Williamson County Education Services

Special Education Evaluation Procedures

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Introduction

During the 2015-2016 school years, the WCES Evaluation Committee members assisted the District PERA Joint Committee Members in the development of an evaluation process for certified staff employed by Williamson County Education Services. The evaluation process will meet the Illinois legal requirements as determined for PERA (Performance Evaluation Reform Act of 2010) and Senate Bill 7.

To comply with PERA, Sec. 24A-5(c), Illinois districts must develop a teacher evaluation plan that includes measures of student growth as a significant factor in teachers' summative performance evaluation. To support districts in this task, Sec. 24A-7 of PERA requires the Illinois State Board of Education (ISBE), informed by recommendations from PEAC, to adopt rules defining student growth and methods for measuring student growth

Beginning in 2019-2020, WCES will begin conducting all evaluations of WCES Staff, certified and support personnel.

Implementation and Support

Each year teachers, evaluators, and mentors (where applicable) participate in timely professional development that addresses events within the evaluation process. These sessions will ensure a strong implementation that meets the needs of all stakeholders.

Each member district of WCES has structured a process based on the *Frameworks for Teaching* (2013) by Charlotte Danielson. The *Framework for Teaching* is a research-based, validated instrument that is being used across the country and is recommended for use in Illinois districts by the Performance Evaluation Advisory Council (PEAC). The 2013 *Framework for Teaching* will serve as the rubric of professional practice that underlies the evaluation system.

Framework for Teaching download is available at https://www.danielsongroup.org/framework/

WCES Certified Staff Members will follow requirements, timelines, including using all forms as determined by the district assigned for Professional Practice. This piece will account for 70% of the final teacher rating. WCES requirements for student growth utilize the SLO Guidance and Template (Appendix A). Selection of the WCES SLO Process must be reviewed and meet approval of the evaluator to ensure that the SLOs are rigorous and comparable across teachers.

For the purposes of evaluation procedures, WCES Certified Staff will be divided into the following three (3) categories/ programs:
- Early Childhood Teacher
- Special Education Teacher
- Diagnostic and Medical Staff

The assigned evaluator shall acquaint all certified staff under his/her supervision with the evaluation procedures, standards, and instrument to be used within (3) weeks after the start of each school year.

Evaluation procedures will meet the Illinois legal requirements that must be implemented for PERA (Performance Evaluation Reform Act of 2010). The evaluation process including pre-observation Conference, length of observation, evidence collection, informal and formal observations, post-observation conference, and evaluation documentation will follow WCES procedures for obtaining a

Performance and Professional Practice Rating OR as described in this document according to program category.

Early Childhood: Professional Practice is aligned to *Framework for Teaching* and Williamson County Early Childhood Cooperative (Appendix D). Early Childhood staff will follow the WCES Procedures for Student Growth.

Special Education Teacher: Professional Practice is aligned to *Framework for Teaching* (Appendix E). Special Education Teachers will follow the WCES Procedures for Student Growth. Vision and Hearing itinerant Teachers will be included in this category.

Diagnostic: Speech, OT/PT, Psychologists, Social Workers, and School Nurse will be evaluated on Professional Practice aligned to *Frameworks for Teaching* (See appendices).

Additional Supports:
- ISBE Joint Committee Guidebook: http://www.isbe.net/PEAC/pdf/student-growth-component-guidebook.pdf
- Examples of ISBE SLOs and Training: http://www.isbe.net/assessment/htmls/balanced-asmt.htm

Glossary of Terms

PERA Joint Committee: The WCES PERA Joint Committee shall be comprised of equal representation of administrative and WCEA members. The committee shall monitor on a continuing basis the evaluation plan, procedures, and processes and make recommendations for revisions, when appropriate

Qualified Evaluator: Individual that has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of Part 50, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers or certified staff. Each qualified evaluator shall maintain his or her qualifications by completing the retraining required under Section 24A-3 of the School Code or Subpart E of Part 50, as applicable.

Evaluation Instrument: The evaluation instrument for Performance and Professional Practice included in WCES Procedures.

Formal Observation: A specific window of time that is scheduled with the teacher or qualified evaluator, at any point during that window of time, to directly observe professional practice in the classroom or in the school.

Informal Observation: Observations of a teacher or certified staff member by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

Student Growth: Student growth is a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

Measurement Model: The process in which two or more assessment scores are analyzed to identify a change in a student's knowledge or skills over time.

Student Learning Objective (SLO): An SLO process creates a measurement model that enables an evaluator to analyze scores from a Type III assessment (e.g., a pretest and posttest) and identify whether a pre-established goal(s) has been met through a demonstrated change in a student's knowledge and skills over time.

Assessment Types:
- Type I - A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples: PARCC, ACT, SAT, MAP
- Type II - Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers.
- Type III- Any assessment that is rigorous, that is aligned to the course curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples: teacher-selected assessments, teacher created assessments, performance assessments, checklists, skill checks.

**Type I and Type II assessments also may be considered Type III if they align to the curriculum and are capable of measuring student learning in the subject (Illinois Administrative Code, Part 50, Sub. A, Sec. 50.30).

Learning Goal: Description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a foundation for meaningful, goal directed instruction and assessment.

Growth Target: Growth targets should be differentiated for individual students or groups of students. Growth targets should be ambitious, yet realistic for students to achieve in the specified period of time.

Performance Evaluation Plan: A plan to evaluate a teacher or certified staff member that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code and Part 50.

Performance and Professional Practice Rating: The overall rating on the Teacher Summative for Professional Practice will be determined by the assigned district's procedure following the *Framework for Teaching*.

Summative Rating: At the end of the evaluation cycle, the evaluator will schedule a Summative Conference with the staff member to discuss the overall rating of each Domain based upon evidence of professional practice as consistent with the instructional framework determined by the assigned district. The evaluation plan will include 30% student growth and 70% professional practice.

Performance and Professional Practice Rating

DOMAIN RATINGS in Educator Plan:

Excellent: A teacher should receive a final teacher practice rating of *Excellent* if at least half (50%) of the applicable items are rated as Excellent, with the remaining rated no lower than *Proficient*.

Proficient: A teacher should receive a final teacher practice rating of Proficient if no more than one applicable item rated as *Needs Improvement*, with the remaining rated as *Proficient* or *Excellent*.

Needs Improvement: A teacher should receive a final teacher practice rating of *Needs Improvement* if no more than one applicable item is rated *Unsatisfactory* or more than one applicable item is rated *Needs Improvement.*

Unsatisfactory: A teacher should receive a final practice rating of *Unsatisfactory* if more than one applicable item is rated *Unsatisfactory*.

OVERALL RATINGS in Educator Plan:

Excellent: The majority of the ratings are Excellent unless two ratings of Excellent are in both domain 2 and 3 with NO **Needs Improvement** or **Unsatisfactory**.

Proficient: No more than one domain rated **Needs Improvement**, with the remaining domains rated **Proficient** or **Excellent**.

Needs Improvement: Two or more domains rated **Needs Improvement**, with the remaining domains rated **Proficient** or **Excellent**. OR one domain rated **Needs Improvement** and one domain rated **Unsatisfactory** (this cannot be in Domain 2 or 3), with the remaining domains rated **Proficient** or **Excellent**.

Unsatisfactory: Unsatisfactory in more than one domain or **Unsatisfactory** in either Domain 2 or 3.

See example table below for Overall Rating Explanation:

Domain 1	Domain 2	Domain 3	Domain 4	Overall Rating
Proficient	Excellent	Excellent	Proficient	Excellent
Proficient	Excellent	Proficient	Excellent	Proficient
Excellent	Excellent	Proficient	Excellent	Excellent
Excellent	Proficient	Proficient	Excellent	Proficient

Guidelines for Improvement Ratings

Guidelines for Professional Development Plan (PDP): Pursuant to the *Illinois School Code*, any certified staff member receiving a summative rating of needs improvement shall be placed on a Professional Development Plan (PDP) within thirty (30) schools days after completion of the Needs Improvement evaluation rating. The PDP must be developed by the evaluator in consultation with the employee who received the Needs Improvement rating. The PDP must take in account that teacher's ongoing professional responsibilities including his or her regular teaching assignment.   Any staff member receiving a needs improvement summative rating shall be evaluated again in the school year

following the rating regardless of whether they successfully completed the PDP.   The content of the PDP will be developed by the evaluator in consultation with the certified staff member subject to the PDP.

Guidelines for Remediation Plan: Any certified staff member receiving an unsatisfactory overall rating shall be placed in remediation in accordance with Chapter 122 Section 25A of the School Code of Illinois.

- Within (30) thirty calendar days of the unsatisfactory evaluation, a remediation plan will be developed and initiated by the district in consultation with the employee in remediation and the assigned consulting teacher. The plan will be designed to correct the areas identified as unsatisfactory.
- The remediation plan shall be for ninety (90) school days and provide for evaluations by the evaluator. Additional evaluations may be requested by the employee in remediation.
- Participants in the remediation plan shall include the employee with the summative unsatisfactory rating, the consulting teacher, and the evaluator(s).
- When the employee in remediation successfully completes the remediation plan by receiving a proficient summative rating on the Teacher Evaluation, he/she shall be reinstated to the normal cycle of evaluation.

Consulting Staff Member: The consulting staff member is used as a support for a certified staff member as part of a remediation plan.

- The consulting staff member is voluntary and shall be in an position similar to the staff member in remediation in order to provide necessary supports and resources.
- The consulting staff member shall have received a rating of excellent on his/her most recent evaluation and have a minimum of five (5) years of experience.
- The consulting staff member is a source of resources and support to the certified staff member in the form of advice on how to successfully complete the remediation plan or activities.
- The consulting staff member will not have input in the evaluation of the certified staff member in remediation and shall not be used by either party in any dismissal procedures. No statements made by the consulting staff member will be admissible in any future evaluations.

Student Learning Objective (SLO) Requirements

Student growth will represent 30% of the teacher's performance evaluation rating. The remaining 70% will be obtained from Professional Practice. The Student Learning Objectives (SLO) provides an outline to demonstrate student growth. An SLO is NOT an assessment; it is a template or tool to measure student growth. By setting student growth targets, using approved assessments (pre and post-tests), and progress monitoring student development, an accurate picture of the student's growth may be presented to demonstrate the teacher's contribution to student's development.

Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

To access the Illinois State Board of Education Student Learning Objective Guidebook, click here: http://www.isbe.net/assessment/pdfs/bal-asmt/slo-guidance/slo-guidebook.pdf

To access the IEA SLO Interactive Training Series click here: http://www.ieanea.org/2015/03/05/isbes-student-growth-training-modules-series/

To access the ISBE fillable SLO Template, click here: http://www.isbe.net/assessment/pdfs/bal-asmt/slo-guidance/slo-template-form.pdf

Learning Goal/ Objective:

All teachers must write a **Learning Goal** or Objective with each SLO.

Learning Goal: Description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a foundation for meaningful, goal directed instruction and assessment.

- Focus on the learning need of the identified student population.

- The identified Learning Goal must cover a minimum of 9 weeks of instruction.

- Must be reviewed and approved by assigned evaluator by September 15th of each school year.

- Aligned to Common Core State Standards, also known as New Illinois Learning Standards.

Number of SLOs:

- A minimum of two SLOs are required for WCES Certified Staff Members.

  o Early Childhood and Special Education Teachers: At least one (1) SLO must relate to growth in a core subject area of ELA or Mathematics, the other must be aligned to Common Core State Standards, also known as New Illinois Learning Standard (NILS) or Early Learning Standard. The SLOs MUST cover two DIFFERENT areas. A teacher may chose to complete one in ELA and one in Mathematics.

    o SLO #1: English Language Arts **OR** Mathematics

    o SLO #2: Any other area aligned to Illinois Learning Standards

  o Diagnostic Staff: For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code of Part 50, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or

  o school marriage and family counselor.

Identification of student population:

All teachers must identify students to be included on their Student Learning Objective (SLO) roster.

- Students enrolled within 10 days of the pre-test must be included in growth targets.

- Students present 75% or more as documented in Student Attendance Profile of serving school will be included in the post-test used to determine student growth.

- Students must have continuous enrollment.

Assessment and evaluation of students:

Teachers are required to use at least two types of assessments in their evaluation plan. Illinois PERA law has defined assessments according to three distinct types: Type I, II, and III.

Teachers must identify assessment type to evaluator by September 15th of current school year. The evaluation plan should include a timeline for giving pre-test, mid-point review (if necessary), and post test. Each member district has a variety of assessments in each type. WCES Teachers must consult with building staff to identify what is available.

- Type I - A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples: IAR, DLM, SAT, MAP
- Type II - Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers.
- Type III- Any assessment that is rigorous, that is aligned to the course curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples: teacher-selected assessments, teacher created assessments, performance assessments, checklists, skill checks.
**Type I and Type II assessments also may be considered Type III if they align to the curriculum and are capable of measuring student learning in the subject (Illinois Administrative Code, Part 50, Sub. A, Sec. 50.30).

FOR ALL WCES TEACHERS, the following options have been approved by the WCES PERA Joint Committee to measure student growth:

OPTION 1: The evaluation plan will include the use of <u>at least one</u> Type I or Type II assessment and <u>at least one</u> Type III assessment.

OPTION 2: The evaluation plan will include <u>two</u> Type III assessments.

Setting growth targets:

Growth targets should be differentiated for individual students or groups of students. Growth targets should be ambitious, yet realistic for students to achieve in the specified period of time.

Once teachers have an understanding of where students start, teachers can determine how much students will grow by the end of the evaluation cycle. This must be supported by information obtained from a pre-test.

Outcome:

Analysis of students that meet individual or group growth target(s). The outcome is the basis for the Summative Rating for student growth and 30% of the final rating.

To access examples of ISBE SLOs and Training, click here:
http://www.isbe.net/assessment/htmls/balanced-asmt.htm

Student Growth Rating:

Excellent:
- At least 80% of students on the assessment roster meet growth targets
- Teacher used approved assessments as described in WCES Evaluation Procedures

Proficient:
- 65-79% of students on assessment roster meet growth targets
- Teacher used approved assessments as described in WCES Evaluation Procedures

Needs Improvement:
- 55-64% of students on assessment roster meet growth targets
- Teacher used approved assessments as described in WCES Evaluation Procedures

Unsatisfactory:
- Less than 55% of students on assessment roster meet growth targets
- Teacher did not use approved assessments as described in WCES Evaluation Procedures
- Teacher did not accurately score assessment results

WCES Evaluation Timeline
Certified Staff: Tenured and Non-Tenured

Time of Year	Professional Practice	Student Growth	Reports
	Year 1-4	Year 1-4	
August	**Article 5.1** – Within two (2) weeks of employment, each new employee shall be acquainted with the evaluation procedure and standards of performance. No evaluations shall take place until the above described orientation has been completed. WCES Administrative Staff shall acquaint all WCES staff under his/her supervision with the evaluation procedures, standards, and instrument to be used within three (3) weeks after the start of each school year.		N/A
September to February	**Article 5.2 –** Each teacher shall be given two (2) week notice prior to a formal evaluation and shall be supplied the name of the administrator who is to be responsible for the evaluation. Teachers shall be evaluated in writing according to the number of times provided for in <u>The School Code of Illinois</u>. Evaluations shall be conducted with the knowledge of the teacher. *ILSC Section 50.100 Subpart B: Evaluation at least once every two years of TENURED Teachers and at least once every year of NONTENURED Teachers.*	Student Growth Plan and Learning Goals approval meeting by September 15th. All goals and assessments used to demonstrate growth must be approved by building principal or program supervisor by September 15th. Mid-point review by January 15th. WCES Staff must initiate this check with evaluator if he/she feels necessary to make adjustments to Student Growth Plan.	N/A
Prior to March Executive Board Meeting	Final conference with Rating	Final data review with Rating prior to Executive Board Meeting in March of each school year. Board meetings are held the first Friday after the second Tuesday of each month.	**<u>All Tenured and Non-Tenured Certified Staff</u>**: Final Summative Conference prior to March Executive Board Meeting.
April – June	Informal Observations ongoing. PDP as necessary.		

*Evaluation timelines may be adjusted based on unforeseen circumstances by the WCES PERA Joint Committee.

Contractual Agreement WCEA/WCES

Article 5 - Evaluation

Article 1.1 B – Recognition and Definition: The use of the word "Teachers" herein shall include all professional employees as defined in the Illinois Educational Labor Relations Act.

5.1   Employee Notification: Within two (2) weeks of employment, each new employee shall be acquainted with the evaluation procedure and standards of performance. No evaluations shall take place until the above described orientation has been completed.

5.2   Teacher's Evaluation: Each teacher shall be given two (2) weeks notice prior to a formal evaluation and shall be supplied the name of the administrator who is to be responsible for the evaluation. Teachers shall be evaluated in writing according to the number of times provided for in The School Code of Illinois. Evaluations shall be conducted with the knowledge of the teacher.

5.3   Teacher Assistant Evaluation: All classroom teacher assistants shall be evaluated annually in writing by the teacher(s) whom they are assigned. The evaluation shall be reviewed and approved by a WCES Administrator.

5.4   Secretary Evaluation: All secretaries shall be evaluated in writing. The evaluation shall be conducted by a WCES administrator to whom they are assigned.

5.5   Multiple Assigned Employees: Teachers assigned to perform services at more than one building shall have only one formal evaluation and only one administrator shall be responsible for the evaluation.

5.6   Evaluation Procedure:

   A.   The Evaluator will meet with the Employee (Teacher, Teacher Assistant or Secretary) within ten (10) school days of the completion of the evaluation to discuss the evaluation. If deficiencies exist, the Evaluator will provide statements of deficiencies to the Employee and will discuss the ramification of each of the deficiencies in relation to remediation of job performance.

   B.   The Employee will be provided with a copy of the completed evaluation instrument at the time of or before the post evaluation conference.

   C.   At the post evaluation conference or within five (5) days an employee shall give notice of intent to place his/her written response(s) on the original form.

5.7   Professional Enrichment Plan: The teacher may choose to utilize ad additional evaluation component to be used in conjunction with the formal evaluation instrument for certified employees. This component includes a Professional Enrichment Plan to be developed in collaboration with certified employees who have acquired ten (10) consecutive years of experience, after tenure, with WCES and three (3) consecutive evaluations with a rating of excellent.

5.8   Evaluation Committee: At the request of the employer or the Association, a committee(s) shall be appointed by the parties to review either the teacher's, social workers, psychologist's, teacher assistant's, secretary's evaluation instrument, or all. The parties shall follow the evaluation procedure filed with the State Board of Education. Evaluation instruments will not be changed except upon the approval of the committee(s), who are members of the Association and administration.

WCES Pre-Observation Form

The teacher should complete this form and attach a filled in Formal Observation Lesson Plan Template three (3) school days prior to the pre-observation conference for formal observations.

Name Of Teacher:	
School:	
Grade Level/Subject(s):	
Name Of Observer:	
Date of Pre-Observation Conference:	
Date or Window of Time of Scheduled Classroom Observation:	

Evidence may be gathered in all components in domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within domains 2 and 3 would you like the observer to pay special attention to during the lesson?

Component Focus:	*Domain2:_____Domain3:_____*

Interview Protocol for the Pre-Observation Conference: In preparation for your formal observation, please answer the questions below and attach the appropriate lesson plan and any other requested material.

1) What learning objectives or standards are you covering at this time?

2) How will you know if students are mastering/have mastered the objectives?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

WCES Observation Log

This form should be completed as an on-going document each time the teacher and observer meet. A signed and dated copy will be given to the teacher after each conference.

Teacher_____   School Year_____

Type of Observation *(Formal or Informal)*	Dates of observation and conferences (pre and post)	Observer Signature	Teacher Signature
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			
	__/__/__ __/__/__ __/__/__		
Lesson Summary:			

WCES Informal Observation Form

This form should be used to collect evidence during an informal observation.

NOTE: *It is not expected that every competency to observed during every observation. All data during an observation will add to a pool of evidence. A copy of the forms used for the informal observation will be given to the teacher after they are completed. Teachers will receive a copy of this form within seven (7) days of the observation.*

Teacher's Name: _____ Date _____

Subject:_____ Time _____

DOMAIN 2: Classroom Environment	DOMAIN: 3 Instruction
2a. Creating an Environment of Respect and Rapport:	**3a. Communicating with students:**
2b. Establishing a Culture for Learning:	**3b. Using Questioning and Discussion Techniques:**
2c. Managing Classroom Procedures:	**3c. Engaging Students in Learning:**
2d. Managing Student Behavior:	**3d. Using Assessment in Instruction:**
2e. Organizing Physical Space:	**3e. Demonstrating Flexibility and Responsiveness**
Additional Comments:	

Evaluator's Signature _____

WCES Post Observation Form for Teachers (Optional)

This form is created to help you prepare for our post-observation conversation and will not be collected by your evaluator.

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

1) What are the strengths and weaknesses of your lesson?

2) Did you accomplish all that you wanted to in terms of students mastering the objective of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

WCES Summative Rating Conference Form for Professional Practice - TEACHER

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Name of Teacher:_____ Name of Evaluator:_____ Date of Evaluation:_____/_____/_____				
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating Knowledge of resources				
1e: Designing coherent instruction				
1f: Designing students assessment				
Overall rating for DOMAIN 1				
DOMAIN 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
Overall rating for DOMAIN 2				
DOMAIN 3 Instruction				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on teaching				
4b. Maintaining accurate records				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Growing and developing professionally				
4f: Showing professionalism				
Overall rating for DOMAIN 4				

SUMMATIVE DOMAIN RATING: _____

Note: The signature of the evaluator and teacher verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the teacher do this by the end of the year.

Teacher Signature & Date_____ Evaluator Signature & Date _____

Use the teacher's observation data to explain that teacher's accomplishments (or strengths) and growth areas (or weaknesses).   Use the strengths and weaknesses to make recommendations for improvement. When identifying strengths and weaknesses, the evaluator should cite the applicable domain section being identified. The evaluator will provide supporting evidence for the identification of teacher's strengths and weaknesses especially with respect to teachers receiving a "Needs Improvement" or "Unsatisfactory" in any Domain.

Teacher Name: _____ Date: _____/_____/_____

Accomplishments (strengths):	Growth Areas (weaknesses):	Recommendations for Improvement

Note: The signature of the evaluator and teacher verifies that the report has been reviewed. The employee has the right to submit comments and/or rebuttal about this report. It is recommended the teacher do this by the end of the year.

CC: Personnel File

WCES Student Growth Rating Form - TEACHER

Teacher:_____ Evaluator:_____

PERFORMANCE RATING	THRESHOLDS
Excellent	**At least 80% of students on assessment roster meet growth targets.** **Teacher used approved assessment**
Proficient	**65-79% of students on assessment roster meet growth targets.** **Teacher used approved assessment**
Needs Improvement	**55-64% of students on assessment roster meet growth targets.** **Teacher used approved assessment**
Unsatisfactory	**Less than 55% of students on assessment roster meet growth targets.** **Teacher did not use approved assessment** **Teacher did not accurately score assessment results**

Documentation of Student Growth (to be completed by evaluator)

Assessment Name	% of students meeting target	Student growth rating (from above performance rating table)
#1		
#2		

OVERALL Growth Target = # of students meeting target/ Total # of students

Student Growth Rating of _____

Teacher Signature:_____ Date:_____

Evaluator Signature:_____ Date:_____

Teacher:_____   Evaluator:_____

PROFESSIONAL PRACTICE SUMMATIVE RATING	STUDENT GROWTH SUMMATIVE RATING
☐ EXCELLENT ☐ PROFICIENT ☐ NEEDS IMPROVEMENT ☐ UNSATISFACTORY	☐ EXCELLENT ☐ PROFICIENT ☐ NEEDS IMPROVEMENT ☐ UNSATISFACTORY

Use the chart below to combine professional practice and summative growth rating to determine the final evaluation rating.

70% Professional Practice

+ 30% Student Growth

=Final Evaluation Rating

Professional Practice (70%)				
Student Growth (30%)	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
Proficient	Needs Improvement	Needs Improvement	Proficient	Excellent
Excellent	Needs Improvement	Proficient	Proficient	Excellent

TEACHER FINAL RATING:_____

Teacher Signature:_____ Date:_____

Evaluator Signature:_____Date:_____

WCES Summative/ Final Rating Conference Form for Professional Practice – Social Worker

Page 1 of 2

	1 U	2 NI	3 P	4 E
Name of Social Worker: Name of Evaluator: Date of Evaluation: **U - Unsatisfactory NI - Needs Improvement P - Proficient E - Excellent**				
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge basic to the social work profession.				
1b: Establishing goals for social work services appropriate to the setting and the students served.				
1c: Demonstrating knowledge of district, state, and federal guidelines.				
1d: Demonstrates knowledge of resources, both within and beyond the school and district.				
1e: Plans and evaluates social work service delivery.				
Overall rating for DOMAIN 1				
DOMAIN 2: Environment				
2a: Creating an environment of respect and rapport across settings.				
2b: Organizing time effectively.				
2c: Maintains clear procedures for referrals, including special education evaluation and services.				
2d: Contributes to the culture of positive student behavior.				
2e: Organizing physical space.				
Overall rating for DOMAIN 2				
DOMAIN 3: Delivery of Services				
3a: Responding to referrals; collaborates with students, parents, and school personnel.				
3b: Evaluating student needs and writing reports.				
3c: Communication with families.				
3d: Maintains accurate documentation.				
3e: Demonstrates flexibility and responsiveness.				
3f: Demonstrates solution focused response in crisis management.				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on practice.				
4b: Maintaining records and submitting them in a timely fashion.				
4c: Communicates with families, maintains confidentiality, and upholds social work ethics.				

4d: Participating in a professional community.				
4e: Engages in professional development.				
4f: Demonstrates professionalism and integrity.				
4g: Appropriately advocates for students.				
Overall rating for DOMAIN 4				

SOCIAL WORKER FINAL RATING:

The signature of the evaluator and professional verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the professional do this by the end of the year.

Social Worker Signature and Date:_____

Evaluator Signature and Date:_____

- o *** Diagnostic Staff: For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code of Part 50, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.**

WCES Summative/ Final Rating Conference Form for Professional Practice – Psychologist
Page 1 of 2

	1	2	3	4
Name of Psychologist: Name of Evaluator: Date of Evaluation: **U - Unsatisfactory NI - Needs Improvement P - Proficient E - Excellent**	U	NI	P	E
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students..				
1b: Demonstrating knowledge of child and adolescent development and psychopathology.				
1c: Establishing goals for the psychology program appropriate to the setting and the students served.				
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school.				
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students.				
1f: Developing the plan to evaluate the psychology program.				
Overall rating for DOMAIN 1				
DOMAIN 2: Environment				
2a: Establishing rapport with students.				
2b: Establishing a culture for positive mental health throughout the school.				
2c: Establishing and maintaining clear procedures for referrals.				
2d: Establishes standards of conduct in the testing center.				
2e: Organizing physical space for testing of students and storage of materials.				
Overall rating for DOMAIN 2				
DOMAIN 3: Delivery of Services				
3a: Responding to referrals; consulting with teachers and administrators.				
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.				
3c: Chairing evaluation team. .				
3d: Planning interventions to maximize student's likelihood of success. .				
3e: Maintaining contact with physicians and community mental health service providers.				
3f: Demonstrating flexibility and responsiveness to data and student needs.				
Overall rating for DOMAIN 3				

DOMAIN 4: Professional Responsibilities				
4a: Reflecting on practice.				
4b: Communicating with families.				
4c: Maintaining accurate records.				
4d: Participating in a professional community.				
4e: Engages in professional development.				
4f: Showing professionalism.				
Overall rating for DOMAIN 4				

PSYCHOLOGIST FINAL RATING:

The signature of the evaluator and professional verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the professional do this by the end of the year.

School Psychologist Signature and Date:_____

Evaluator Signature and Date:_____

- o **Diagnostic Staff: For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code of Part 50, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.**

Name of Speech Pathologist: Name of Evaluator: Date of Evaluation: **U - Unsatisfactory NI - Needs Improvement P - Proficient E - Excellent**	1 U	2 NI	3 P	4 E
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge and skill in therapy areas				
1b: Establishing goals for therapy services				
1c: Demonstrating knowledge of regulations				
1d: Demonstrating knowledge of resources				
1e: Integrating therapy sessions				
Overall rating for DOMAIN 1				
DOMAIN 2: Environment				
2a: Establishing rapport with students				
2b: Organizing time				
2c: Establishing standards of conduct				
2e: Organizing physical space				
2f: Managing therapy services				
Overall rating for DOMAIN 2				
DOMAIN 3: Delivery of Services				
3a: Responding to referrals				
3b: Effectively conducts speech and language evaluations				
3c: Developing and implementing therapy services				
3d: Participates effectively in student staffing and team meetings.				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on practice				
4b: Collaborating with teachers and administration				
4c: Maintaining data management systems				
4d: Participating in a professional community				

4e: Engaging in professional development				
4f: Showing professionalism				
Overall rating for DOMAIN 4				

SPEECH PATHOLOGIST FINAL RATING:

The signature of the evaluator and professional verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the professional do this by the end of the year.

Speech Pathologist Signature and Date:_____

Evaluator Signature and Date:_____

- o **Diagnostic Staff: For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code of Part 50, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.**

	1 U	2 NI	3 P	4 E
Name of School Nurse: Name of Evaluator: Date of Evaluation: **U - Unsatisfactory NI - Needs Improvement P - Proficient E - Excellent**				
DOMAIN 1: Planning and Preparation				
1a. Demonstrating medical knowledge and skill in nursing techniques				
1b. Demonstrating knowledge of child and adolescent development				
1c. Establishing goals for the nursing program appropriate to the setting and the students served				
1d. Demonstrating knowledge of government, community, and district regulations and resources				
1e. Planning the nursing program for both individuals and groups of students, integrated with the regular school program				
1f. Developing a plan to evaluate the nursing program				
Overall rating for DOMAIN 1				
DOMAIN 2: Environment				
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for health and wellness				
2c. Following health protocols and procedures				
2d. Supervision of health associates				
2e. Organizing physical space				
Overall rating for DOMAIN 2				
DOMAIN 3: Delivery of Services				
3a. Assessing student needs				
3b. Administering medications to students				
3c. Promoting wellness through classes or classroom presentations				
3d. Managing emergency situations				
3e. Demonstrating flexibility and responsiveness				
3f. Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a. Reflecting on practice				
4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion				

4c. Communicating with families				
4d. Participating in a professional community				
4e. Engaging in professional development				
4f. Showing professionalism				
Overall rating for DOMAIN 4				

SCHOOL NURSE FINAL RATING:

The signature of the evaluator and professional verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the professional do this by the end of the year.

Speech Pathologist Signature and Date:_____

Evaluator Signature and Date:_____

- o **Diagnostic Staff: For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code of Part 50, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.**

	1 U	2 NI	3 P	4 E
Name of Therapist: Name of Evaluator: Date of Evaluation: **U - Unsatisfactory NI - Needs Improvement P - Proficient E - Excellent**				
DOMAIN 1: Planning and Preparation				
1a. Demonstrating knowledge of the discipline and of District, State, and Federal guidelines and regulations				
1b. Uses knowledge of his/hers specialty area to plan programs that meet students' needs				
1c. Establishes clear therapeutic goals to address the needs of the students				
1d. Identifies resources both within and outside the school district				
1e. Ensures the therapeutic program is coherent and integrated with the school programs to meet student needs				
1f. Develops plans t assess and improve the therapeutic services offered to students				
Overall rating for DOMAIN 1				
DOMAIN 2: Environment				
2a. Knows and develops positive and respectful interactions with students				
2b. Sets priorities and organizes time				
2c. Develops and promotes referral processes and procedures				
2d. Develops and enforces standards for student conduct				
2e. Organizes physical space to support program goals and activities				
Overall rating for DOMAIN 2				
DOMAIN 3: Delivery of Services				
3a. Assesses referred students				
3b. Implements treatment aligned with students' needs and goals				
3c. Ensures the use of therapeutic techniques and strategies in sessions and in classrooms				
3d. Uses data to adjust treatment during delivery of services				
3e. Demonstrates responsiveness to students' needs				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a. Reviews and reflects on practice to inform recommendations for improvement				
4b. Keeps accurate records and writes timely and appropriate reports				
4c. Communicates effectively with families and caregivers				

4d. Engages with the larger school and district community				
4e. Enhances professional capacity through ongoing professional learning				
4f. Demonstrates high standards of professionalism				
Overall rating for DOMAIN 4				

THERAPIST FINAL RATING:

The signature of the evaluator and professional verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the professional do this by the end of the year.

Speech Pathologist Signature and Date:_____

Evaluator Signature and Date:_____

- o **Diagnostic Staff: For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code of Part 50, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.**

APPENDIX A

WCES Social Worker

Domain 1 for Social Workers: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrating knowledge basic to the social work profession -Crisis intervention -Cultural, racial and ethnic diversity -Needs of at-risk children and children with disabilities -Environmental and biological factors that affect children's ability to function effectively in school	Social Worker displays little understanding or knowledge of social work practice in the areas listed	Social Worker displays basic knowledge of social work practice in the areas listed	Social Worker demonstrates thorough understanding of the content areas basic to the social work profession and takes a holistic view of the student's needs	Social Worker's knowledge of the content and practice in the areas basic to the social work profession are extensive, along with evidence of ongoing effort toward improved practice. Social Worker actively seeks opportunities to share his/her knowledge with other social work colleagues, teachers, administrators, parents, and the community at-large
Evidence:				
1b. Establishing goals for social work services appropriate to the setting and the students served.	Social Worker has no clear goals for services to be provided, or they are inappropriate to either the situation or the age of the students.	Social Worker goals for services are rudimentary and are partially suitable to the situation and to the age of the students. Some goals are measurable.	Social Worker goals for services are clear and appropriate to the situation in the school and to the ages of the students.	Social Worker goals for services are highly aligned and appropriate to the situation in the school and to the ages of the students, and have been developed following consultations with administrators and teachers. Goals are clearly measureable
Evidence:				
1c. Demonstrating knowledge of district, state, and federal guidelines	Social Worker demonstrates little or no knowledge of laws and regulations that guide social work procedures. Has minimal knowledge of the IEP process.	Social Worker demonstrates basic knowledge of laws and regulations that guide social work procedures and the IEP process.	Social Worker demonstrates thorough knowledge of laws and regulations that guide social work procedures and the IEP process.	Social Worker demonstrates extensive knowledge of laws and regulations that guide social work procedures and the IEP process. Social Worker demonstrates leadership in sharing this knowledge with colleagues.
Evidence:				
1d. Demonstrates knowledge of resources, both within and beyond the school and district	Social Worker demonstrates little or no knowledge of resources for students available through the school or district.	Social Worker displays awareness of resources for students available through the school or district, but no knowledge of resources available outside the district.	Social Worker displays thorough knowledge of resources for students available through the school or district, and has familiarity with community resources.	Social Worker knowledge of resources for students is extensive, including those available through the school, district, and larger community. Social Worker initiates and maintains professional contacts with a variety of service providers.
Evidence:				

1e. Plans and evaluates social work service delivery, which may include individual, group, classroom activities, and case management services.	Services consist of a random collection of unrelated activities, lacking cohesiveness or an overall structure. Social Worker does not evaluate or resists evaluation of services s/he provides.	Services have an overall structure, but some activities don't fit together or support broader goals. Social Worker does a basic evaluation of services s/he provides.	Services have a cohesive and overall structure that includes a number of worthwhile activities, which closely support the educational program. Evaluation of services is organized around clear goals and includes a collection of evidence.	Services are highly coherent and serve to support students individually, in groups, and across the educational program. Evaluation of services is highly sophisticated, with detailed sources of evidence, along with a plan to improve the program on an ongoing basis.
Evidence:				

Domain 2 for Social Workers: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a. Creating an environment of respect and rapport across settings.	Social Worker's interactions with students, parents, school personnel, and community agencies are negative or inappropriate. Social Worker does not communicate effectively with school teams.	Social Worker's interactions with students, parents, school personnel, and community agencies are generally appropriate. Communication with school teams is basic and inconsistent.	Social Worker's interactions with students, parents, school personnel, and community agencies are thoughtful, consistent, and sensitive to family issues. Communication with school teams is timely and collaborative. Social Worker appropriately communicates the needs of students.	Social Worker takes initiative to interact with students, parents, school personnel, and community agencies, and communication is consistent, effective, and sensitive to family issues. Social Worker provides leadership in collaboration with school personnel to advocate for students.
Evidence:				
2b. Organizing time effectively	Social Worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Social Worker's time management skills are moderately well-developed; essential activities are generally carried out, but not always in the more appropriate or efficient manner	Social Worker exercises good judgment in setting priorities, resulting in a well-organized schedule. Services are consistently provided, and done so in an efficient and supportive manner.	Social Worker demonstrates excellent time management skills, accomplishing all tasks in a seamless, integrated manner between different stakeholders, including students, parents, school personnel, and community agencies.
Evidence:				
2c. Maintains clear procedures for referrals, including special education evaluations and social work services	Social Worker does not follow or is unclear regarding procedures for referrals.	Social Worker has a basic understanding of procedures for referrals, and/or does not consistently follow referral and paperwork guidelines.	Social Worker clearly understands and follows procedures for referrals. Corresponding paperwork is completed appropriately and in a timely manner.	Social Worker clearly understands and follows procedures for referrals. Corresponding paperwork is thorough and completed in a timely manner.
Evidence:				

2d. Contributes to the culture of positive student behavior	Social Worker has established no standards of conduct for students in interactions. Does not assist teachers in behavior management planning.	Social Worker's efforts to establish standards of conduct in student interactions are partially successful. Is minimally helpful to teachers regarding student behavior plans.	Social Worker's standards of conduct in student interactions are established, clear and consistently effective with a variety of students. Is helpful to teachers in creating and/or implementing student behavior plans, based on students' need and IEP goals.	Social Worker works collaboratively with students and teachers to establish appropriate interventions that make lasting contributions to positive student, self-managed behavior. Social Worker demonstrates leadership skills with teachers in creating and implementing student behavior plans.
Evidence:				
2e. Organizing physical space	The physical environment is in disarray and unorganized. Documents are not maintained to ensure confidentiality.	The physical environment is not completely organized, and the social worker has difficulty keeping track of needed materials. Documents are not maintained to ensure confidentiality.	The physical space and materials are well-organized. Documents are maintained to ensure confidentiality.	The physical space is highly organized and materials are readily available. Documents are consistently maintained to ensure confidentiality.
Evidence:				

Domain 3 for Social Workers: Delivery of Services

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a. Responding to referrals; collaborates with students, parents, and school personnel	Social Worker fails to respond to referrals in a timely manner, and fails to collaborate and follow through with students, parents, and school personnel	Social Worker's response to referrals is basic, with inconsistent follow through, and minimal collaboration and interaction with student, parents, and school personnel.	Social Worker responds to referrals in a timely manner; collaboration and interaction with student, parents, and school personnel is evident.	Social Worker effectively and efficiently responds to referrals, which includes frequent collaboration and interaction with student, parents, and school personnel. Documentation of collaborative work is consistently evident.
Evidence:				
3b. Evaluating student needs and writing reports	Social Worker does not complete necessary case study evaluations, and/or selects inappropriate or insufficient instruments to the situation, and is unable to interpret data. Reports are incomplete and/or not completed in a timely manner.	Social Worker completes the basic requirements of the case study evaluation, selects instruments insufficient to the needs of the student, and has a basic understanding of evaluation data. Reports are sometimes completed in a timely manner.	Social Worker completes appropriate evaluations that contribute to the IEP process. Social Worker selects and interprets appropriate assessment tools and can effectively communicate their meanings in meetings. Social Worker consistently participates in meetings. Reports are completed in a timely manner.	Social Worker completes appropriate evaluations that highly contribute to the IEP process. Social Worker selects and interprets appropriate assessment tools; has depth in understanding and interpreting their results with meeting participants. Social Worker is an integral participant in the meetings. Reports are completed in a timely manner and used to assist staff members in IEP development.
Evidence:				

3c. Communication with families	Social Worker fails to communicate with families and secure necessary permission for evaluations or services and/or communicates in an insensitive manner	Social Worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Social Worker communicates with families and secures necessary permission for evaluations/services; communicates in a manner sensitive to cultural and linguistic traditions.	Social Worker secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Social Worker reaches out to families of students to enhance trust and to act as a liaison for student benefit.
Evidence:				
3d. Maintains accurate documentation	Social Worker neglects to maintain documentation of contacts with students, staff, and parents	Social Worker minimally maintains logs of contacts with students, staff, and parents	Social Worker maintains adequate logs of contacts with students, staff, and parents.	Social Worker maintains detailed logs of contacts with students, staff, and parents. Contacts with parents are noted on IEP, as appropriate. Relevant information is communicated with school personnel.
Evidence:				
3e. Demonstrates flexibility and responsiveness	Social Worker adheres to a plan or program, in spite of evidence of its inadequacy, or lack of student progress. Does not set appropriate service priorities.	Social Worker makes modest changes to a plan or program when presented with evidence of the need for change.	Social Worker makes revisions to services when they are needed.	Social Worker is continually seeking ways to improve services and makes changes as appropriate in response to student, parent, or teacher input
Evidence:				
3f. Demonstrates solution-focused response in crisis management	Social Worker fails to interpret crisis episode as worthy of follow-up. Is reluctant, inadequate, or makes no discernible intervention response.	Social Worker demonstrates rudimentary or only partially suitable response to a crisis. Is inconsistent in follow-up with family and staff.	Social Worker participates in the formation of a suitable plan to address a crisis. Communication with family and staff are effective and follow-up is completed.	Social Worker formulates a comprehensive and effective crisis plan, based upon individual student needs. Social Worker also collaborates with team members and initiates effective communication to inform all stakeholders.
Evidence:				

Domain 4 for Social Workers: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a. Reflecting on practice	Social Worker does not reflect on practice or the reflections are inaccurate or self-serving.	Social Worker reflects on practice, but is only moderately accurate and objective, lacks specific examples, and has only global suggestions as to how services might be improved.	Social Worker's reflections are accurate and objective, citing specific positive and negative characteristics. Social Worker makes some suggestions as to how the services might be improved.	Social Worker's reflections are highly accurate, detailed, and perceptive, citing specific examples that were not fully successful. Social Worker draws on an extensive repertoire to suggest alternative strategies.
Evidence:				

4b. Maintaining records and submitting them in a timely fashion	Social Worker's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Social Worker's reports, records, and documentation are generally accurate but are occasionally late.	Social Worker's reports, records, and documentation are accurate and are submitted in a timely manner, when needed.	Social Worker's approach to reports, records, and documentation is highly systematic and efficient and serves as a model for colleagues in other schools.
Evidence:				
4c. Communicates with families, maintains confidentiality, and upholds social work ethics	Social Worker has limited communication with families or intimidates them with excess use of professional terminology. Verbal presentation in meetings is not concise or focused. Conversations are insensitive to cultural or linguistic traditions or family issues. Fails to form relationships with parents.	Social Worker communication with families is partially successful as professional terminology is prevalent, unexplained, and/or presentation is lengthy. Conversations evidence occasional insensitivities to cultural and linguistic traditions or family issues. Have selective relationships with parents.	Social Worker communicates effectively with families. Use of educational terminology is limited and/or explained if used appropriately. Presentations are concise and delivery is professional. Communication is sensitive to cultural and linguistic traditions and family issues. Social Worker makes consistent efforts to form relationships with all parents.	Social Worker establishes trust with families due to exemplary communication skills, which include: appropriately used and explained educational terminology, concise and focused presentations in meetings within allotted time, consistently sensitive to cultural/linguistic traditions and family issues. Relationships are formed, even in difficult situations. Efforts to empower families to function as advocates for themselves and their children are evident.
Evidence:				
4d. Participating in a professional community	Social Worker's relationships with colleagues are negative or self-serving. Social Worker avoids being involved in school programs or committees.	Social Worker's relationships with colleagues are cordial. Social Worker participates in school/district programs or committees specifically when requested.	Social Worker maintains positive and productive relationships with colleagues. Social Worker actively participates in school/district events, programs, and committees.	Social Worker assumes a leadership role with colleagues. Social Worker makes a substantial contribution to school and district.
Evidence:				
4e. Engages in Professional Development	Social Worker does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Social Worker participation in professional development activities is limited to those that are convenient or required.	Social Worker seeks out opportunities for professional development, based on needs of students and/or individual assessment of personal needs.	Social Worker actively pursues professional development opportunities and makes a substantial contribution to colleagues by offering training and support.
Evidence:				
4f. Demonstrates professionalism and integrity	Social Worker displays dishonesty in interactions with colleagues, students, parents, and the public. Violates principles of confidentiality.	Social Worker is generally honest in interactions with colleagues, students, parents, and the public. Does not violate confidentiality.	Social Worker displays high standards of honesty and integrity in interactions with colleagues, students, parents, and the public. Maintains confidentiality	Social Worker demonstrates the highest standards of honesty and integrity in all aspects of his/her work and takes a leadership role among colleagues.
Evidence:				

4g. Appropriately advocates for students	Does not advocate appropriately for students.	Inconsistently advocates for students.	Appropriately and effectively advocates for students when needed.	Advocates effectively and appropriately for students and families.
Evidence:				

APPENDIX B

WCES School Psychologist

Domain 1 for School Psychologist: Planning and Preparation

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using standardized instruments and school based assessments to evaluate students	Psychologist uses limited standardized instruments and/or school based assessments to evaluate students to determine special education eligibility	Psychologist knows the proper situation in which to use standardized instruments, observations and/or school based assessments to evaluate students and accurately determine special education eligibility	Psychologist completes a thorough evaluation, communicates findings to the team, and demonstrates leadership in accurately determining special education eligibility
Evidence:				
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of age-appropriate and atypical child and adolescent development	Psychologist demonstrates some basic knowledge of age-appropriate and atypical child and adolescent development	Psychologist demonstrates thorough knowledge of age-appropriate and atypical child and adolescent development	Psychologist demonstrates extensive knowledge of age-appropriate and atypical child and adolescent development and can communicate the information effectively
Evidence:				
1c: Establishing goals for the psychology program appropriate to the setting and the students served.	Psychologist has no clear recommendations for goals, or they are inappropriate to the situation or age of the student	Psychologist's recommendations for goals are rudimentary and are partially suitable to the educational setting	Psychologist's recommendations for goals are clear and appropriate to the situation and age of the student, and has been developed with some consultation with staff	Psychologist's recommendations for goals are highly appropriate to the situation in the school and age of the student and have been developed through effective collaboration with staff
Evidence:				
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no awareness of governmental regulations or of resources for students available through the school	Psychologist demonstrates some awareness of governmental regulations and of resources available through the school, but no knowledge of resources available locally	Psychologist has knowledge of governmental regulations and of resources for students available through the school and has some familiarity with resources external to the district	Psychologist's knowledge of governmental regulations and of resources for students is extensive and includes community resources which are referenced effectively
Evidence:				
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologists participation in general education interventions and/or data review meetings is sporadic and provides little insight into prevention	Psychologist participates in general education data review meetings and gathers data to prevent movement to a more restrictive placement	Psychologist participates in general education data review meetings and analyzes data to prevent movement to a more restrictive placement	Psychologist participates in general education data review meetings and is able to analyze, interpret, and explain the data collected and recommend an effective intervention designed to prevent movement into a more restrictive placement
Evidence:				

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

Domain 2 for School Psychologist: The Environment

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Establishing rapport with students	Psychologist's interactions with students are negative, inappropriate, or ineffective; student appears uncomfortable in the testing environment	Psychologist's interactions are consistent in their effectiveness and efforts to develop rapport are partially successful	Psychologist's interactions with students are positive, respectful and effective; students appear comfortable in the testing environment	Students seek out the psychologist, reflecting a high degree of respect and trust
Evidence:				
2b: Establishing a culture for positive mental health throughout the school	Psychologist makes no attempt to promote a positive school climate	Psychologist's attempts to promote a positive school climate are partially successful among students and teachers	Psychologist promotes a positive school climate among students and teachers	The school psychologist guides students and staff in developing and maintaining a positive school climate
Evidence:				
2c: Establishing and maintaining clear procedures for referrals	Psychologist does not follow or is unclear regarding procedures for referrals and RtI services	Psychologist has a general idea of procedures for RtI and special education referrals, but the timelines are inconsistent and the psychologist requires reminders	Procedures for referrals are clearly understood and paperwork is completed and filed on time	Procedures for all referrals and corresponding paperwork are fully understood and completed with appropriate detail and filed on time
Evidence:				
2d: Establishes standards of conduct in the testing center	Psychologist engages in negative student interactions in response to student behaviors during an evaluation.	Psychologist observes and notes negative student behavior during an evaluation.	Psychologist monitors student behavior and responds to students in a manner that is appropriate and respectful.	Psychologist monitors student behaviors in a subtle and preventative manner and provides supports or incentives to promote appropriate behavior
Evidence:				
2e: Organizing physical space for testing of students and storage of materials	Testing protocols are not stored in a secure location and are not monitored for reordering in a timely manner	Tests and protocols are stored securely, but materials are not well organized and are difficult to find. Monitoring and reordering of protocols is inconsistent	Office space is well organized. Materials are stored in a secure location and protocols are monitored and reordered on time	Office space is highly organized and inviting. Materials are stored in a secure location and protocols are consistently monitored and reordered in a proactive manner
Evidence:				

Domain 3 for School Psychologist: Delivery of Service

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the referral questions	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the referral questions	Psychologist consults with colleagues, tailoring evaluations to the referral questions	Psychologist consults frequently with colleagues, contributing own insights, and tailoring evaluations to the referral questions
Evidence:				
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist does not follow established procedures for test administration	Psychologist does not consistently follow established timelines and safeguards	Psychologist ensures adherence to all procedures and safeguards when administering assessments	Psychologist is in full compliance with procedural timelines and safeguards when administering assessments and reminds others of timeline requirements
Evidence:				
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team. Timelines and/or meetings after an evaluation are not met	Psychologist inconsistently assumes leadership of the evaluation team; generally participates in an IEP meeting after an evaluation	Psychologist helps organize and lead the evaluation team and ensures graphs of data are available for IEP meetings.	Psychologist consistently organizes and leads the evaluation team, including scheduling IEP meetings, assembling and explaining data
Evidence:				
3d: Planning interventions to maximize student's likelihood of success	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of assessments	Psychologist may plan for student interventions, but plans are partially suitable or are sporadically aligned with student needs	Psychologist consistently plans suitable interventions which are directly aligned with student needs	Psychologist consistently develops comprehensive intervention plans for students which include many related elements aligned to student needs
Evidence:				
3e: Maintaining contact with physicians and community mental health service providers	Psychologist makes no effort to ensure contact with physicians and community mental health service providers.	Psychologist inconsistently ensures contact with physicians and community mental health service providers	Psychologist ensures contact with physicians and community mental health service providers	Psychologist ensures physician and community mental health service provider's recommendations are included in the student's IEP and services
Evidence:				
3f: Demonstrating flexibility and responsiveness	Psychologist selects an inappropriate evaluation plan or resists completing an evaluation	Psychologist uses a standard evaluation plan despite the specific reason for referral	Psychologist revises assessment plan based on new information or as data dictates.	Psychologist continually assesses evaluation plan and makes timely changes in response to data, and/ or parent/teacher input
Evidence:				

Domain 4 for School Psychologist: Professional Responsibilities

4a: Reflecting on Practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving	Psychologist's reflection of practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes specific suggestions as to how overall services to students can be improved	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies
Evidence:				
4b: Communicating with Families	Psychologist fails to communicate with families to secure necessary permission for evaluation or communicates in an insensitive manner	Psychologist's communication with families is moderately successful, with unexplained educational jargon. Conversations evidence occasional insensitivities to cultural or linguistic traditions. Permission for evaluations is obtained but family not informed of evaluation process and safeguards	Psychologist effectively communicates with families and any use of educational jargon is explained. Permission for evaluations is obtained in a timely manner and family is appropriately informed of evaluation process and safeguards	Psychologist effectively communicates with families, with thorough explanations which avoid the use of educational jargon. Conversations are highly respectful to cultural and linguistic traditions. Continuum of evaluation activities and permissions are secured in a timely manner and fully explained. Safeguards are thoroughly explained
Evidence:				
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location. Evaluation reports are not completed in time for IEP meetings	Psychologist's records are fairly accurate and somewhat detailed and are stored in a secure location. Reports and graphs of test results are inconsistently completed in time for IEP meetings	Psychologist's records are accurate, well organized, and stored in a secure location. Reports and graphs of test results are appropriately detailed and consistently completed for IEP meetings	Psychologist's records are highly detailed, consistently accurate, well organized, and stored in a secure location. Reports and graphs of test results are well-written, timely, and thoroughly explained at IEP meetings
Evidence:				
4d: Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects	Psychologist's relationships with colleagues are cordial, and psychologist participates in some school and district events and projects when specifically requested	Psychologist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues	Psychologist makes a substantial contribution to school and district events and projects, and earns a leadership role among colleagues
Evidence:				
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills	Psychologist's participation in professional development activities is limited to those that are convenient or required	Psychologist seeks out opportunities for professional development based on an individual assessment of need or on areas of focus in the school or district	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering in-services or training to colleagues
Evidence:				

4f: Showing professionalism	Psychologist acts inappropriately in interactions with colleagues, students, and the public, and/or violates principles of confidentiality	Psychologist engages in minimal positive interactions with colleagues, students, and the public; plays a minimal advocacy role for students, and does not violate confidentiality	Psychologist displays professional standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students	Psychologist demonstrates the highest standards of honesty, integrity, and confidentiality across all professional settings, consistently advocates for students and the district, and earns a leadership role among colleagues
Evidence:				

WCES Speech-Language Pathologist

Domain 1 for Speech-Language Pathologist: Planning and Preparation

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge and skill in therapy areas. maintains relevant certificate or area licensure.	SLP demonstrates little or no knowledge and skill in basic areas of receptive and expressive speech & language, articulation, voice, fluency and pragmatics; does not maintain necessary certificate or license	SLP demonstrates basic knowledge and skill in areas of receptive and expressive speech & language, articulation, voice, fluency and pragmatics; maintains necessary certificate or license.	SLP demonstrates thorough knowledge and skill in the areas of receptive and expressive speech & language, articulation, voice, fluency and pragmatics; maintains necessary certificate or license	SLP demonstrates extensive knowledge and skill in the area of receptive and expressive speech & language, articulation, voice, fluency and pragmatics; holds an advanced certificate, license or additional endorsements.
Evidence:				
1b: Goals established for therapy services are appropriate to the setting and the students served	SLP goals for therapy services are inappropriate to either the situation or the age of the students.	SLP goals for therapy services are rudimentary, and are partially suitable to the situation and the age of the students.	SLP goals for therapy services are clear and appropriate to the situation and the age of the students.	SLP goals for therapy services are highly appropriate to the situation and the age of the students, and have been developed following best practices.
Evidence:				
1c: Demonstrates knowledge of district, state and federal regulations and guidelines	SLP demonstrates little or no knowledge of special education laws and procedures.	SLP demonstrates basic knowledge of special education laws and procedures.	SLP demonstrates thorough knowledge of special education laws and procedures.	SLP's knowledge of special education laws and procedures is extensive; SLP takes a leadership role in reviewing and revising district policies.
Evidence:				
1d: SLP demonstrates knowledge of resources, both within and beyond the school district	SLP demonstrates little or no knowledge or resources for students available through the school or district.	SLP demonstrates basic knowledge of resources for students available through the school or district.	SLP demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district.	SLP demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Evidence:				
1e: SLP's planning of therapy sessions integrates with the general education program, to meet the needs of individual students.	SLP's therapy sessions consist of a random collection of unrelated activities, lacking coherence or an overall structure and do not link to overall goals and benchmarks.	SLP's therapy sessions include a number of activities, but they don't match student's IEP goals and benchmarks.	SLP has developed therapy sessions that included aligned activities that address student's goals and benchmarks	SLP's therapy session is highly coherent, addresses students goals and benchmarks and coordinate with classroom units and/or vocabulary.
Evidence:				

Domain 2 for Speech-Language Pathologist: The Learning Environment

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Establishing rapport with students	SLP's interactions with students are negative, inappropriate, or ineffective; students appear uncomfortable in the therapy and/or testing environment.	SLP's interactions are inconsistent in their effectiveness and efforts to develop rapport are partially successful in the therapy and/or testing environment	SLP's interactions with students are positive, respectful and effective; students appear comfortable in the therapy and/or testing environment.	SLP's interactions with the students are positive and respectful; students are comfortable in the evaluation and therapy setting as evidenced by seeking out the SLP, cooperating during expected tasks, and coming to scheduled therapy sessions with a positive demeanor
Evidence:				
2b: Organizing time effectively	SLP exercises poor judgment in setting priorities regarding service delivery, resulting in poor management of allotted therapy time.	SLP has some organizational skills to meet deadlines for evaluations and meetings, resulting in adequate management of allotted therapy time.	SLP has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, resulting in adequate management of allotted therapy time.	SLP is highly organized and meets deadlines for evaluating students, completing meetings, and providing therapy in a timely manner, as well as utilizing time for other duties that will assist in meeting the needs of students at their school.
Evidence:				
2c: Establishing standards of conduct in the school setting	SLP does not follow district standards of conduct and or disregards/fails to address negative student behavior during an evaluation and therapy.	SLP attempts to monitor and correct negative student behavior during an evaluation and therapy are partially successful.	SLP monitors student behavior against district standards and response to students is appropriate, respectful and timely.	SLP's monitoring of student behaviors is subtle and preventive and students engage in self-monitoring of behaviors. Age appropriate positive reinforcement is consistently provided.
Evidence:				
2d: Organizing physical space for testing of students and providing therapy	The SLP's work area is disorganized and poorly suited to student needs.	Tests and protocols are stored securely. Materials are not well organized.	The work area is well organized, and is appropriate for student needs.	The testing area is highly organized and is inviting to students.
Evidence:				
2e: Managing therapy procedures including instructional groups, material/supplies, and transitions	SLP does not form appropriate therapy groups, materials/supplies are not prepared and ready for use. SLP does not manage transitions or time effectively in therapy sessions.	SLP does not consistently form appropriate therapy groups and materials & supplies are not consistently prepared or ready for use. SLP does not manage transitions effectively or time in therapy sessions.	SLP forms appropriate therapy groups, has materials & supplies prepared and effectively manages transitions. Time is managed effectively in therapy sessions.	SLP forms appropriate therapy groups, has materials & supplies prepared in advance and effectively manages transitions. Time is effectively managed in therapy sessions and students are engaged and responsive to activities.
Evidence:				

Domain 3 for Speech-Language Pathologist: Delivery of Service

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Responding to referrals, and evaluating student while following established procedures.	Procedures for referrals are not followed. SLP fails to respond to referrals in a timely manner.	SLP follows established procedures, but not in a timely manner.	SLP responds to referrals in a timely manner using district procedures, maintaining clear communication with parents and colleagues.	SLP is highly organized and is efficient with processing referrals using established procedures. Consistent communication with parents and colleagues is evident.
Evidence:				
3b: Effectively conducts speech/language evaluations and makes appropriate recommendations.	SLP makes hasty assessments of students needs without input from teachers and parents.	SLP evaluates student but evaluation does address student needs sufficiently.	Evaluations consider language, articulation, voice, fluency, and social pragmatic skills incorporating information from other sources.	Evaluations consider language, articulation, voice, fluency, and social pragmatic skills in depth incorporating information from other sources.
Evidence:				
3c: Developing and implementing therapy services to maximize student's success	SLP fails to develop and or implement therapy services suitable to students, or services are mismatched with the findings or assessments. There is little communication with classroom teacher.	SLP's services for students are partially suitable for them or inconsistently address identified needs. Basic communication with classroom teacher evident.	SLP services for students are suitable for them, and consistently address identified needs. Communication with educational team and parents is consistent.	SLP develops and implements comprehensive services for students, finding ways to creatively meet student's needs and incorporate goals across the curriculum. Communication with team and parents is consistent and timely.
Evidence:				
3d: Participates effectively in student staffing and team meetings.	SLP fails to communicate effectively with families and staff using professional language and behavior.	SLP communicates with families and staff but the information is not always relayed in a professional manner or takes into consideration cultural, socio-economic and linguistic factors.	SLP communicates with families and staff and takes into consideration cultural, socio-economic and linguistic factors.	SLP Initiates communication with parents in a professional manner while being thoughtful of cultural, socio-economic and linguistic factors and provides outside information on resources and training to address the student's communication needs.
Evidence:				

Domain 4 for Speech-Language Pathologist: Professional Responsibilities

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	SLP's reflection of practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how overall services to students can be improved.	SLP's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire to suggest alternative strategies.
Evidence:				
4b: Collaborating with teachers and administrators	SLP is not available to consult with staff to help them better understand and work with particular students as related to speech services.	SLP is available to consult with staff to help them better understand and work with particular students as related to speech services.	SLP initiates contact with teachers regarding questions and planning to help them better understand and work with particular students as related to speech services. The SLP confers with administrators (when needed) and acts on those discussions in a timely and effective manner.	SLP seeks out teachers and administrators to confer regarding cases, soliciting their perspective on individual students and acts on those discussions in a timely and effective manner to improve services for the student. SLP shares information with colleagues freely to improve skills among colleagues.
Evidence:				
4c: Maintaining effective data management systems	SLP's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to therapy when needed.	SLP has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to therapy when needed.	SLP has developed an effective data management system for monitoring student progress; often uses it to make adjustments to therapy when needed.	SLP has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to therapy when needed. SLP uses the system to communicate with teachers and parents
Evidence:				
4d: Participating in a professional learning community	SLP's relationships with colleagues are negative or self-serving, and SLP avoids being involved in school and district events and projects even when requested.	SLP's relationships with colleagues are cordial, and SLP participates in school and district events and projects when specifically requested.	SLP's participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	SLP makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Evidence:				

4e: Engaging in professional development	SLP does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	SLP's participation in professional development activities is limited to those that are convenient or are required.	SLP seeks out opportunities for professional development based on an individual assessment of need or areas being focused on by team or school.	SLP actively pursues professional development opportunities and make substantial contribution the profession through activities as offering in- services or training to colleagues.
Evidence:				
4f: Showing professionalism	SLP displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	SLP is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	SLP can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence:				

WCES Certified Early Childhood Teacher

Domain 1: WCES Early Childhood Teacher - Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy --- Knowledge of content and the structure of discipline Knowledge of prerequisite relationships Knowledge of content related pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher displays little understanding of prerequisite knowledge important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Lesson plans indicate identical instructional strategies for each student with no individualized instruction to target individual educational program (IEP) objectives.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. Teacher plans indicate students with multiple disabilities; however, plans list the name of the curriculum with a list of activities during that time period.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher demonstrates accurate understanding of prerequisite relationships among topics. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. Plans include multimodal strategies to enhance non-preferred skills/activities and to provide explicit instruction in compensatory strategies.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. When preparing materials for classroom activities, the teacher has made a variety of accommodations. Differentiated materials are not obvious to peers.

Evidence:

1b: Demonstrating Knowledge of Students	Teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage—and does not indicate that such knowledge is valuable.	Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage yet may apply this knowledge not to individual students but to the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students.	Teacher understands the active nature of student learning and acquires information about levels of development for individual students.
Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs	The teacher does not plan to incorporate information about individual students' IEP and learning goals when planning daily lessons.	The teacher knows the students who have IEPs and has read their learning goals but has not purposefully planned to differentiate for these student learning needs in the planning process.	Teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage. The teacher has read the IEPS and supporting documents for each of her students, and her plans reflect customization to address the unique learning and behavioral objectives contained in each IEP. The teacher jointly plans with his/her co-teacher, inserting directly on the lesson plan, modifications and accommodations defined in the IEP for each of the inclusion students, and identifying each student by initials followed by specific modifications and accommodations to be implemented.	Teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage. The teacher regularly creates IEP based adapted assessment materials for several students needing accommodations. The teacher plans his/her lesson with three different follow-up activities designed to meet the varied ability levels of his/her student. The special education teacher routinely makes home visits to assess the impact of the student's disability on the family, as well as to promote her student's independent functions in the home and community.

Evidence:

1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. Outcomes are stated as student activities, rather than for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. The teacher decides all learning outcomes for the whole class without considering individual student needs.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. The outcomes are written with the needs of the "middle" group in mind; however, however, students' IEP, cultural or social/emotional needs are not addressed.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. The teacher writes outcomes in a way that allows groups or individual students to approach activities at their levels or learning modalities.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. The teacher reviews goals and modifies project objectives and expectations to align with students' IEP, cultural or social needs.
Evidence:				
1d: Demonstrating Knowledge of Resources Resources for classroom use. Resources to extend content knowledge and pedagogy. Resources for students	Teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is teacher aware of resources for expanding one's own professional skill. The teacher does not seek out school, district, or community resources beyond the classroom to enhance curriculum/activities. The teacher plans to use only two-dimensional, pictorial representation, when teaching new concepts to her students.	Teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. The teacher thinks students would benefit from hearing from a professional and contacts a specific professional to visit the classroom, as he/she relates to the curriculum/activities. The teacher plans to use concrete objects, along with picture charts, when teaching new concepts to her students.	Teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet for classroom use and for extending one's professional skill, and seeks out such resources. The teacher takes district, community or university classes or workshops to increase overall knowledge of specific concepts and teaching strategies The teacher utilizes videos, along with physical demonstrations, when teaching new concepts. The teacher may also have the student participate in a hands-on activity in the classroom, when teaching new concepts to her students.	Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. The teacher coordinates a professional learning community (PLC) within the school and expands it by creating a web presence to share ideas on national and international levels. The teacher organizes field trips and expert visits in the community, as they relate to new concepts. (fire department, ambulance, doctors, dentists, etc.)
Evidence**:**				

| 1e: Designing Coherent Instruction

Learning activities

Instructional materials and resources

Instructional groups

Lesson and unit structure | Learning activities are poorly aligned with the instructional outcomes.

Learning activities do not follow an organized progression.

Learning activities are not designed to engage students in active intellectual activity.

Learning activities have unrealistic time allocations.

Instructional groups are not suitable to the activities and offer no variety. They indicate: lecture, activity, or test, along with page numbers in the text. | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.

Instructional groups partially support the activities, with some variety.

The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some time allocations reasonable.

Lesson plans are well formatted, but the timing for many activities are typically too short to focus deeply upon the key concepts. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students.

The learning activities have reasonable time allocations.

Learning activities represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

Group members are selected by their ability level and learning style based on formative and assessment data and what she knows about how they learn best for group activities. | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity.

Activities are appropriately differentiated for individual learners.

Instructional groups are varied appropriately, with some opportunity for student choice.

The lesson plan clearly indicates concepts taught in the last few lessons; the teacher plans for his/her students to link the current lesson outcomes to those they previously learned. |
|---|---|---|---|---|
| Evidence: | | | | |
| 1f: Designing Student Assessments

Congruence with instructional outcomes

Criteria and standards

Design of formative assessment

Use for planning | Assessment procedures are not congruent with instructional outcomes.

Assessment procedures contain no criteria by which student performance will be assessed.

Teacher has no plan to incorporate formative assessment in the lesson or unit.

There is no evidence of benchmarking of the achievement of IEP objectives. | Assessment procedures are partially congruent with instructional outcomes.

Assessment criteria and standards have been developed, but they are not clear.

Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.

The teacher takes data of student performance and moves on to the next module of instruction. She may indicate to the extent of achievement of IEP objectives, but does not analyze the data for further planning purposes. | All the instructional outcomes may be assessed by the proposed assessment plan.

Assessment methodologies may have been adapted for groups of students.

Assessment criteria and standards are clear.

Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

The teacher graphs data from discrete trial sessions, charting rate of progress, as well as, individual skill acquisition across multiple settings. She uses these data to make instructional decisions. Evidence is benchmarked on the IEP objectives. | All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work.

The plan contains evidence of student contribution to its development.

Assessment methodologies have been adapted for individual students as the need has arisen.

The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

The teacher designs and/or uses instruments to measure growth in concert with other teachers and with input from students' families.

The teacher creates a system which allows students to chart their growth and set their own learning goals. |

Evidence:

Domain 2: WCES Early Childhood Teacher - The Classroom Environment

	Unsatisfactory	Basic	Proficient	Excellent
2a: Creating an Environment of Respect and Rapport Teacher interactions with students, including both words and actions Student interactions with other students, including both words and actions	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. The teacher does not communicate expectations for respectful behavior. The teacher ignores or does not intervene in disrespectful interactions. The teacher does not call students by their individual name OR use any background information when interacting with students. The teacher uses harsh and intimidating language throughout the day.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral. The teacher responds inconsistently to disrespectful behavior. She communicates some positive classroom expectations but does not model an alternative approach to disrespectful student behaviors. The teacher uses student names during instruction but only limited linkages to student interests/needs during directions or interactions. The teacher inconsistently engages her students in verbal exchanges, most often relying exclusively on physical prompting without verbal interaction.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for teacher. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. The teacher often models and reminds students of classroom expectations in a warm manner. The teacher often uses background information based upon group or individual student interests/needs when talking with students. The teacher uses positive behavioral supports to reinforce the use of social courtesies and provides direct instruction to support the acquisition of replacement behaviors.	Classroom interactions between teacher and students and among students are highly respectful, reflecting warmth, caring and sensitivity to students as individuals. Students exhibit respect for teacher and all members of the class. The net result is an environment where all students feel valued. Students model or enforce the classroom expectations with limited or no prompting by the teacher. The teacher consistently expresses interest in individual children and engages in frequent conversations with each student inquiring about their interests. The teacher infuses self-management strategies into the classroom routines. The teacher works with her team to identify triggers for each student that might lead to behavioral incidents.

Evidence:

2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand.	The classroom culture is characterized by little commitment to learning by teacher or students.	The classroom culture is a place where learning is valued by all, with high expectations for both learning and hard work the norm for most students.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning.
Importance of the content and of learning	Hard work is not expected or valued.	Teacher conveys that student success is the result of natural ability rather than hard work.	Students understand their role as learners and consistently expend effort to learn.	Teacher conveys high expectations for learning by all students and insists on hard work.
Expectations for learning and achievement	Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	Classroom interactions support learning and hard work and the precise use of language.	Students assume responsibility for high quality for learning by initiating improvements and/or assisting peers in their precise use of language.
Student pride in work	Skills are taught in isolation rather than as part of themes, project-based learning, or other integrated learning strategies.	Teachers select themes based on tradition rather than children's interests or relevancy in their world.	Teachers select themes based on current events but expand on them.	Children's interests and experiences guide instruction. All content areas are integrated.
	The teacher does not demonstrate an understanding of children's individual needs.	The teacher occasionally demonstrates an awareness of children's individual needs.	Students are engaged during large group meeting times. Teacher demonstrates an awareness of individual needs by adjusting the pace of the lesson as needed.	Teacher intentionally supports children's investment in their own learning by encouraging them to reflect on and evaluate their work AND the teacher intentionally adjusts the pace and content of activities to meet the needs of individual children and her learning objectives.
	Teacher introduces uniform concepts in whole group settings with the same expectations for all regardless of student's abilities or interests.	Teacher visually or verbally acknowledges that the entire group isn't engaged but doesn't adjust her focus to meet the needs of all the children.

The teacher's primary concern is to complete the task at hand. There is little opportunity for individual expression or accommodation for differing abilities or interests. | Teacher's expectations supports children's various types of learning by integrating content across domains. | |

Evidence:

2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures.	Some instructional time is lost due to only partially effective classroom routines and procedures.	There is little loss of instructional time due to effective classroom routines and procedures.	Instructional time is maximized due to efficient and seamless classroom routines and procedures.
Management of instructional groups	There is little or no evidence of teacher's managing instructional groups and transitions and/or handling of materials and supplies, effectively.	Teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning.	Teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful.	Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies.
Management of transitions	There is little evidence that students know or follow established routines.	With regular guidance and prompting, students follow established routines.	With minimal guidance and prompting, students follow established classroom routines.	Routines are well understood and may be initiated by students.
Management of materials and supplies	The shelves are cluttered and disorganized. Centers are not easily accessible and easily found by teachers and students.	Materials are ready but in insufficient quantity, or students do not have adequate space to use the materials.	Teacher is prepared and organized with all materials needed. Teacher has an adequate supply of materials accessible to teacher and the students.	Throughout the classroom and during all lesson activities, the teacher has provided a differentiation of materials that support the range of student abilities, interests, and needs in the classroom.
Performance of classroom routines	Teacher does not have the needed materials ready for use and students have to wait while teacher gets the materials.	Teacher interrupts the lesson to get more materials.	Teacher is intentional to recruit family and other community volunteers who represent the diversity of cultures, races/ethnicities in the classroom and community.	Students are observed interacting equilaterally with teacher and assistants.
	At center time, students cannot easily identify the centers and do not know where to go. Or, toys, learning materials and resources are not readily available, or are dirty or broken.	There is not a sufficient amount of toys, materials, gross motor items for students to engage in causing students to sit idly or wonder around the room or on the playground.	Teacher assistants, volunteers have some opportunities for supporting students' instructional needs.	The collaboration between the students and the adults in the room is seamless, and productively engages student learning without a clear delineation of the different roles.
	Teacher and teacher assistants seem to operate independently of each other with no coordinated efforts to support the students.	Teacher and teacher assistants are partially coordinated in their engagement with the students. Teacher is always directing the assistants or volunteers.		
	Teacher does not see or does not correct an assistant, if they commit a harmful behavior on or use harmful language to a student.	Teacher does the instructional work, while assistants and volunteers do non-instructional work		
Evidence:				

2d: *Managing Student Behavior* Expectations Monitoring of student behavior Response to student misbehavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. The teacher does not prevent or redirect student verbal or physical outbursts, allowing behaviors to escalate. Some students can be seen harming other students.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. The teacher makes minimal effort to teach and reinforce socially acceptable behaviors. Teacher attempts to keep track of student behavior, but with no apparent system.	Student behavior is generally appropriate. Teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. The teacher engages students with behavioral disabilities in analyzing and monitoring their own behavior.
Evidence:				
2e: *Organizing Physical Space* Safety and accessibility Arrangement of furniture and use of physical resources	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. The learning centers are not organized with materials/supplies labeled and many materials in tubs are broken or missing.	The classroom is safe, and essential learning is accessible to most students. Teacher makes modest use of physical resources, including computer technology. Teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. The learning center resources are not organized with materials/supplies but the resources are consistently labeled so that students can work independently of teacher.	The classroom is safe, and students have equal access to learning activities. Teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. The learning centers are organized and materials/supplies visually labeled with colored pictures or flowcharts for students to use independent of the teacher.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. Teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. Students maintain the learning centers by using the center's colored pictures or flowcharts that highlight how the center should look before moving to the next one.
Evidence:				

Domain 3: WCES Early Childhood Teacher – Instruction

	Unsatisfactory	Basic	Proficient	Excellent
3a: Communicating with Students Expectations for learning Directions for activities Explanations of content Use of oral and written language	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. Teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. Teacher's spoken or written language contains errors of grammar or syntax. Teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Students are physically directed from one learning center to another. The teacher does not attempt to use verbal, sign, or pictorial language to alert and convey information to students.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. Teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. Teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. Teacher rarely takes opportunities to explain academic vocabulary. The teacher gives verbal direction to the students but does not use clear language when giving directions.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. Teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. Teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. Teacher's use of academic vocabulary is precise and serves to extend student understanding. Directions are free from the use of idiomatic expressions. Directions are concise and delivered after the teacher has secured attention, including quiet hands, and their visual orientation to her.	Teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. Teacher's spoken and written language is expressive, and teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Evidence:				

| 3b: Using Questioning and Discussion Techniques

Quality of questions/prompts

Discussion techniques

Student participation | Teacher's questions are of low cognitive challenge.

Teacher's questions have single correct responses and are asked in rapid succession.

Interaction between teacher and students is predominantly recitation-style, with teacher mediating all questions and answers.

Teacher accepts all contributions without asking students to justify their reasoning.

Only a few students participate in the discussion.

All discussion is done whole group with all interactions being directed solely at and by the teacher.

The teacher speaks for her students; asking and answering questions and making choices for them. | Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.

Alternatively, teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.

Teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

Most discussion is done whole group with a few opportunities for pairs to "turn-n-talk" to each other but no follow-up from the paired discussion.

The teacher asks simple yes/no questions and does not require students to use known vocabulary. | While teacher may use some low-level questions, he or she poses questions designed to promote student thinking and understanding.

Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.

Teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Most discussion moves from whole group key concepts/ideas/experiences, to applications in pairs or small groups, and then back to whole group review with individual accountability at some time during the discussion.

The teacher programs communication boards with targeted vocabulary words or icons related to a theme; which allows students to use full sentences to respond. | Teacher uses a variety or series of questions or prompts to challenge students cognitively.

Students formulate many questions.

Students may initiate topics, challenge one another's thinking, and make unsolicited contributions.

Students themselves ensure that all voices are heard in the discussion.

Discussion moves from whole group with key concepts/ideas/experiences, to partner discussion and then moves into small group discussions that are student led with the teacher only offering prompts to keep the conversation on point.

The teacher uses technology that displays both written and picture symbols in a sentence in order to participate in class activities. |
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| **Evidence:** | | | | |

| 3c: Engaging Students in Learning

Activities and assignments

Grouping of students

Instructional materials and resources

Structure and pacing | The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes.

The learning tasks/activities, materials require only rote responses, with only one approach possible.

The groupings of students are unsuitable to the activities.

The lesson has no clearly defined structure.

The teacher talks to the students during the duration of center time with no opportunity for students to try out the new learning while in centers.

Most students disregard the activities given by the teacher; it appears to be much too difficult for them. The teacher makes no adaptations. | The learning tasks and activities require only minimal thinking by students.

Tasks give for little opportunity for students to explain their thinking, allowing them to be passive or compliant.

The groupings of students are moderately suitable to the activities.

The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."

The teacher holds the materials while explaining the center activities allowing only one third of the scheduled time for students to participate in the activity.

Some of the students are figuring out how to complete the activity; the others seem to be unsure how they should proceed. The teacher gives all the students' additional time to figure out the assignment, but does not offer additional guidance for completing the task. | The learning tasks and activities are activities are fully aligned with the instructional outcomes.

Learning tasks are designed to challenge student thinking, inviting students to make their thinking visible.

There is active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement.

The groupings of students are suitable to the activities.

The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

The teacher appropriately provides explanations so that center time provides opportunities for students to interact and share their work.

The activity is differentiated for students. Almost all of the students are able to complete the activity. The teacher has prepared extension activities to support all students. | Virtually all students are engaged in challenging content through well-designed learning tasks.

The learning tasks/activities require complex thinking on the part of the student.

Teacher challenges students to explain their thinking.

There is evidence of some student contributions to the exploration of important content.

The lesson has a clearly defined structure and the pacing of the lesson provides students the time needed to reflect upon their learning.

The teacher provides explanations and vocabulary necessary during center activities and promotes student interaction to problem solve and find solutions.

The activity is differentiated for students. Almost all of the students are able to complete the activity. The teacher has prepared extension activities to support all students, OR students are provided opportunities to create their own extension activities. |
|---|---|---|---|---|

Evidence:

3d: Using Assessment in Instruction Assessment criteria . Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress	Students do not appear to be aware of the assessment criteria. There is little or no monitoring of student learning. Feedback is absent or of poor quality. Students do not engage in self- or peer assessment. Teacher doesn't ask questions to check for understanding. The teacher does not collect data on learning outcomes. Student performance is usually physically prompted, yielding little information on students' ability to perform skills independently. The teacher instructs the instructional assistants that all students will "need assistance" throughout the activity.	Students appear to be only partially aware of the assessment criteria. Teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. The teacher asks students if any of them have a question and then quickly moves on without allowing time for the students to formulate a question. Although the teacher keeps data on student performance, she continues to "teach" skills for which the students have demonstrated mastery and does not move them along the curriculum.	Students appear to be aware of the assessment criteria. Teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups of students is accurate and specific. Some students engage in self-assessment. The teacher circulates during center time, small-group or independent work, offering suggestions to students based upon reviewing the group's work. The teacher graphs raw student data and analyzes skill acquisition, as well as rate of progress. She cross-references the context in which the skill was learned and the reinforcers applied.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. Teacher successfully differentiates instruction to address individual students' misunderstandings. The teacher circulates during small group or independent work and asks intentional questions designed to explore relationships and deepen student understanding of their work. The teacher tests for generalization of skills in novel contexts by ending a lesson with a "puzzler" requiring the students to apply the concept that was just taught.
Evidence:				

| 3e: Demonstrating Flexibility and Responsiveness

Lesson adjustment

Response to students

Persistence | Teacher adheres rigidly to an instruction plan in spite of evidence of poor student understanding or students' lack of interest.

Teacher ignores student questions.

When students have difficulty learning, teacher blames them or their home environment for their lack of success.

The teacher continues to present the lesson even though five of her six students are engages in rocking and humming. | Teacher attempts to adjust the lesson to accommodate and respond to student questions and interests with mixed results.

Teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use.

The teacher interrupts her small-group lesson in order to gain student attention, but when students quickly revert to self-stimulatory behaviors, she continues with the learning activity without further adjustment. | If impromptu measures are needed, teacher makes a minor adjustment to the lesson and does so smoothly.

Teacher successfully accommodates student questions and interests.

Drawing on a broad repertoire of strategies, teacher persists in seeking approaches for students who have difficulty learning.

When a student begins to demonstrate frustration and anger when being taught a challenging new skill, the teacher modifies the activity and quickly inserts well established, mastered, learning routines such as gestural imitation, so that the student experiences immediate success. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests.

Teacher successfully adjusts and differentiates instruction to address individual student misunderstandings.

Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, teacher persists in seeking effective approaches for students who need help.

The teacher "reads" a behavioral trigger that most often precedes a tantrum. She swiftly engages the student in a self-calming routine and reinforces him for his positive engagement. |
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| Evidence: | | | | |

Domain 4: WCES Early Childhood Teacher - Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Excellent
4a: Reflecting on Teaching Accuracy Use in future teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes Teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. In commenting on lesson effectiveness, the teacher says, "well, we made it through the lesson without any cursing or throwing of objects".	Teacher has a generally accurate impression of a lesson's effectiveness. Teacher knows the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. The teacher tells the observer that he is sure the lesson could be improved but is uncertain of the differences in levels of understanding with the class. He states he does not know where to begin to make improvements	Teacher makes an accurate assessment of a lesson's effectiveness. Teacher understands the extent to which the lesson achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Reflecting on the student's response to the lesson, the teacher inserts notes in his lesson plan regarding revisions she will make to the next day's activities. She indicates individual modification to employ next to each student's initials.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes. The teacher cites many specific examples from the lesson and weighs the relative strengths of each Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. The teacher seeks out a colleague to help address some concerns she has regarding several students' lack of progress in a certain activity. She then asks the supervisor for permission to sit in during a prep period, on a lesson being taught by grade level peers.

Evidence:

4b: Maintaining Accurate Records Student completion of assignments Student progress in learning Non-instructional records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, the result being errors and confusion. The teacher has not established any communication resource for parents to access student learning and development information. No visual documentation of student work is available. The teacher cannot locate hard copies of material when a communication devices' is unavailable. She and the team try to recreate the material from memory.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by teacher, prone to errors. The teacher has developed a web-based linkage for parents to access information about individual student learning and development but only updates on a quarterly basis. Visual documentation of student work is available though not frequently updated. The teacher has made a check mark next to IEP objectives that have been addressed. The notations do not include information on the level of mastery.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. The teacher creates a link on the class website where parents can check on a regular basis individual student learning and development progress. Visual documentation of student work is accessible for students/parent review and is regularly updated by teacher. The teacher graphs data from quarterly benchmarking and annotates the IEP to reflect whether a skill has been master at the independent level or whether prompting is still needed.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records. The teacher has checked with the parents to see who would prefer to have on-line versus paper updates on student learning and development progress and uses their preferred format. Visual documentation is regularly shared by teacher with students and is organized and/or reviewed by students (and parents as requested). The teacher embeds data from her assessment protocols in the Present Level of Performance sections of her students; IEPs. During the annual review she establishes a clear link between assessment results and recommendations for both goals and objectives.

Evidence:

| 4c: Communicating with Families

Information about the instructional program

Information about individual students

Engagement of families in the instructional program | Teacher provides little information about the instructional program to families.

Teacher's communication about students' progress is minimal.

Teacher does not respond, or responds insensitively, to parental concerns.

Families are unaware of their children's progress.

There is some culturally inappropriate communication.

The teacher does not provide opportunities for parents to be involved in the classroom

Teacher does not organize a method for families to share student/family information with teacher in support of their child's learning needs.

The teacher sends home disciplinary notices and calls home to report misbehavior but does not otherwise communicate with families. | Teacher makes sporadic attempts at communication with families about the instructional program.

Teacher makes sporadic attempts to communicate progress of individual students, but does not attempt to engage families in the instructional program.

The communication that does take place may not be culturally sensitive to those families.

School or district-created materials about the instructional program are sent home.

Teacher maintains school-required grade book but does little else to inform families about student progress.

The teacher provides only "during the day" opportunities for parents to be involved in the classroom.

The teacher sends home a list of possible accommodations and modifications that might be employed throughout the day. The list is lengthy and generic and does not inform the parents of specific strategies that are relevant to their child. | Teacher provides frequent and appropriate information to families about the instructional program.

Teacher conveys information about individual student progress in a culturally sensitive manner.

Teacher makes some attempts to engage families in the instructional program.

Teacher regularly makes information about the instructional program available.

Teacher develops activities designed to successfully engage families successfully and appropriately in their children's learning.

At the beginning of the school year and at parent conferences, the teacher provides a variety of ways for families to be involved directly or to support the classroom.

The teacher gathers information from families in preparation for the IEP. She gathers data by making phone calls, sending home questionnaires, or sending emails. The teacher documents parent concerns, and desired goals for inclusion in the net IEP conference. | Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.

Teacher responds to family concerns with professional and cultural sensitivity.

Teacher's efforts to engage families in the instructional program are frequent and successful.

Students contribute to regular and ongoing projects designed to engage families in the learning process.

The teacher uses sign-up genius surveys on a regular basis for parents to identify roles for participation in the classroom.

During conferences, the teacher seeks parent input regarding skills that would be important for their child's participation in family events. The teacher will begin to work on those skills. |

Evidence:

| 4d: Participating in the Professional Community

Relationships with colleagues

Involvement in a culture of professional inquiry

Service to the school

Participation in school and district projects. | Teacher's relationships with colleagues are negative or self-serving.

Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.

Teacher avoids becoming involved in school events or school and district projects.

The teacher does not regularly attend the PLC literacy team meetings due to "something coming up" in the classroom (even though the PLC meeting is during a common planning time).

The teacher does not attend any school function after the dismissal bell. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.

Teacher participates in the school's culture of professional inquiry when invited to do so.

Teacher participates in school events and school and district projects when specifically asked.

The teacher regularly attends the PLC literacy team meetings and adds ideas to the discussion when 'called upon' by different colleagues to share.

The teacher participates in after school meetings when specifically requested to by principal or instructional coach. | Teacher's relationships with colleagues are characterized by mutual support and cooperation.

Teacher actively participates in a culture of professional inquiry.

Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

The teacher reviews the PLC literacy team agenda before coming to the meeting and typically bring resources to highlight or share with colleagues that will support professional goals listed on agenda.

The teacher has decided to take some of the free after school online early learning courses and to share her/his learning with colleagues. | Teacher's relationships with colleagues are characterized by mutual support and cooperation, with teacher taking initiative in assuming leadership among the faculty.

Teacher takes a leadership role in promoting a culture of professional inquiry.

Teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

The teacher co-facilitates the PLC literacy team and is in charge of developing the agenda with the principal and then taking notes during the meeting and sharing with team after the meeting.

The teacher leads the "mentor" teacher group at the school, which meets after school with new teachers focusing on support for teachers during their first two years of teaching |
|---|---|---|---|---|
| Evidence: | | | | |

4e: Growing and Developing Professionally Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. The teacher does not take courses or explore community or internet resources unless it is provided during school improvement sessions. The teacher does not "believe" in the principles of a specific methodology and will not participate in the professional development opportunities that have been offered by the district.	Teacher participates to a limited extent in professional activities when they are convenient. Teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Teacher finds limited ways to assist other teachers and contribute to the profession. The teacher politely attends district workshops and professional development days but doesn't typically apply the professional learning or materials back in the classroom. The teacher attends a required in-service training session, but when the principal conducts walk-throughs in the following weeks, he sees little evidence of implementation in the classroom.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Teacher participates actively in assisting other educators and looks for ways to contribute to the profession. The teacher eagerly attends the district's optional workshops, knowing they provide a wealth of instructional strategies she will be able to use during the school year. The teacher has volunteered to offer an in-service workshop to the other teachers. She has explained to the principal that this information would be key to the successful integration of her students into the general education classroom.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher solicits feedback on practice from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. The teacher use her professional learning goals as a way to organize specific courses and online learning that she wants to do throughout the year to improve her students learning. The teacher has organized a behavior for her team to meet to review the BIPs and student progress across a number of different activities within the building. Teachers offer mutual support and examples from their own experience in designing strategies for improvement in student outcomes.
Evidence				

4f: Showing Professionalism				
4f: Showing Professionalism Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations. The teacher makes some errors when marking recent early learning assessments but does not go back and correct errors because it would lower classroom learning goal %. The teacher finds herself short on time and does not contribute data for the present level of performance section on the IEP and reports that no new goals need to be written at this time.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher must be reminded by supervisors about complying with school and district regulations. The teacher makes some errors when marking recent early learning assessments and when discovered, corrects and resubmits the new assessment results. The teacher is late in responding to her colleagues' request to participate in a team meeting about a student's persistent behavioral issues. She attends the meeting but offers no comment on the plans that they develop.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations. The teacher is trusted by his grade partners to be a "go to" for asking questions about grading practices and knows that their questions/concerns will not be reported to supervisors. The teacher is concerned that a student whom she taught the previous year no longer uses an assistive device. She considers several possible actions to take on the student' behalf. When she realized that the current teacher is struggling with the technology, she volunteers help.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues. The teacher offers to help a new teacher with the 'grading' of the early learning assessments so that she can answer any questions that the new teacher has about the process. Aware that the district is planning to implement a specific program within the next year, the teacher volunteers to lead one of the teams. She takes the training and pilots one program for six months, keeping detailed notes on the program.
Evidence:				

WCES Special Education Teacher

Domain 1 for Certified Special Education Teacher: Planning and Preparation

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: **Demonstrating Knowledge of Content and Pedagogy** -Knowledge of content and the structure of discipline -Knowledge of prerequisite and relationships -Knowledge of content-related pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. Lesson plans indicate identical instructional strategies for each student with no individualized instruction to target IEP objectives. Progress monitoring is insufficient or lacks data.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. Lesson plans inconsistently indicate sequential instructional scaffolds for vocabulary development, moving from matching of objects, to recognition, then to identification.	Teacher displays solid knowledge of the Important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. The teacher includes multimodal strategies in her lesson plans. The teacher's plans include strategies to enhance non-preferred skills and to provide explicit instruction in compensatory strategies. The teacher's plans reflect student-specific reading methodologies that align with student strengths and needs.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.
Evidence:				

1b: **Demonstrating knowledge of students** -Knowledge of child and adolescent development -Knowledge of the learning process -Knowledge of students' skills, knowledge, and language proficiency -Knowledge of student interests and cultural heritage -Knowledge of students' special needs	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. Teacher demonstrates little or no understanding of students' instructional needs, skills, or functional performance level.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. Teacher has minimal understanding of the students' skills, abilities, and instructional or performance level.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. Teacher demonstrates knowledge and is familiar with the students' skills, abilities and instructional or performance level.	The teacher has read the IEPs and supporting documents for each student and plans reflect customization to address the unique learning and behavioral objectives contained in each IEP and can provide an explanation to general education staff, parents, and other IEP team members. Teacher demonstrates thorough knowledge and is familiar with the students' skills, abilities and instructional or performance level. Teacher is able to provide verbal and written explanation of progress on IEP goals for each student.
Evidence:				
1c: **Setting Instructional Outcomes** -Value, sequence, and alignment -Clarity -Balance -Suitability for diverse students	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. Teacher does not follow IEP goals as stated. Instructional support is inadequate or lacking.	Outcomes represent moderately high expectations and rigor. Instructional support reflects several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students. The teacher reviews the project expectations and modifies some goals to be in line with students' IEP's.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Evidence:				

1d: **Demonstrating Knowledge of Resources** -Resources for classroom use -Resources to extend content knowledge and pedagogy -Resources for students	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students to further skills.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. Teacher does not implement new programming when student skills have reached a plateau.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students. New programming or changes to programming are instituted to further student skills.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge to enrich students' skills.
Evidence:				
1e: **Designing Coherent Instruction** -Learning activities -Instructional materials and resources -Instructional groups -Lesson unit and structure	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety. The teacher's lesson plans reflect whole- group lessons throughout the day. He uses the same instructional materials for all students regardless of their cognitive or behavioral skill levels.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Evidence:				

1f: **Designing Student Assessments** -Congruence with instructional outcomes -Criteria and standards -Design of formative assessments -Use for planning	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has neither plan to incorporate assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. Teacher does not use diagnostic assessment to identify the strengths and weaknesses of students.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment results do not adequately address deficits of identified needs for instructional purposes. Assessment criteria and standards have been developed, but they are not clear.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students and align with IEP goals and objectives.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. Teacher understands testing instruments and administration of tests to accurately reflect performance of students. Students are aware of test results and instructional goals and objectives.
Evidence:				

Domain 2 for Certified Special Education Teacher: Classroom Environment

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Creating an Environment of Respect and Rapport -Teacher interactions with students, including words and actions. -Student interactions with other students, including both words and actions.	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. .	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. The teacher models a respectful tone of voice for classroom assistants. Teacher responds successfully to disrespectful behavior among students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. The net result of interactions is that of connections with students as individuals.

Evidence:				
2b: Establishing a Culture for Learning -Importance of content and learning -Expectations for learning and achievement -Student pride in work	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. Teacher is apathetic and shows little commitment to encourage students to develop their own potential.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. Classroom interactions support learning and hard work.	The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by helping peers. Student questions and comments indicate a desire to understand.
Evidence:				
2c: Managing Classroom Procedures -Management of instructional groups -Management of transitions -Management of materials and supplies -Performance of classroom routines	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. Paraprofessionals are not utilized.	Some instructional time is lost through only partially effective classroom routines and procedures. With regular guidance and prompting, students follow established routines. Paraprofessionals are only partially utilized.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. The teacher makes use of visual as well as auditory alerts to assist in communication. He has established a number of classroom routines. Effective use of paraprofessionals is evident.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
Evidence:				

2d: Managing Student Behavior -Expectations -Monitoring behavior -Response to negative behavior	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. The teacher does not prevent or redirect student verbal or physical outbursts, allowing behaviors to escalate. Some students can be seen harming other students.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. The teacher is reactive to negative behavior, correcting the behavior after it occurs, but she does not implement preventative behavior management strategies.	Taking into consideration the students' developmental level, ability to self monitor behavior, and eligibility for specialized instruction, behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Taking into consideration the students' developmental level, ability to self monitor behavior, and eligibility for specialized instruction, behavior is entirely appropriate. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Evidence:				

2e: Organizing Physical Space -Safety and accessibility -Arrangement of furniture and use of physical resources	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.
Evidence:				

Domain 3 for Certified Special Education Teacher: Instruction

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Communicating with Students -Expectations for learning -Directions for activities -Explanations of content -Use of oral and written language	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffold, clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Evidence:				
3b: Using Questioning and Discussion Techniques -Quality of questions/prompts -Discussion techniques -Student participation	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. A few students dominate the discussion. A student responds to a question with incorrect information and the teacher does not follow up.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks questions to students designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition.

Evidence:				

| **3c: Engaging Students in Learning**
-Activities and assignments
-Grouping of students
-Instructional materials and resources
-Structure and pacing | The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, learner standards or the IEP.

The pace of the lesson is too slow or too rushed.

Few students are intellectually engaged or interested. | The learning tasks and activities are partially aligned with the instructional out-comes or the IEP but require only minimal thinking by students, allowing most to be passive or merely compliant.

The pacing of the lesson may not provide students the time needed to be Intellectually engaged. | The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.

The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

There is evidence of differentiation of content and materials. | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes or IEP.

The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.

Concepts were aligned with outcomes and/or students' IEP. |

Evidence:				

| **3d: Using Assessment in Instruction**
-Assessment criteria
-Monitoring of student learning
-Feedback to students
-Student self assessment and monitoring of progress | There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.

Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. | Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.

Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.

Questions, prompts, and assessments are rarely used to diagnose evidence of learning. | Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.

Questions, prompts, assessments are used to diagnose evidence of learning.

The teacher regularly uses alternate means to assess students' knowledge of content. | Assessment is fully integrated into instruction through extensive use of formative assessment. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.

Through discussions with students, teacher, and peers, students are able to monitor progress. |

Evidence:				

3e: Demonstrating Flexibility and Responsiveness -Lesson adjustment -Response to students -Persistence	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher is unwilling to adjust lessons to meet individual student needs.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments, as necessary, to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Evidence:				

Domain 4 for Certified Special Education Teacher: Professional Responsibilities

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflection on Teaching -Accuracy -Use in future teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved and does not reflect on practice.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional out- comes, citing many specific examples from the lesson and weighing the relative strengths of each.
Evidence:				

| 4b: Maintaining Accurate Records
-Student completion of assignments
-Student progress in learning
-Non-instructional records | Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.

Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. | Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.

Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors. | Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

The teacher graphs data from quarterly benchmarking and annotates the IEP to reflect whether a skill has been mastered at the independent level or whether prompting is still needed.

The teacher maintains a phone to log to keep records on communications with families.

Reports, including student information, are completed on time and submitted following procedures. | Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

The teacher maintains a phone to log to keep records on communications with families.

Reports, including student information, are completed on time and submitted following procedures.

The teacher embeds data from assessment protocols in the Present Levels of Performance sections of her students' IEP's. During the annual review, she establishes a clear link between assessment results and recommendations for goals and objectives. |
| Evidence: | | | | |

4c: Communicating with Families -Information about the instructional program -Information about individual students -Engagement of families in the instructional program	Teacher communication with families— about the instructional program, about individual students— is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. Communication is negative and provides no solutions for problem solving concerns at school.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally- appropriate manner. The teacher gathers information from families in preparation for the IEP annual review. She uses a variety of means to gather data, including making phone calls, sending home questionnaires, or sending emails. The teacher documents parental comments, concerns, and desired goals for inclusion in the next IEP conference. Communication is positive but does not seek parental input into solutions for problem solving concerns at school.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. Teacher understands and practices professionalism at all times when communicating with families. Communication offers solutions for problem solving and seeks collaboration with parents. Teacher respects confidentiality of students.
Evidence:				
4d: Participating in a Professional Community -Relationships with colleagues -Involvement in a culture of professional inquiry -Service to a school -Participation in school and district projects	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so or when reminded by his/her supervisor.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

Evidence:				
4e: Growing and Developing Professionally -Enhancement of content knowledge and pedagogical skill -Receptivity to feedback from colleagues -Service to profession	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession. Training is provided during a required in-service session, however, there is little to no evidence of implementation of new techniques.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Evidence:				
4f: Showing Professionalism -Integrity and ethical conduct -Services to students -Advocacy -Decision making -Compliance with school and district regulations	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher does not comply with school and district regulations. The teacher does not contribute data for the Present Levels of Performance section on the IEP and reports that no new goals need to be written at this time. Teacher discloses personally identifiable student information, and does not demonstrate respect for student or family confidentiality.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under- served, are honored in the school. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Evidence:				

WCES School Nurse

Domain 1: WCES School Nurse - Planning and Preparation

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
Evidence:				
1b: Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
Evidence:				
1c: Establishing goals for the nursing program appropriate to the setting and the students served	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Evidence:				
1d: Demonstrating knowledge of government, community, and district regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
Evidence:				

1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Evidence:				
1f: Developing a plan to evaluate the nursing program	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence:				

Domain 2: WCES School Nurse – The Environment

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Creating an environment of respect and rapport	Nurse's interactions with at least some students are negative or inappropriate.	Nurse' interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
Evidence:				
2b: Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
Evidence:				

2c: Following health protocols and procedures	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
Evidence:				
2d: Supervision health associates	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicting clear guidelines for their work. Nurse's supervision is subtle and professional.
Evidence:				
2e: Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.
Evidence:				

Domain 3: WCES School Nurse – Delivery of Service

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
Evidence:				
3b: Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.

Evidence:

3c: Promoting wellness through classes or classroom presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.

Evidence:

3d: Managing emergency situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.

Evidence:

3e: Demonstrating flexibility and responsiveness	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.

Evidence:

3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

Evidence:

Domain 4: WCES School Nurse – Professional Responsibility

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
Evidence:				
4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
Evidence:				
4c: Communicating with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a hole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
Evidence:				
4d: Participating in a professional community	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
Evidence:				

4e: Engaging in professional development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or arerequired.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence:				
4f: Showing professionalism	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence:				

WCES Occupational / Physical Therapist

Domain 1: WCES Occupational/Physical Therapist - Planning and Preparation

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of the discipline and of district, state, and federal guidelines and regulations	Therapist's plans and practices demonstrate little to no knowledge of or proficiency in the specialized area. Therapist does not demonstrate knowledge of applicable guidelines, laws and regulations.	Therapist's plans and practices evidence some knowledge of the theory and practice of the discipline. Therapist demonstrates limited knowledge of applicable guidelines, laws, and regulations.	Therapist's plans and practices demonstrate knowledge of the theories and instructional practices of the discipline. Therapist demonstrates appropriate knowledge of applicable guidelines, laws, and regulations.	Therapist's plans and practices demonstrate deep knowledge of the theories of the practice and a high degree of skill in his/her intentional and creative application to the planned work. Therapist participates in framing and revising district policies and procedures and provides professional learning to help ensure colleagues and also understand these.
Evidence:				
1b: Uses of knowledge of his/her specialty area to plan programs that meet students' needs.	Therapist's plans and practices display minimal knowledge of typical developmental characteristics, skills, and needs of students in his/her specialty. Therapist's plans and practices display minimal knowledge of disabilities of students	Therapist's plans and practices display general knowledge of developmental characteristics, skills, and needs of students as a whole group in his/her specialty. Therapist's plans and practices display general understanding of disabilities of students.	Therapist's plans and practices display solid understanding of developmental characteristics, skills, and needs of each individual student in his/her specialty. Therapist's plans and practices display solid understanding of how disabilities impact students' attitudes, behaviors, and performances.	Therapist's plans and practices take into account characteristics, skills, and needs of each individual student. Therapist uses this knowledge to create meaningful and realistic opportunities and to differentiate instruction.
Evidence:				

1c: Establishes clear therapeutic goals to address the needs of the students.	Therapeutic goals are somewhat clear and appropriate for the ages and needs of some of the students.	Therapeutic goals are clearly defined and appropriately designed for the ages and needs of the students served.	Therapeutic goals are crisply defined and highly appropriate for informing a wide range of aligned program activities that address the needs and ages of the students served.	Therapist has deep and extensive knowledge of available resources within and external to the school and district. Therapist works closely with key stakeholders to identify additional resources.
Evidence:				

1d: Identifies resources both within and outside the school district	Therapist does not demonstrate knowledge of school or district resources to support the program and students and makes no attempts to gain this knowledge.	Therapist demonstrates limited knowledge of school or district resources available to support the program and students. Therapist makes limited attempts to develop this knowledge.	Therapist is knowledgeable of resources available to support the program and students within the school and district and has some understanding of resources beyond these. Therapist continually seeks additional resources to support the program and students.	Therapist has deep and extensive knowledge of available resources within and external to the school and district. Therapist works closely with key stakeholders to identify additional resources.
Evidence:				

1e: Ensures the therapeutic program is coherent and integrated with the school programs to meet student needs	Planned therapeutic program is incoherent, made up of a series of activities and experiences that are poorly aligned with the goals of both the therapeutic program and the school programs.	Planned therapeutic program includes activities that are somewhat coherent and not well aligned and integrated with the program goals and the school programs.	The planned therapeutic program is both coherent and well integrated with the school programs.	The therapeutic program aligns and integrates program activities, program goals, and school goals to ensure a coherent and flexible approach that addresses the needs of most of the students served.
Evidence:				

1f: Develops plans to assess and improve the therapeutic services offered to students	No plans have been developed to assess and improve the therapeutic services offered to individuals or groups of students.	Therapist has developed a limited approach to assessing and improving the therapeutic services offered to individuals or groups of students.	Therapist has developed a clear plan to assess the processes and impact of the services offered to individuals or groups of students and to use the evidence of impact to frame improvements.	Therapist has developed a plan for ongoing review and refinement of the services offered to individuals or groups of students, incorporating the recommendations of students and other stakeholders.
Evidence:				

Domain 2: WCES Occupational/Physical Therapist – The Environment

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Knows and develops positive and respectful interactions with students	Therapist does not know the students served and does not exhibit respectful and caring interactions with them. Students do not appear comfortable in the therapeutic setting.	Therapist's interactions with students are generally appropriate, but there is limited success in promoting respectful and caring interactions among the youngsters. Therapist typically respects the cultural and linguistic diversity of the students, but there are some indicators of insensitivity. Levels of rapport vary.	Therapist models and promotes respectful and supportive interactions with each student, actively encouraging students to interact with each other in respectful and caring ways. Therapist respects and celebrates the cultural and linguistic differences among the students. Adult/student rapport is high.	Students and Therapist collaborate to maintain the positive climate promoted by the Therapist. Students monitor their own interactions to ensure they are both respectful and supportive. Therapist continues to model respectful and supportive interactions, continuously promoting and supporting respect for diversity.
Evidence:				
2b: Sets priorities and organizes time	Priorities are not clearly defined and time is not well managed, causing negative impact on scheduling and the timely completion of reports.	Time is somewhat organized, ensuring that required activities are completed, although not necessarily efficiently	Priorities are well ordered, ensuring that the therapeutic work proceeds on time and efficiently. Schedules are defined and communicated to students and teachers.	Effective and efficient time management skills help ensure that therapeutic activities run smoothly and on schedule. Students, teachers, and families/caregivers know and understand the schedule of services.
Evidence:				

2c: Develops and promotes referral processes and procedures	There is no evidence of processes and procedures to guide referrals to the therapeutic program.	Therapist has developed a rudimentary set of processes and procedures to guide referrals, but families/caregivers and teachers do not understand them.	Referral processes and procedures are well defined. All stakeholders know and understand what to do to refer a student.	Therapist develops referral processes and procedures in collaboration with school staff. Referral processes and procedures are effectively communicated and understood by all.
Evidence:				
2d: Develops and enforces standards for student conduct	Standards for student conduct have been established and there is little or no attention paid to managing student behavior. Misbehaviors are addressed in ways that are harsh or inappropriate.	Standards of conduct are posted, but these are inconsistently reinforced by the Therapist and inconsistently followed by the students. Misbehaviors are addressed inconsistently	Standards of conduct are evident and referenced by the Therapist and students. Student behavior is monitored relative to the standards. Students understand that there are consequences for misbehaviors, and misbehaviors are addressed appropriately	Students help define the standards of behavior and hold themselves and their classmates accountable for honoring these. Therapist helps promote the standards beyond the therapeutic space, framing a culture of expectations for student behaviors throughout the school.
Evidence:				
2e: Organizes physical space to support program goals and activities	The physical space is disorganized and not arranged to support program activities, compromising the achievement of program goals. Access to program resources and equipment is constrained.	The physical space is safe and reasonably organized to support some program activities, but it is not flexible enough to support the various learning experiences that take place as part of the program. Students can usually locate and access resources and equipment, although time is wasted in looking for these.	The physical space is safe and well organized to support the program activities and goals. Students can readily and independently access resources and equipment they need.	The physical space is safe and organized in a flexible and inviting manner, fully supporting program activities. The students collaborate with the Therapist to maintain the physical space and reorganize as necessary to support emerging needs.
Evidence:				

Domain 3: WCES Occupational/Physical Therapist – Delivery of Services

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Assesses referred students	Therapist ignores referrals and does not see the students, or sees referred students but makes an inadequate assessment of their needs.	Therapist reluctantly responds to referrals and makes an adequate assessment of the needs of students.	Therapist responds to referrals in a timely and professional manner, making a complete and thorough assessment of the needs of each student.	Therapist responds quickly and professionally to referrals and helps teachers and administrators understand how to identify students for referrals. Assessments are comprehensive and competent
Evidence:				
3b: Implements treatment aligned with students' needs and goals	Treatment is not aligned with the needs and goals identified through the referral and assessment process.	Treatment is only somewhat aligned with the needs and goals identified through the referral and assessment process, and so treatment is not entirely appropriate to address student needs.	Treatment is effectively aligned with the identified needs and goals, and is appropriate to address student needs	Treatment is comprehensive in scope, inventive, and tightly aligned with the needs and goals identified through the referral and assessment process.
Evidence:				
3c: Ensures the use of therapeutic techniques and strategies in sessions and in classrooms	Therapeutic treatment is either undefined or insufficiently defined to promote full implementation in one-on-one sessions or small group sessions with students. No effort is made to work with teachers to support these students in the classroom setting	A limited number of therapeutic strategies and techniques are fully implemented in sessions. Minimal effort is made to work with teachers to implement strategies in classrooms that would support student needs.	A range of therapeutic strategies and techniques are fully implemented in sessions. Sufficient effort is made to work with teachers to implement strategies in classrooms that support student needs.	A wide range of therapeutic strategies and techniques are fully implemented in sessions. Therapist works closely with teachers to help them adjust their instructional strategies, lesson goals, and physical space to best meet the needs of the students served.
Evidence:				

3d: Uses data to adjust treatment during delivery of services	Therapist does not use a defined system to monitor impact of treatment during delivery. Data is not used to adjust treatment during delivery.	Therapist uses a somewhat defined system to monitor impact of treatment during delivery. Data is used minimally to adjust treatment during delivery	Therapist uses a clearly defined system for monitoring impact of treatment during delivery. Data is used regularly to adjust treatment during delivery.	Therapist has a sophisticated system for monitoring impact of treatment during delivery, and this system is shared with critical stakeholders. Data is used regularly to adjust treatment during delivery, and these adjustments are frequently reported to stakeholders
Evidence:				
3e: Demonstrates responsiveness to students' needs	Therapist follows the planned program for service delivery, regardless of whether or not it continues to adequately address students' needs. Developmental levels, cultural proficiency, and linguistic levels are not taken into consideration.	Moderate changes are made to the treatment plan when emerging needs foster a new view of the treatment. Developmental levels, cultural proficiency, and linguistic levels are taken into consideration in a limited way	Therapist uses existing and emerging evidence to guide appropriate changes to the planned services in order to better meet students' needs. Developmental levels, cultural proficiency, and linguistic levels are taken into consideration.	Therapist regularly reviews the implementation and impact of the planned treatment, integrating this analysis with input from critical stakeholders, to inform ongoing revisions to the treatment plan. Developmental levels, cultural proficiency, and linguistic levels are critical factors in shaping revised plans.
Evidence:				

Domain 4: WCES Occupational/Physical Therapist – Professional Responsibilities

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reviews and reflects on practice to inform recommendations for improvement	Therapist either does not reflect on practice or provides inaccurate recommendations for improvement.	Therapist's reflections are generally accurate and focused on the effectiveness of services delivery. Recommendations are often too global to inform any meaningful recommendations for improvement.	Therapist accurately reflects on the implementation and impact of the therapeutic services, providing concrete and specific examples of challenges and successes. Recommendations are specific and focused on program improvement.	Therapist's reflections are both specific and perceptive, not only citing evidence for the reflections, but also applying professional judgment to determine why goals were or were not met. Recommendations are specific and focused on ongoing program improvement
Evidence:				

4b: Keeps accurate records and writes timely and appropriate reports	Therapist keeps minimal or no records of services provided. Program reports are inadequate or inappropriate for the intended audience.	Therapist keeps some records of services provided. Reports are often inappropriate for the intended audience but usually accurate.	Therapist keeps records of student growth and needs from each of the services provided. Treatment reports are timely, accurate, and appropriate for the intended audience.	Therapist keeps records of student growth and needs from all services provided and incorporates data from other sources to inform next steps. Treatment reports are timely, accurate, comprehensive, and specifically developed for the intended audience
Evidence:				
4c: Communicates effectively with families and caregivers	Therapist does not effectively explain the goals, processes, and procedures of the therapeutic program in ways that are clear and appropriate for the students and their families/caregivers.	The goals processes and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are only partially successful. Necessary permissions are obtained but the reasons for the identified services are not always made clear.	The goals processes and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are both appropriate and culturally and linguistically sensitive. Consent for the services is provided	Therapist provides oral and written information to families/caregivers in ways that are appropriate and culturally and linguistically sensitive, and reaches out to ensure the information is understood. Families/caregivers provide informed consent for the services.
Evidence:				
4d: Engages with the larger school and district community	Therapist does not participate in school or district committees, projects, and/or events. Professional relationships with peers are distant or negative.	Therapist selectively engages with school and district committees, projects, and/or events, typically when asked. Professional relationships with colleagues are courteous.	Therapist actively participates in, supports, and contributes to school and district committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.	Therapist seeks opportunities to engage in school and district events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.
Evidence:				
4e: Enhances professional capacity through ongoing professional learning	Therapist does not participate in professional learning	Therapist participates only in professional learning that is required by the district or state and does not share any professional learning with colleagues.	Therapist seeks and engages in professional learning opportunities and schedules opportunities to share the professional learning with colleagues.	Therapist seeks out formal and informal professional learning opportunities, including feedback from colleagues, and applies this learning to improve service delivery and to increase the professional knowledge and skills of colleagues.
Evidence:				

4f: Demonstrates high standards of professionalism	Therapist's professional interactions are marked by lack of honesty and questionable integrity. Basic principles of confidentiality and school/district regulations and/or requirements are violated.	Therapist is generally honest with stakeholders and typically acts with integrity. Confidentiality is honored, but school/district regulations are inconsistently addressed.	Therapist's interactions are marked by honesty and integrity in the service of all clients. School/district regulations and confidentiality are observed.	Therapist displays the highest standards of honesty and integrity, challenging negativity and/or lack of integrity in any aspect of the service delivery. School/district regulations and confidentiality are consistently observed.
Evidence:				