serve on committees.
- e. Is a positive team player and contributes ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticisms.
- h. Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- i. Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

Professional Improvement Plan

The Professional Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in the areas (s) of significant concern. The administrator and teacher will jointly determine the strategies to be taken to overcome the deficiencies, but it is agreed that the primary responsibility for correction of the deficiencies remains with the teacher. The administrator and teacher will agree on a mutual time-line to improve any noted deficiencies.

The Purpose of a PIP is to:

- improve teacher performance
- provide targeted, intensive assistance process;
- provide additional support;
- provide due process for possible disciplinary action;
- provide information to determine tenure

Referral to PIP

1. The administrator may recommend a teacher for the PIP component when the concerns are such that an intensive intervention process is necessary.
2. The administrator, via written report to the superintendent or designee, will initiate the recommendation. A copy of the report will also be provided to the teacher. The recommendation will include:
 - A description of the concerns as they relate to the teacher's proficiency in demonstrating the Criteria for Effective Teaching.
 - An explanation of how the teacher is expected to benefit from the PIP.
 - Documentation of previous efforts made by administrator and/or teacher to improve performance.
3. If the teacher recognizes that there are deficiencies in performance and exhibits a willingness to address the concerns, the PIP component will commence.
4. If the teacher refuses to recognize deficiencies and/or rejects the recommendation for a PIP, the District will take appropriate action with regard to due process.

PROFESSIONAL IMPROVEMENT PLAN WORKSHEET

(To be completed jointly by teacher and administrator)

Name _____ Building _____ Grade/Subject _____

AREA(S) NEEDING IMPROVEMENT	ACTION STEPS (Provide detailed description)	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments: _____

Administrator's Comments: _____

Teacher's Signature

Date

Administrator's Signature

Date