DUNLAP CUSD #323

PROFESSIONAL GROWTH PLAN STAFF MEMBER HANDBOOK

VERSION 10.1: SEPTEMBER 2022

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Dunlap Community Unit School District #323
STRATEGIC PLAN
2016-2021

DISTRICT MISSION

The Dunlap School Community empowers all students to reach their individual potential.

DISTRICT VISION

Dunlap Students will reach their individual potential as:
- Motivated life-long learners
- Creative critical thinkers
- Effective communicators
- Collaborative problem solvers
- Responsible and culturally aware citizens

VALUES & BELIEFS

- Accountability
- Diversity
- Excellence
- Health and Well-Being
- Honesty
- Individual Growth
- Integrity
- Open Communication
- Respect
- Safety
- Teamwork
- Trust

Adopted by Dunlap School District Board of Education on April 6, 2016

GOALS

- Promote growth and achievement in the Dunlap School Community
- Manage resources in a responsible, efficient, and effective manner
- Provide a challenging and positive learning environment in the pursuit of excellence
- Foster partnerships to benefit the overall development of the school community

Dunlap CUSD #323 Performance Evaluation Process

Summative Student Growth Rating
Scores released no later than August Institute*

↓

Professional Practice Rating
Follows the Process Outline (pages 17 -18)

↓

Performance Evaluation Rating
Given at the end of evaluation cycle
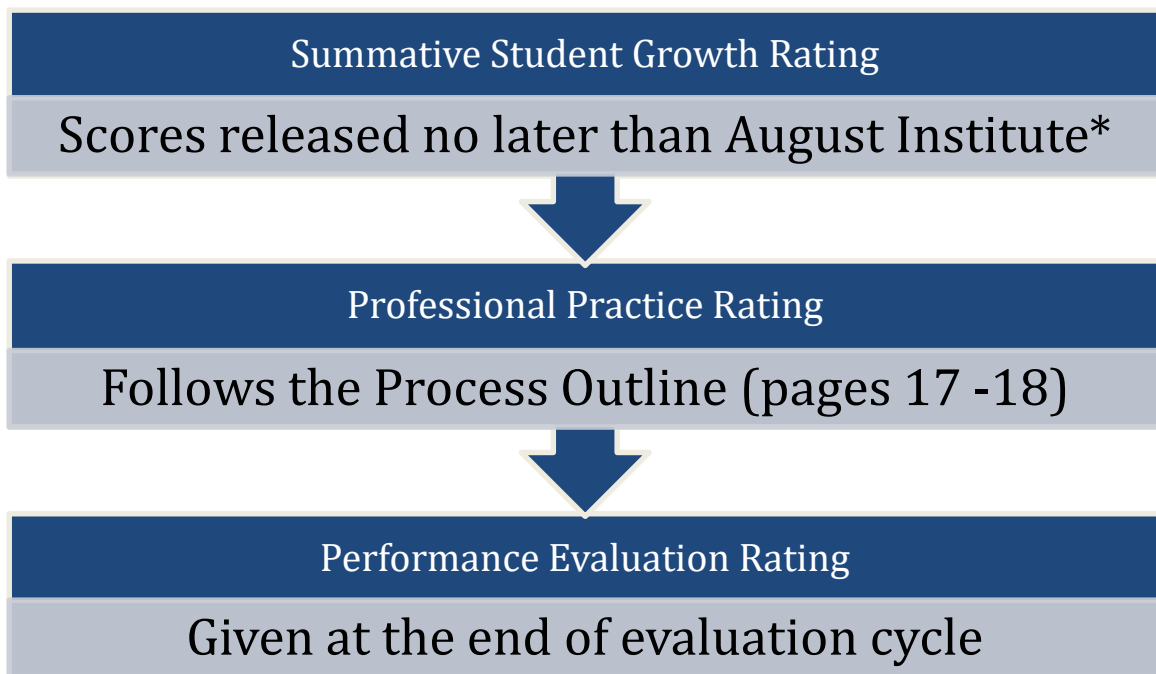
*__First Year Teachers__ use data collected from fall to winter of current year, as explained in Student Growth Model's Data Collection Window (page 9).

House Bill 18 Changes

On August 6, 2021, Governor Pritzker signed House Bill 18 which goes into effect on January 1, 2022. The Bill amends the Illinois School code in regards to teacher evaluations and provides that no later than September 1, 2022, each school district must establish a teacher evaluation plan that ensures that each teacher in contractual continued service (tenure) whose performance is rated as either "excellent" or "proficient" is evaluated at least once in the course of the 3 school years after receipt of the rating (rather than at least once in the course of every 2 school years) and establish an informal teacher evaluation plan that ensures that each teacher in contractual continued service whose performance is rated as either "excellent" or "proficient" is informally evaluated at least once in the course of the 2 school years after receipt of the rating.

Pages 17-19 outline the changes to tenured teachers with "proficient" or "excellent" ratings and thus enter into three-year cycles that are comprised of the following:

1) Formal Evaluation Year
2) Individual Professional Development Plan Year
3) Informal Evaluation Year

These changes go into effect for Dunlap Certified Staff starting with the 2022-23 school year. Tenured teachers who earn a "proficient" or "excellent" at the end of the 2021-22 school year will enter the three-year evaluation cycle.

Members of the 2021-22 PERA Joint Committee:

Dr. Scott Adreon
Matt Andrews
Stacy Berg
Kara Chambers
Dr. Scott Dearman
Greg Fairchild
Amy George
Melissa Harrison
Alyssa Hart
Antonio Johnson
Sara Lueschow
Tim Noonen
Nicole Sivertsen
Sara Solorio
Michelle Weiss

Student Growth Model

The Student Growth Component to Certified Staff Evaluation was completed by members of the Joint Committee:

Matt Andrews
Stacy Berg
Heather Bowman
Angie Connor
Greg Fairchild
Antonio Johnson
Sarah Lueschow
Tim Noonen
Maria Olvera
Lisa Parker
Amy Stefanski
Amy Smith
Genia Workheiser

Dunlap CUSD #323 Student Growth Model

Introduction

Using student growth measures helps achieve Dunlap CUSD #323's mission to empower all students to excel in a global society. We are implementing student growth as a part of certified staff evaluation starting in the 2016-2017 school year in accordance with the Performance Evaluation Reform Act (PERA).

Key Terms

All-In – the shared, school-wide measurement of student academic growth, utilizing the same two reliable, norm-based assessments to promote collaboration and shared ownership of student performance

Assessment – any instrument that measures a student's acquisition of specific knowledge and skills

Assessment Types – per Part 50 of the Illinois Administrative Code:

> *Type I Assessment* refers to 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

> *Type II Assessment* refers to any assessment developed or adopted and approved for use by the school district and intended to be used on a district-wide basis by all teachers in a given grade, course or subject area

> *Type III Assessment* refers to any assessment that is rigorous, aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course

Attainment – a "point in time" measure of student proficiency which compares the measured proficiency rate with a pre-defined goal

Certified Staff – a full-time or part-time licensed educator in accordance with Article 21B of the School Code. In the context of PERA and this document, "certified staff" 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 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

Certified Part-Time Teachers – teachers who are in an instructional role for fewer than 6 hours in a given academic day

Evaluation Cycle – refers to the assessment of professional practice as outline in the Dunlap CUSD #323 Professional Growth Plan Staff Member Handbook and the addendum of the student growth component outlined within this document

First-Year Teachers – any teacher granted full-time teaching status in the district, regardless of experience

Median – the number that is halfway into a given set of data

Non-Tenured Teachers – teachers who have taught in the district for no more than four years and are assessed annually, per Dunlap District 323 Assessment of Practice Form

PERA – refers to the Performance Evaluation Reform Act signed into law in 2010

PERA Workgroup – the teachers and administrators who collaboratively developed the defining documents, process and specifics of the student growth component for certified staff evaluations

Performance Evaluation Rating – the final rating of a teacher's performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85c of the School Code that includes consideration of both data and indicators of student growth (30%) and professional practice (70%)

SGP – or Student Growth Percentile, refers to the comparison of a student's growth to that of his or her academic peers nationwide (students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined). SGP is reported on a 1-99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth.

STAR Reading – Renaissance Place's assessment of applicable, grade-level appropriate reading ability in accordance with the Common Core State Standards

STAR Reports- refer to the various types of reports available in STAR Renaissance

STAR Math - Renaissance Place's assessment of applicable, grade-level appropriate mathematics ability in accordance with the Common Core State Standards

Student Growth – means 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

Student Growth Exemption – the law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to: school counselor, school psychologist, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker

Summative Student Growth Rating – the final student growth rating, after combining an entire building's scores on the selected assessments

Summative Professional Practice Rating – refers to the summative rating from the Dunlap District 323 Assessment of Practice Form by means of evidence provided by a teacher and collected by an evaluating administrator

Tenured Teachers – a full-time, certified teacher who has been granted tenure status by the Dunlap Board of Education and is no longer on probationary status

Data Collection

<u>Data Collection Window</u>
The chart below delineates the benchmarking period to be used to calculate student growth for evaluative purposes for certified staff. Non-tenured teachers will only utilize fall to winter data their first year. Tenured teachers and non-tenured teachers (2+ years) will utilize fall to spring data. All student growth data will be generated based on the previous year's data to coincide with summative evaluation deadlines.

Current Year Data	*Previous Year Data*
Fall ⟶ Winter	**Fall ⟶ Spring**
New hire/non-tenured teachers (year one only)	Tenured Teachers
New hire part-time teachers	Non-tenured teachers employed 2+ years
Return from full-year leave of absence	Part-time teachers employed 2+ years

<u>Mid-Point Data Collection</u>
Per PERA, teachers must collect mid-point data to be used for formative purposes. For Dunlap's all-in approach, the winter benchmarking period and progress monitoring assessments used will serve as the mid-point data.

<u>Medical/Maternity Leave Data Collection</u>
Teachers on medical or maternity leave for less than a year shall utilize the same data collection period for the *Summative Student Growth Rating* as the rest of the building.

<u>Mid-Year Hires' Data Collection</u>
Per ISBE Non-Regulatory Guidance for PERA (May 2015), a teacher hired 60 days into the school year (and not employed 120 days or more) does not need to be evaluated.

<u>Traveling Teachers' Data Collection</u>
A teacher will receive an all-in student growth score depending upon the evaluator and corresponding building in which a teacher is being evaluated.

Selected Assessments for All-In Model
Dunlap CUSD #323 will utilize Renaissance Learning's STAR Reading and STAR Math for the all-in student growth component to teacher evaluations. The assessment name, assessment type (per Part 50 of the ISBE Administrative Code), and percentage of evaluation are as follows:

Assessment Name	*Type of Assessment*	*Percent of Evaluation*
STAR Reading	Type I	15%
STAR Math	Type III	15%

Model Refinement
The PERA Joint Committee has agreed to meet at least once after the first year (2016-17), once after the second year of implementation (2017-18), and on annual basis, if needed thereafter, to continue to refine this system. Feedback will be collected via surveys and school meetings to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

Calculating the Performance Evaluation Rating

Process Summary
A teacher's overall *Performance Evaluation Rating* is the result of combining a teacher's earned *Summative Professional Practice Rating* (70%) and his or her assigned building's *Summative Student Growth Rating* (30%).

To calculate the *Performance Evaluation Rating*, the following steps are followed:
1. Evaluwise calculates the *Summative Professional Practice Rating* per evidence entered by the evaluating administrator.
2. Individual building SGP scores on STAR Reading and STAR Math are used to determine the *Summative Student Growth Rating*.
3. Both the *Summative Professional Practice Rating* and the *Summative Student Growth Rating* are placed in the *Summative Evaluation Matrix* to determine a teacher's overall *Performance Evaluation Rating*.
4. Evaluwise calculates the overall *Performance Evaluation Rating* as outlined in the above steps 1-3.

Process Walk-through
A step-by-step calculation can be found below (the numbers correlate with the above summary):

1 The *Summative Professional Practice Rating* is calculated in Evaluwise, based on individual domain and component ratings determined by an evaluating administrator's evidence collection. The average of those numbers determine the Professional Practice Rating, per the Professional Practice Rating Scale:

Excellent	Proficient	Needs Improvement	Unsatisfactory
3.8 – 4	2.8 – 3.7	2 – 2.7	1 – 1.9

2 Next, the *Summative Student Growth Rating* is determined by first looking at a building's overall STAR Math and Reading SGP scores separately (determined per the Data Collection Window). The table below determines how the individual SGP scores translate into a 4-point rating scale:

SGP	Rating
66-99	4
35-65	3
21-34	2
1-20	1

After determining the correlating 4-point score for STAR Math and Reading, the simple average of the two **ratings** is determined to calculate the overall *Summative Student Growth Rating*:

Excellent	3.5 – 4
Proficient	2.5 – 3.49
Needs Improvement	1.5 – 2.49
Unsatisfactory	1.49 – 1

Then, after determining the *Summative Student Growth Rating*, it is placed along with the earned *Summative Professional Practice Rating* on the Summative Evaluation Rating Matrix to determine a teacher's *Performance Evaluation Rating*.

Professional Practice (70%)				
	Excellent **3.8 - 4**	**Proficient** **2.8 – 3.7**	**Needs Improvement** **2 – 2.7**	**Unsatisfactory** **1 – 1.9**
Excellent **3.5 – 4**	Excellent	Proficient	Proficient	Needs Improvement
Proficient **2.5 – 3.49**	Excellent	Proficient	Needs Improvement	Needs Improvement
Needs Improvement **1.5 – 2.49**	Proficient	Proficient	Needs Improvement	Unsatisfactory
Unsatisfactory **1 – 1.49**	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory

(Student Growth (30%))

Example
A teacher receives a "Proficient" *Summative Professional Practice Rating*, per a score of 3.4 based on the Dunlap Framework for Teaching (calculated in Evaluwise). The building the teacher works in receives an "Excellent" *Summative Student Growth Rating*, per a score of 3.5 (a "4" on STAR Reading and a "3" on STAR Math).

Based on the above matrix, the teacher will receive a "Proficient" *Performance Evaluation Rating*:

Summative Professional Practice Rating	Proficient
Summative Student Growth Rating	Excellent
Performance Evaluation Rating	**Proficient**

As Professional Practice accounts for 70 percent of a teacher's evaluation, a teacher earning a "Proficient" in Professional Practice cannot earn a *Performance Evaluation Rating* higher than "Proficient", regardless of the *Summative Student Growth Rating*.

Professional Growth Plan Process Overview

<h1 style="text-align: center;">Certified Evaluation Revision Team Statement</h1>

The Certified Evaluation Revision Team (CERT) was a group of Administrators and DEA Members tasked with creating a new certified staff evaluation tool process. They first met in December of 2010 to create a process that meets the requirements of new state law and the DEA contract. The goal of the group is to develop an evaluation tool that is also a professional development tool, consistent with Dunlap's continuous improvement philosophy.

The CERT determined that Dunlap CUSD #323 believes that the Teacher Appraisal process must support:

- a positive professional learning environment through continual stakeholder feedback and self-reflection.
- effective collaboration, requiring trust, mutual respect, and open and honest communication.
- high expectations and an engaging, innovative, and technological learning environments critical to the learning success of all students.
- shared accountability for continuous improvement, student growth, and achievement.
- consistent application of the framework district-wide to encourage reflective practice.
- collaborative culture that encourages continuous improvement of all stakeholders.
- trusting relationships and meaningful communication between teachers and administrators.

The following certified staff evaluation process was developed in accordance with these beliefs.

The following individuals worked diligently to complete the process over the course of the CERT's existence:

<div style="text-align: center;">

Lonna Anderson
Ali Bond
Erik Christian
Angie Connor
Becky Hansen
Antonio Johnson
Molly Kahn
Jay Marino
Tim Noonen
Missy Ryba
Machele Seiver
Amy Smith
Anne Snyder
Wes Wolven

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Dunlap CUSD #323 Professional Growth Plan

Evaluation and Observation Frequency

- Non-tenured Staff Members shall be evaluated at least once every school year. These Staff Members shall be observed at least three times, with at least two of the observations being formal.
- Tenured Staff Members whose performance is rated as either "Needs Improvement" or "Unsatisfactory" shall be evaluated once in the school year following the receipt of that rating. These Staff Members shall be observed at least three times during the school year following such evaluation rating, with at least two of the observations being formal.
- Tenured Staff Members with a "Distinguished" or "Proficient" rating shall be evaluated at least once in the course of every two school years. These Staff Members shall be observed at least twice during the two-year evaluation cycle, with at least one observation being formal.

EVALUATION PROCESS:

1. **SELF-ASSESSMENT/INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)**

   A. Self-Assessment
      i. In EvaluWise, STAFF MEMBER goes to the FORMS tab and selects the self-assessment using the Dunlap District 323 Assessment of Practice Form.
      ii. STAFF MEMBER completes the self-assessment by reviewing each component and selecting a rating.
      iii. Self-assessments are NOT viewable by anyone but the user unless it is shared.
      iv. All certified staff must complete the Self-Assessment annually.

   B. Draft Individual Professional Development Plan
      i. In EvaluWise, STAFF MEMBER goes to the FORMS tab and selects the Individual Professional Growth Plan.
      ii. STAFF MEMBER completes the Action Steps, answers questions #1-10, and SHARES it with Evaluator by September 15.
      iii. ***TENURED STAFF in an evaluation year are NOT required to complete the IPDP.***

   C. Finalize Individual Professional Development Plan
      i. By the last day of the 1st quarter, Evaluator and STAFF MEMBER discuss the Individual Professional Development Plan, either face-to-face or a method designated by Evaluator
      ii. Evaluator approves the goal, either face-to-face meeting, or a method designated by Evaluator.
      iii. STAFF MEMBER should **NOT** submit as it would render the plan a read-only document. STAFF MEMBER will need to access questions #11-16 in the spring.

2. **OBSERVATION**
    A. <u>Pre-Observation Conference</u>
        i. ==STAFF MEMBER== selects FORMAL OBSERVATION, then completes the questions in the Pre-Observation Form.
        ii. ==STAFF MEMBER== can also attach lesson plans and/or other evidence of planning.
        iii. ==STAFF MEMBER== can select "SAVE" if he/she wants to finish later.
        iv. Once the questions to the Pre-Observation Conference are completed, ==STAFF MEMBER== selects "SAVE and SUBMIT" to make them viewable to Evaluator.
    B. <u>Formal Observation</u>
        i. ==Evaluator== observes lesson and captures evidence using EvaluWise system.
        ii. In the event a scheduled observation needs to be cancelled, ==Evaluator== shall notify ==STAFF MEMBER== as soon as possible and then follow up with a time to re-schedule.
    C. <u>Post-Observation Conference</u>
        i. ==STAFF MEMBER== selects FORMAL OBSERVATION, then completes the questions in the Post-Observation Form.
        ii. ==STAFF MEMBER== can select "SAVE" if he/she wants to finish later.
        iii. Once the questions to the Post-Observation Conference are completed, ==STAFF MEMBER== selects "SAVE and SUBMIT" to make them viewable to Evaluator.
        iv. ==STAFF MEMBER== and ==Evaluator== meet to discuss the Post-Observation Conference and the evidence collected about the STAFF MEMBER'S professional practice and shared in the Dunlap District 323 Assessment of Practice Form.
        v. The Post-Observation Conference should be held within five (5) school days after receiving the ==STAFF MEMBER'S== Post-Observation Reflection.
        vi. ==Evaluator== then completes the observation through EvaluWise.

    D. <u>Repeat Steps A. – C. as required</u>.

    E. <u>Evidence/Artifacts Collection</u>
        i. ==STAFF MEMBER== uploads artifacts from the Teacher Dashboard in EvaluWise (attachments, URLs, etc…).
        ii. Once completed, ==Evaluator== and ==STAFF MEMBER== discuss the evidence/artifacts as part of the evaluation process.

3. **SUMMATIVE EVALUATION ISSUED/INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN DRAFTED**
    A. In EvaluWise, Evaluator complete the Summative Evaluation attaching supporting documents and shares with the ==STAFF MEMBER== (20 days before the end of the school year)
    B. ==STAFF MEMBER== completes Individual Professional Development Plan reflection questions #11-16 and submits (prior to the Evaluation Meeting).
    C. ==Evaluator== meets with ==STAFF MEMBER== to discuss the evaluation and the goal progress (10 days of issuing the Evaluation).
    D. ==STAFF MEMBER== uses the evaluation to draft his/her Individual Professional Development Plan for the coming year (Shared with the ==Evaluator== by the last day of school).

Dunlap Certified Staff Professional Growth Plan Process and Required Forms Outline

Non-Tenured Teachers & Tenured Teachers with "Needs Improvement" or "Unsatisfactory" Rating	
Start of Year	**Evaluator** reviews Evaluation Process with **Staff Member**
September 14	**Staff Member** enters **Self-Assessment**. **NEW Staff Member** drafts **Individual Professional Development Plan**. • **Questions #1-10 should be answered**
Last Day of 1st Quarter	**Evaluator** and **Staff Member** discuss the **Individual Professional Development Plan.**
December 1	At least 1 Formal Observation: 1. Pre-Observation Conference with **Evaluator** and **Staff Member** 2. Formal Observation · **Dunlap Assessment of Practice** 3. Post-Observation Conference with **Evaluator** and **Staff Member** _____ **BEFORE winter break, Staff Member enters 2-3 pieces of evidence in Summative Evaluation in EvaluWise**
Prior to Summative Evaluation Meeting	1 Informal Observation and 1 Formal: 1. Pre-Observation Conference with **Evaluator** and **Staff Member** 2. Formal Observation · **Dunlap Assessment of Practice** 3. Post-Observation Conference with **Evaluator** and **Staff Member**
Second Friday in February	**Evaluator finishes** the Summative Evaluation and **shares** with the **Staff Member** ****Summative Evaluations must be signed & "locked" in EvaluWise by the Second Friday in February.****
10 Days before Last Day	**Staff Member** completes the **Individual Professional Development Plan** reflection questions (#11-16). **Evaluator** meets with **Staff Member** to discuss **IPDP**.
Before Last day	**Staff Member** uses the evaluation to draft his/her **Individual Professional Development Plan** for the coming year.

Tenured Teachers with "Excellent" or "Proficient" Rating – Formal Observation Year	
Start of Year	Evaluator reviews Evaluation Process with Staff Member
September 14	Staff Member enters **Self-Assessment**.
January 31	Staff Member enters **2-3 pieces of evidence in Summative Evaluation in EvaluWise.**
Prior to Summative Evaluation Meeting	2 Observations: 1 Informal and 1 Formal 1. Pre-Observation Conference with Evaluator and Staff Member 2. Formal Observation · **Dunlap Assessment of Practice** 3. Post-Observation Conference with Evaluator and Staff Member
50-55 Days Before Last Day*	Evaluator **finishes** the Summative Evaluation and **shares** with the Staff Member ****Due date for Tenured Summative Evaluations will be announced annually by the District Office***
Before Last day	Staff Member uses the evaluation to draft his/her **Individual Professional Development Plan** for the coming year.

Dates may need to change based on evaluator availability and guidance or direction from ISBE.

Tenured Teachers with "Excellent" or "Proficient" Rating – Individual Professional Development Plan (IPDP) Year	
Start of Year	**Evaluator** reviews Evaluation Process with **Staff Member**
September 14	**Staff Member** enters **Self-Assessment**.
Last Day of 1st Quarter	**Evaluator** and **Staff Member** meet to discuss the **Individual Professional Development Plan** Questions 1-10 should be answered by the **Staff Member**. **Evaluator** approves **Individual Professional Development Plan**.
10 Days Before Last Day	**Staff Member** completes the **Individual Professional Development Plan** reflection questions (#s 11-16). **Evaluator** meets with **Staff Member** to discuss IPDP.

Tenured Teachers with "Excellent" or "Proficient" Rating – Informal Observation Year	
Start of Year	**Evaluator** reviews Evaluation Process with **Staff Member**
September 14	**Staff Member** enters **Self-Assessment**.
March 1	At least 1 Informal Observation: Post-Observation Conference with **Evaluator** and **Staff Member**.

Dates may need to change based on evaluator availability and guidance or direction from ISBE.

Evaluation Schedule through 2030 for <u>Tenured</u> Teachers

Definitions

- "School Year" refers to the year in which the current school year ends. For example, the 2021-22 school year is "school year 2022" and is thus an "even" school year.
- "Group A" will refer to tenured teachers with a previous formal summative evaluation rating of "Proficient" or "Excellent" who were previously evaluated during "odd" school years.
- "Group B" will refer to tenured teachers with a previous formal summative evaluation rating of "Proficient" or "Excellent" who were previously evaluated during "even" school years.
- "Group C" will be created with new teachers who earn a summative evaluation rating of "Proficient" or "Excellent" at the end of the 2023-24 school year.

School Year	Evaluation Group Receiving Formal Evaluation	"Off-Year" Plan	Non-Tenured Teachers
2019-20	B (Even)	A - IPDP	
2020-21	A (Odd)	B - IPDP	
2021-22	B (Even)	A - IPDP	4th Year Non-Tenured Teachers Join "Group B"
2022-23	A (Odd)	B - IPDP	4th Year Non-Tenured Teachers Join "Group A"
2023-24	Non-Tenured Only	A – IPDP | B - Informal	4th Year Non-Tenured Teachers **START** Group "C"
2024-25	B (Even)	A-Informal | C- IPDP	4th Year Non-Tenured Teachers Join "Group B"
2025-26	A (Odd)	B – IPDP | C - Informal	4th Year Non-Tenured Teachers Join "Group A"
2026-27	C	A – IPDP | B - Informal	4th Year Non-Tenured Teachers Join Group "C"
2027-28	B (Even)	A – Informal | C - IPDP	4th Year Non-Tenured Teachers Join "Group B"
2028-29	A (Odd)	B – IPDP | C – Informal	4th Year Non-Tenured Teachers Join "Group A"
2029-30	C	A – IPDP | B - Informal	4th Year Non-Tenured Teachers Join "Group C"

Roles of Evaluator and Certified Staff Members in PGP Process

Evaluator's Responsibilities

- Communicate the PGP process to Certified Staff Members.
- Meet with Certified Staff Members to discuss expectations based on the PGP Process and district/school goals.
- Provide opportunities in utilizing district student data to make informed teaching decisions.
- Conduct formal and informal observations.
- Continuously provide feedback to the Certified Staff Members regarding Certified Staff Members' evidence of practice.
- Conduct summative conference, notify Certified Staff Members of employment status, and facilitate appropriate professional plan for growth/improvement.
- Maintain the integrity of the PGP Process.

Certified Staff Member's Responsibilities

- Understand and implement the PGP Process.
- Meet with Evaluator to ensure adherence to the PGP Process.
- Take personal responsibility for attaining Proficient or Excellent performance.
- Complete PGP forms in a timely manner.
- Provide evidence to support PGP Assessment of Practice Framework.
- Maintain the integrity of the PGP Process.

Professional Practice Levels of Performance
Summative Rating Definitions

Levels of performance are included in this plan to support Certified Staff self-reflection, inform and structure professional conversations between Certified Staff Members and Evaluators, and suggest areas for further learning. These levels contribute to a summative rating system.

Unsatisfactory	Professional practice at the *Unsatisfactory* level shows little or no evidence of understanding concepts of the *Framework for Teaching* and the *Illinois Learning Standards* and district curriculum. Practices remain ineffective and inefficient after intervention and support have been implemented.
Needs Improvement	Professional practice at the *Needs Improvement* level shows evidence of knowledge and skills required to practice as described in the *Framework for Teaching* and the *Illinois Learning Standards* and district curriculum, but performance is inconsistent over a period of time. This level may be considered minimally competent for Certified Staff Members early in their careers. This level requires specific support in non-tenured and tenured years.
Proficient	Professional practice at the *Proficient* level demonstrates clear knowledge of instruction, consistent and reflective teaching preparation, and effective use of a broad repertoire of strategies and activities as described in the *Framework for Teaching* and aligned with *Illinois Learning Standards* and district curriculum. Practice at this level demonstrates thorough knowledge of content, students, and resources. *Proficient* Certified Staff Members share collaboratively with colleagues in support of student learning.
Excellent	Professional practice at the *Excellent* level demonstrates evidence of high expertise beyond the *Proficient* level throughout the components and elements of the *Framework for Teaching*, the *Illinois Learning Standards* and district curriculum. Certified Staff Members at this level are excellent by exceptional commitment to flexible, differentiated, and responsive instructional practice, as evidenced by students' engagement and contribution to their learning. *Excellent* Certified Staff Members provide leadership in the school and district.

Domain/Summative Evaluation Rating Standards

Domain Ratings in Dunlap School District 323 Professional Appraisal Plan

- **_Excellent –_** Excellent ratings in at least three of the components of the domain, with the remaining components rated no lower than _Proficient._
- **_Proficient_** - No more than one component rated _Needs Improvement_, with the remaining components rated at _Proficient_ or higher.
- **_Needs Improvement –_** More than one component rated _Needs Improvement_, with the remaining components rated as _Proficient_ or higher.
- **_Unsatisfactory –_** <u>Any</u> component rated as _Unsatisfactory._

Overall Ratings in Dunlap School District 323 Professional Appraisal Plan

- **_Excellent –_** _Excellent_ rating in three or more of the domains, with the remaining domains rated as _Proficient._
- **_Proficient –_** No more than one domain rated _Needs Improvement_, with the remaining domains rated as _Proficient_ or higher.
- **_Needs Improvement –_** More than one domain rated _Needs Improvement_, with the remaining domains rated as _Proficient_ or higher.
- **_Unsatisfactory –_** Any domain rated as Unsatisfactory.

Non-Tenured Teacher Contract Renewal – Each Non-Tenured Certified Staff Member will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that Non-Tenured Certified Staff Members in years 1 and 2 may receive a final summative rating of _Needs Improvement_ as they are emerging towards proficiency. Non-Tenured Certified Staff Members in years 3 and 4 are expected to maintain a final summative rating of _Proficient_ or higher.

Tenured Certified Staff Members are expected to maintain an overall Summative Rating of _Proficient_ or higher.
- If a Tenured Teacher exhibits evidence of _Unsatisfactory_ practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of _Unsatisfactory_ will result in the development of a Remediation Plan in accordance with Illinois Administrative Code Part 50.

An example of how to arrive at a domain and _Summative Professional Practice Ratings_ can be found on the following page.

Examples of How to Arrive at a Domain and Final Summative Rating

Domain Ratings in Dunlap School District 323 Professional Appraisal Plan
- **_Excellent_ –** *Excellent* ratings in at least three of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **_Proficient_ –** No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **_Needs Improvement_ –** More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
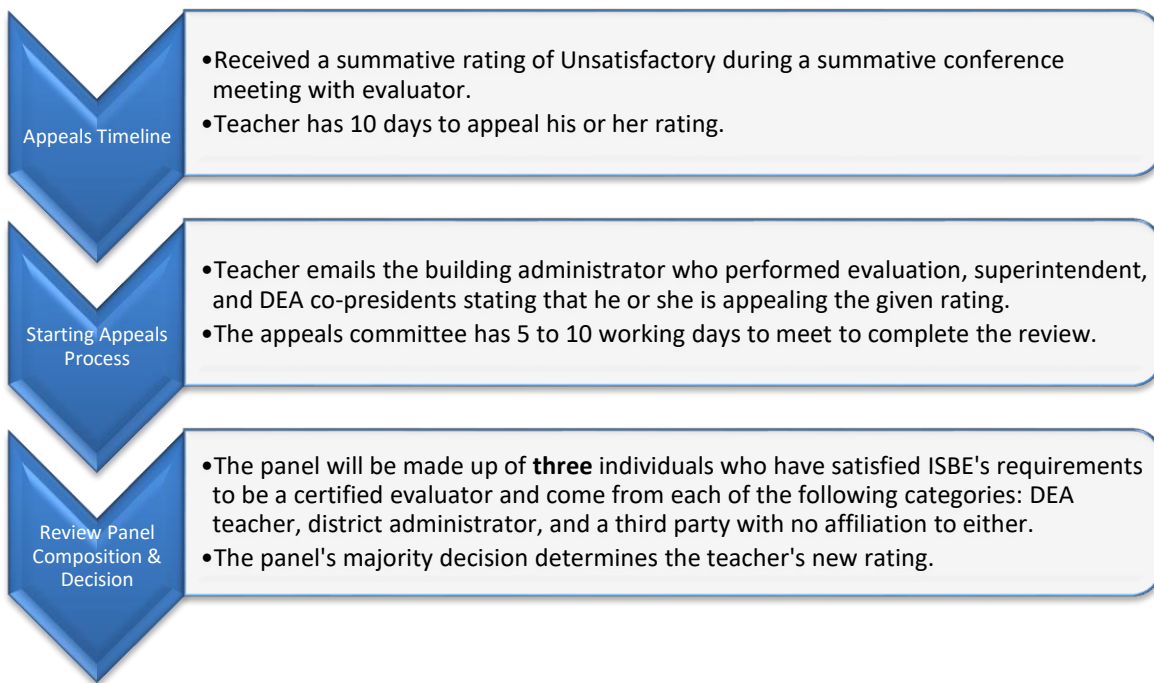- **_Unsatisfactory_ –** Any component rated as *Unsatisfactory*.

Domain 3 for Certified Staff Members - *Classroom Environment*				
Component	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
3a			✓	
3b			✓	
3c		✓		
3d			✓	
3e		✓		
Final Domain Rating		✓		

Overall Ratings in Dunlap School District 323 Professional Appraisal Plan
- **_Excellent_ –** *Excellent* rating in three or more of the domains, with the remaining domains rated as *Proficient*.
- **_Proficient_ –** No more than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **_Needs Improvement_ –** More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **_Unsatisfactory_ –** Any domain rated as Unsatisfactory.

Final Summative Rating				
Domain	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
1			✓	
2			✓	
3		✓		
4				✓
Overall Rating			✓	

Unsatisfactory Rating Appeals Process

Appeals Timeline
- Received a summative rating of Unsatisfactory during a summative conference meeting with evaluator.
- Teacher has 10 days to appeal his or her rating.

Starting Appeals Process
- Teacher emails the building administrator who performed evaluation, superintendent, and DEA co-presidents stating that he or she is appealing the given rating.
- The appeals committee has 5 to 10 working days to meet to complete the review.

Review Panel Composition & Decision
- The panel will be made up of **three** individuals who have satisfied ISBE's requirements to be a certified evaluator and come from each of the following categories: DEA teacher, district administrator, and a third party with no affiliation to either.
- The panel's majority decision determines the teacher's new rating.

Unsatisfactory Rating Appeals Process

Per Senate Bill 315, the Dunlap CUSD #323 PERA Joint Committee has developed an appeals process for certified staff members who have received an unsatisfactory summative rating. The process is outlined below:

1. **How long does a teacher have to appeal the overall summative rating of Unsatisfactory?**
   a. A teacher has 10 working days after the summative meeting conference to appeal his or her unsatisfactory summative rating.

2. **How does a teacher officially begin an appeal?**
   a. The appealing teacher needs to send an email to the building administrator, superintendent, and DEA co-presidents that states he or she is appealing the unsatisfactory summative rating.

3. **How long do the qualified reviewers have to complete the review?**
   a. The appeals committee has 5 to 10 working days to complete the review.

4. **Is the review limited to the prior evaluation, or does the panel of evaluators re-evaluate?**
   a. All data and evidence from the current evaluation in question should be included and any documents from the previous cycle that outlines any goals or actions by the teacher.

5. **How many individuals are to be on the panel?**
   a. The panel will be made up of **three** individuals who have satisfied ISBE's requirements to be a certified evaluator: one DEA/teacher representative, one district-level administrator (e.g. superintendent, assistant superintendent), and a third party with no affiliation to either.

6. **Does the panel have the ability to choose a new summative rating?**
   a. Yes, should the panel decide that the summative rating is not "unsatisfactory," the panel's majority decision will determine the new rating.

Assessment of Practice Frameworks

Dunlap District 323 Assessment of Practice Form: Teachers

Circle or highlight the statements that best reflect your performance

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher demonstrates full awareness of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, students, and resources, to design a series of learning experiences aligned to instructional outcomes and suitably differentiated to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, students, and resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to individual student needs.
1f: Designing student assessment	Teacher's plan for assessing student learning contains no criteria or standards, is not aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes and contains some criteria. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth, friendliness, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, friendliness and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belied in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Minimal instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly with teacher direction.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs and respects the students' dignity. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development. During the explanation of content, the teacher invites student intellectual engagement.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communication is clear and expressive, appropriate to students' cultures and levels of development, and contribute to extending the content, and in explaining concepts to their classmates.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions reflect higher order thinking skills and elicit a thoughtful response. The teacher allows sufficient time for students to answer. Most students participate in the discussion, with the teacher stepping aside when appropriate.	Questions are culturally and developmentally appropriate. Questions elicit student responses that demonstrate analysis, evaluation, synthesis, and innovation. Students formulate many of the high-level questions and ensure peers are heard.
3c: Engaging students in learning	Activities, assignments, materials, and/or grouping of students are inappropriate to the instructional outcomes, students' cultures or levels of understanding, resulting in little intellectual engagement (knowledge). The lesson has no structure or is poorly paced.	Activities, assignments, materials, and/or grouping of students are inappropriate to the instructional outcomes, students' cultures or levels of understanding, resulting in moderate intellectual engagement (knowledge, comprehension, & application). The lesson has a recognizable structure but is not fully maintained.	Activities, assignments, materials, and/or grouping of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in high level work (analysis & evaluation). The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged (synthesis & innovation) throughout the lesson, and make meaningful contributions. Students work collaboratively. The lesson is adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction	There is little or no assessment used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, including self-assessment by students. Both teachers and students monitor learning progress. Students are fully aware of the assessment criteria used to evaluate their work. Teacher provides high quality feedback to students. Questions/prompts / assessments are used to diagnose evidence of learning.	Assessment is regularly used to guide instruction. Students are involved in establishing the assessment criteria. Both teachers and students monitor learning progress. Teacher provides high quality feedback to students. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, 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 adjustments as needed to instruction plans and accommodating student questions, needs and interests. Teacher accepts responsibility for student success, and uses a repertoire of strategies to meet students' needs.	Teacher seizes an opportunity to enhance 21st Century learning, building on a spontaneous events or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
4a: Reflecting on Teaching	Teacher's reflection on the outcome of the lesson is vague and lacks specific ideas for improvement.	Teacher's reflection on the outcome of the lesson describes the lesson, but lacks specific evidence. Teacher makes general suggestions as to how the lesson might be improved.	Teacher's reflection on the outcome of the lesson cites specific evidence. Teacher makes specific suggestions as to how the lesson might be improved.	Teacher's reflection on the outcome of the lesson is thoughtful and accurate, citing specific evidence. Teacher suggests alternate strategies and predicts the likely success of each.
4b:Maintaining Accurate Records	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful.
4c:Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
4d: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and promotes positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty, while maintaining positive and productive relationships with colleagues.
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with professional colleagues. Teacher is resistant to feedback from supervisors or professional colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to professional colleagues. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with professional colleagues. Teacher welcomes feedback from supervisors and professional colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to share expertise with professional colleagues. In addition, teacher seeks out feedback from supervisors and colleagues.
4f: Demonstrating Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher displays ethics and professionalism in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations.	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those in need, are honored in the school. Teacher takes a leadership role in modeling compliance with school and district regulations.
Attendance	Teacher fails to demonstrate a consistent pattern of attendance and punctuality and fails to follow all policies and procedures related to necessary absences and timelines.		Teacher demonstrates a consistent pattern of attendance and punctuality and follows all policies and procedures related to necessary absences and timelines.	

Dunlap District 323 Assessment of Practice Form: Special Education Teachers

Circle or highlight the statements that best reflect your performance

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
1a: Demonstrating knowledge of content and pedagogy	Teacher has not planned interventions and used strategies to address skills highlighted in the IEP; Intervention rationale may be tied only to disability ("all kids with Autism need social stories, so we use social stories") Teacher is not familiar with the criteria of disabilities in IDEA.	Teacher's understanding of available interventions and accommodations and strategies for specific students is shallow and lacks imagination, innovation, or elaboration, and is strongly influenced by disability label rather than by individual need. Teacher has identified student-specific goals, but goals do not match student deficits.	Teacher identifies and implements available interventions which match the student's IEP; Teacher draws upon knowledge of disability-specific information as one source of information; Teacher also uses other imaginative, innovative strategies to support interventions. Teacher embeds student specific goals within the larger context of the whole class lesson.	Teacher's selection and implementation of interventions and/or co-teaching reflects recent developments and research in the area of special education; Teacher fully integrates and differentiates for disability specific information of students.
1b: Demonstrating knowledge of students	IEP does not contain adequate information on which to base goals. Teacher does not investigate student's communication in the home (language, interaction styles, etc.), or other aspects of the child's life outside of school. Teacher assumes a low level of competence on the part of the student, and delivers instruction accordingly.	IEP contains general information about student strengths, academic skills, and functional performance based on informational observations and information taken from sources available universally, e.g.behavior referrals. Baseline information is included but may not be detailed enough to form a basis for goals. Teacher may assume the student is competent yet may lack information, ideas, or resources to help student participate in intellectual activities.	IEP's contain detailed information on student strengths, academic skills and functional performance based on assessment at the time the IEP is written. Detailed baseline information for all goals is included. Teacher takes responsibility for learning about how the child's cultural identity may impact the way(s)he learns and adjust instruction accordingly.	IEP's contain detailed information about student's strengths, academic skills, and functional performance that is based on continuous data collect. Baseline information for goals and additional information to form a well-rounded perspective of the student are included. Teacher presumes competence; Student (partially or fully) participates in engaging high status, challenging activities and processes.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes address highest p priority areas of needs and post high school outcomes. They are suitable for individual students, represent different types of learning, and are capable of assessment.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher demonstrates full awareness of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	Though goals are listed in the IEP, no plans are developed for special education interventions. Though goals for behavioral skills are listed in the IEP, there are no specific plans developed to proactively teach behaviors. Paraprofessionals are provided a location to go to and the child they are to work with is identified but planning for their time is not completed. Special educator modifies classroom materials when asked or after a student has demonstrated that he/she is unable to meet expectations.	Specific time is allocated for each IEP goal and a general curriculum is followed though it may not match the individual needs of the students. Paraprofessionals are provided with a schedule and IEP goals to work on though the specificity may not be enough to enable the paraprofessional to contribute directly to goal attainment. Special educator modifies classroom materials for student and plans accommodations when it is anticipated that student with disabilities will not be able to complete expectations.	Specific interventions are planned for IEP goals and structured time is allocated to implement them. Teacher provides specific directions to paraprofessionals that include activities and methods to promote learning. Special and regular educators communicate periodically so that general education instruction is accessible to students with disabilities through the use of accommodations, modifications, and supplemental support and instruction.	Specific interventions with daily plans are developed for each IEP goal. Plans are developed so that other staff who work with students are able to carry out and/or reinforce instruction. Special and regular educators plan jointly so that general education instruction is accessible to students with disabilities through the use of Universal Design, accommodations, modifications, and supplemental support and instruction.
1f: Designing student assessment	IEP goals are not measurable. Progress monitoring is not completed.	Most progress monitoring is identified in general terms, ie. "observation" but are not further defined. Progress updates are completed with narrative information and some data.	Progress monitoring is defined to collect specific data on a quarterly basis. Teacher uses data obtained through progress monitoring to change instructional strategies	Progress monitoring is clearly defined including what, how, who and when data will be collected. Progress monitoring schedules are established and data is analyzed on an ongoing basis. Teacher uses data obtained through progress monitoring to determine if goals will be met and adjusts instruction and/or reconvenes IEP teams when data indicates that goals will not be met.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural or developmental backgrounds, characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth, friendliness, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, friendliness and sensitivity to students' cultures and levels of development.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, and genuine commitment to the subject by teacher. Students and teachers demonstrate pride in their work.	High levels of teacher passion for the subject creates a culture for learning. The classroom culture is characterized by high expectations for all students, with students demonstrating pride in their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is no evidence of a structured routine.	Students with disabilities are heavily prompted during transitions and routines. There is little evidence of structured routines	Students with disabilities are prompted during transitions and routines and follow through with prompts. Evidence of structured routines is present.	Students with disabilities are given foreshadowing, visual schedules, or prompting prior to transitions, so they may follow classroom procedures with minimal dependence upon adults. Staff is effectively used to assist with transitions when students are unable to transition independently.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. There is little evidence of positive reinforcement. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct are clear to students. Positive reinforcement is frequently used to manage classroom behavior. Teacher response to student misbehavior is appropriate to the student's disability and respects the students' dignity.	Standards of conduct are clear. Teacher consistently uses positive reinforcement to manage student behavior. Teacher's response to student misbehavior is sensitive to individual student needs and respects the students' dignity.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangements appropriate to the learning activities. Teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students. Students can independently access all materials needed for learning.

Domain 3: Instruction

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' levels of development.	Expectations for learning, directions and procedures, and explanations of content; teacher's use of language is correct but may not be completely appropriate to students.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher checks on understanding. Communications are appropriate to students' levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communication is clear and expressive, appropriate to students' levels of development. Teacher consistently checks for understanding.
3b: Using questioning and discussion techniques	Students with disabilities do not participate in discussion. Students with disabilities are provided the answers to questions rather than scaffolding questions so that students can answer them. Processing time is not considered.	Teacher provides students with background knowledge. Teacher directed, little student engagement. Students are prompted to participate but may not do so. Questions require one word or short answers. Processing time is not consistently considered.	Individualized strategies and techniques are differentiated for each student. Students will participate in discussion and are encouraged towards higher level thinking. Students with significant disability are involved with class discussion. Processing time is matched to student need.	Individualized strategies and techniques are differentiated for each student. Students participate in discussions and answer questions. Their responses are scaffolding upward to promote higher level thinking and language. Students with significant disabilities are involved with class discussions. For students with significant disabilities, questions are structured and routine to enable students to provide an answer. Processing time is well matched to student need.
3c: Engaging students in learning	Students are recipients of teaching, but not active participants. Activities and content are inappropriate and do not invite student participation.	Students participate in lesson, but tend to be passive participants. The lesson has structure, but does not provide opportunities for active involvement.	Students are engaged in lesson. Students have opportunities to actively participate through the use of accommodations and modifications.	Students are highly engaged throughout the lesson. Lesson is created to facilitate student participation. Individual accommodations are present to allow students to present their own ideas.
3d: Using Assessment in Instruction	There is little or no assessment used in instruction, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students.	Assessment is regularly used in instruction, including self-assessment by students. Both teachers and students monitor learning progress. Teacher provides high quality feedback to students. Questions/prompts / assessments are used to diagnose evidence of learning.	Assessment is regularly used to guide instruction. Both teachers and students monitor learning progress. Teacher provides high quality feedback to students. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, 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 adjustments as needed to instruction plans and accommodating student questions, needs and interests. Teacher accepts responsibility for student success, and uses a repertoire of strategies to meet students' needs.	Teacher seizes an opportunity to enhance learning, building on a spontaneous events or student interests. Teacher ensures the success of all students on caseload, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
4a: Reflecting on Teaching	Teacher's reflection on the outcome of the lesson is vague and lacks specific ideas for improvement.	Teacher's reflection on the outcome of the lesson describes the lesson, but lacks specific evidence. Teacher makes general suggestions as to how the lesson might be improved.	Teacher's reflection on the outcome of the lesson cites specific evidence. Teacher makes specific suggestions as to how the lesson might be improved.	Teacher's reflection on the outcome of the lesson is thoughtful and accurate, citing specific evidence. Teacher suggests alternate strategies and predicts the likely success of each.
4b: Maintaining Accurate Records	IEP completion doesn't meet mandated timeline. Present level of performance uses primarily subjective, anecdotal information that may or may not be representative of the student's functioning and progress.	IEPs are completed and provided to parents within legally mandated timelines and meet all legal requirements. IEP accurately reflects special education services and supports that student is receiving. Alignment of present level, FBA/BIP (as appropriate), goals, and services is evident.	IEPs contain comprehensive, current information about student performance and document all team discussions about programming options. IEPs contain service descriptions that guide instruction and provide parents with complete descriptions of their child's programming. Clear alignment between present level of performance, FBA/BIP, goals, and services. Present level of descriptions use objective, clear language that is written from a skills perspective.	IEPs contain comprehensive, current information about student performance and document all team discussions about programming options. IEPs contain service descriptions that guide instruction and provide parents with complete descriptions of their child's programming. Clear alignment between present level of performance, FBA/BIP, goals, and services. Present level of descriptions use objective, clear language that is written from a skills perspective. Case Manager acts as a resource for others in documenting information in IEPs.
4c: Communicating with Families	IEP meetings are characterized by the teacher telling parents information. Deficits are discussed more often than strengths and skills.	Teacher attempts to engage IEP participants with some success. Questions are often closed (yes/no). Skills are discussed objectively and strengths are discussed in the corresponding section of the IEP.	Teacher engages parents and students in the IEP discussion by asking open-ended questions during the IEP. Teacher conducts IEP meetings that are student centered and focused on the future (transition focused at the secondary level). Skills are discussed objectively and strengths are used to develop transition plans. Students play a significant role in developing the IEP.	Teacher facilitates IEP meetings that are strengths driven, student centered, and focused on the future (transition focused at the secondary level). IEP meetings are often prepared for and led by the student. Parents are actively engaged in IEP discussions, answering and asking questions, and decisions are derived at by consensus after considering options.
4d: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and promotes positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty, while maintaining positive and productive relationships with colleagues.
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with professional colleagues. Teacher is resistant to feedback from supervisors or professional colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to professional colleagues. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with professional colleagues. Teacher welcomes feedback from supervisors and professional colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to share expertise with professional colleagues. In addition, teacher seeks out feedback from supervisors and colleagues.
4f: Demonstrating Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher displays ethics and professionalism in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations.	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those in need, are honored in the school. Teacher takes a leadership role in modeling compliance with school and district regulations.
Attendance	Teacher fails to demonstrate a consistent pattern of attendance and punctuality and fails to follow all policies and procedures related to necessary absences and timelines.		Teacher demonstrates a consistent pattern of attendance and punctuality and follows all policies and procedures related to necessary absences and timelines.	

Dunlap District 323 Self-Assessment of Practice Form: School Counselor

Circle or highlight *the statements that best reflect your performance*

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques..
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor 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, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but the broader educational program.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor'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.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling session and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling session, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Delivery of Service

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers to formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers to formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers to formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to his or her plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking way to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor'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.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records, and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate, but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor 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.
Attendance	Counselor fails to demonstrate a consistent pattern of attendance and punctuality and fails to follow all policies and procedures related to necessary absences and timelines.		Teacher demonstrates a consistent pattern of attendance and punctuality and follows all policies and procedures related to necessary absences and timelines.	

Dunlap District 323 Self-Assessment of Practice Form: School Psychologist

Circle or highlight the statements that best reflect your performance

Domain 1: 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 psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnosis.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

Domain 2: The Environment

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for positive mental health throughout the school	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: Establishing and maintaining clear procedures for referrals through the Building Based Teams/Problem-Solving Teams	No procedures for referrals/RtI process have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals/RtI process, but the details are not always clear.	Procedures for referrals/RtI process and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral/RtI process and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage materials	The testing center is disorganized, and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Domain 3: 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 questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate evaluation paperwork/IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed evaluation paperwork/IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Evaluation paperwork/IEPs are prepared in an exemplary manner.
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 the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3f: Demonstrating flexibility and responsiveness	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b:Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c:Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist 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 assumes leadership with colleagues.
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 are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Domain 4: Professional Responsibilities (Continued)

4f:Showing Professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Attendance	Psychologist fails to demonstrate a consistent pattern of attendance and punctuality and fails to follow all policies and procedures related to necessary absences and timelines.		Psychologist demonstrates a consistent pattern of attendance and punctuality and follows all policies and procedures related to necessary absences and timelines.	

Dunlap District 323 Self-Assessment of Practice Form: School Social Worker

Circle or highlight *the statements that best reflect your performance*

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
1a: Demonstrating knowledge and skill in the school social worker area	Social Worker demonstrates little or no knowledge and skill in therapy area; little knowledge and skill in using instruments to evaluate.	Social Worker demonstrates basic knowledge and skill in the therapy, assessment and evaluations.	Social Worker demonstrates thorough knowledge and skill in the therapy area; uses multiple assessment methods.	Social Worker demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing goals for the social work program appropriate to the setting and the students served	Social Worker has no clear goals for the therapy program, or they are inappropriate to either the situation of the age of the students. No knowledge of child and adolescent development and psychotherapy.	Social Worker's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. Basic knowledge of child and adolescent development and psychotherapy.	Social Worker's goals are clear and appropriate to the situation in the school and to the age of the students. Thorough knowledge of child and adolescent development and psychotherapy.	Social Worker's goals are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. Extensive knowledge of child and adolescent development and various types of typical patterns.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Social Worker demonstrates little or no knowledge of special education laws and procedures.	Social Worker demonstrates basic knowledge of special education laws and procedures.	Social Worker demonstrates thorough knowledge of special education laws and procedures.	Social Worker's knowledge of special education laws and procedures is extensive; Social Worker takes a leadership role in reviewing and revising district policies.
1d: Demonstrating 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. No knowledge of governmental regulations.	Social Worker demonstrates basic knowledge of resources for students available through the school or district. Awareness of governmental regulations.	Social Worker demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. Thorough knowledge of governmental regulations.	Social Worker demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. Extensive knowledge of governmental regulations.
1e: Planning the therapy, integrated with the regular school program, to meet the needs of individual students	Social Worker's plan consists of a random collection or unrelated activities, lacking coherence or an overall structure.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Social Worker has developed a plan that includes the important aspects of work in the setting.	Social Worker's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate services	Social Worker has no plan to evaluate services or resists suggestions that such an evaluation is important.	Social Worker has a rudimentary plan to evaluate the services.	Social Worker's plan to evaluate services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Social Worker's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving services on an ongoing basis.

Domain 2: The Environment

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
2a: Establishing rapport with students	Social Worker's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Social Worker's interactions are a mix of positive and negative; the social worker's efforts at developing rapport are partially successful.	Social Worker's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the Social Worker, reflecting a high degree of comfort and trust in the relationship.
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 carried out, but not always in the most efficient manner.	Social Worker exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Social Worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Social Worker has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established and Social Worker disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Social Worker's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Social Worker monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Social Worker's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing services	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3: Delivery of Service

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
3a: Responding to referrals, evaluating student needs and consulting with student regarding needs	Social Worker fails to respond to referrals or makes hasty assessments of student needs.	Social Worker responds to referrals when pressed and makes adequate assessments of student needs.	Social Worker responds to referrals and makes thorough assessments of student needs.	Social Worker is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Evaluating, developing and implementing services for students' needs	Social Worker fails to develop plans suitable for students, or plans are mismatched with the findings of assessments.	Social Worker's plans for students are partially suitable for them or sporadically aligned with identified needs. Assessments are appropriate.	Social Worker's plans for students are suitable for them and are aligned with identified needs. Assessments are appropriate.	Social Worker develops comprehensive plans and assessments for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Social Worker fails to communicate with families and secure necessary permission for evaluations 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, doing so 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. Specialist reaches out to families of students to enhance trust.
3d: Collecting information; writing reports	Social Worker neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Social Worker collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Social Worker collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Social Worker is proactive in collecting important information, interviewing teachers and parents if necessary. Reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Social Worker adheres to the plan or program, in spite of evidence of its inadequacy.	Social Worker makes modest changes in the treatment program when confronted with evidence of the need for change.	Social Worker makes revisions in the treatment program when they are needed.	Social Worker is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: 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'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.	Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the services might be improved.	Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Social Worker is not available to staff for questions and planning and declines to provide background material when requested.	Social Worker is available to staff for questions and planning and provides background material when requested.	Social Worker initiates contact with teachers and administrators to confer regarding individual cases.	Social Worker seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	Social Worker's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Social Worker has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Social Worker has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Social Worker has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Social Worker uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Social Worker's relationships with colleagues are negative or self-serving, and Social Worker avoids being involved in school and district events and projects.	Social Worker's relationships with colleagues are cordial, and social worker participates in school and district events and projects when specifically asked to do so.	Social Worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Social Worker makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging 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's participation in professional development activities is limited to those that are convenient or are required.	Social Worker seeks out opportunities for professional development based on an individual assessment of need.	Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Social Worker displays dishonesty in interactions with colleagues, students, and the public and violates principals of confidentiality.	Social Worker is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Social Worker 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.
Attendance	Social Worker fails to demonstrate a consistent pattern of attendance and punctuality and fails to follow all policies and procedures related to necessary absences and timelines.		Social Worker demonstrates a consistent pattern of attendance and punctuality and follows all policies and procedures related to necessary absences and timelines.	

Dunlap District 323 Self-Assessment of Practice Form: Speech Pathologist

Circle or *highlight* the statements that best reflect your performance

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
1a: Demonstrating knowledge and skill in the Speech therapy area; holding the relevant certificate or license	Speech Pathologist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Speech Pathologist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Speech Pathologist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Speech Pathologist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Speech Pathologist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Speech Pathologist's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students.	Speech Pathologist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Speech Pathologist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state and federal regulations and guidelines	Speech Pathologist demonstrates little or no knowledge of special education laws and procedures.	Speech Pathologist demonstrates basic knowledge of special education laws and procedures.	Speech Pathologist demonstrates thorough knowledge of special education laws and procedures.	Speech Pathologist's knowledge of special education laws and procedures is extensive; Speech Pathologist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Speech Pathologist demonstrates little or no knowledge of resources for students available through the school or district.	Speech Pathologist demonstrates basic knowledge of resources for students available through the school or district.	Speech Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Speech Pathologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Speech Pathologist's program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Speech Pathologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Speech Pathologist has developed a plan that includes the important aspects of work in the setting.	Speech Pathologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program	Speech Pathologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Speech Pathologist has a rudimentary plan to evaluate the therapy program.	Speech Pathologist'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.	Speech Pathologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
2a: Establishing rapport with students	Speech Pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Speech Pathologist's interactions are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Speech Pathologist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the Speech Pathologist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Speech Pathologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Speech Pathologist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Speech Pathologist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Speech Pathologist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Speech Pathologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established and Speech Pathologist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established in the testing and treatment center. Speech Pathologist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established in the testing and treatment center. Speech Pathologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing and treatment center. Speech Pathologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized, and poorly suited for working with students. Materials are usually available.	The testing and treatment center is moderately well organized, and moderately well suited for working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3: Delivery of Service

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
3a: Responding to referrals and evaluating student needs	Speech Pathologist fails to respond to referrals, or makes hasty assessments of student needs.	Speech Pathologist responds when pressed and makes adequate assessments of student needs.	Speech Pathologist responds to referrals, and makes thorough assessments of student needs.	Speech Pathologist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	Speech Pathologist fails to develop treatment plans suitable for students or plans are mismatched with the findings of assessments.	Speech Pathologist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Speech Pathologist's plans for students are suitable for them and are aligned with identified needs.	Speech Pathologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Speech Pathologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Speech Pathologist's communication with families is partially successful; permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Speech Pathologist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Speech Pathologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Speech Pathologist reaches out to families of students to enhance trust.
3d: Collecting information; writing reports	Speech Pathologist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Speech Pathologist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Speech Pathologist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Speech Pathologist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Speech Pathologist adheres to the plan or program, in spite of evidence of its inadequacy.	Speech Pathologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Speech Pathologist makes revisions in the treatment program when they are needed.	Speech Pathologist is continually seeking way to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs improvement	Proficient	Excellent
4a: Reflecting on practice	Speech Pathologist does not reflect on practice or the reflections are inaccurate or self-serving.	Speech Pathologist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Speech Pathologist's reflection provides an accurate and objective description of practice citing specific positive and negative characteristics. Speech Pathologist makes some specific suggestions as to how the therapy program might be improved.	Speech Pathologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Speech Pathologist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Speech Pathologist is not available to staff for questions and planning and declines to provide background material when requested.	Speech Pathologist is available to staff for questions and planning and provides background material when requested.	Speech Pathologist initiates contact with teachers and administrators to confer regarding individual cases.	Speech Pathologist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data management system	Speech Pathologist's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Speech Pathologist has developed a rudimentary data management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Speech Pathologist has developed an effective data management system for monitoring student progress and uses it to adjust treatment when needed.	Speech Pathologist has developed a highly effective data management system for monitoring student progress and uses it to adjust treatment when needed. Speech Pathologist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Speech Pathologist's relationships with colleagues are negative or self-serving, and Speech Pathologist avoids being involved in school and district events and projects.	Speech Pathologist's relationships with colleagues are cordial, and Speech Pathologist participates in school and district events and projects when specifically asked to do so.	Speech Pathologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Speech Pathologist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Speech Pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Speech Pathologist's participation in professional development activities is limited to those that are convenient or are required.	Speech Pathologist seeks out opportunities for professional development based on an individual assessment of need.	Speech Pathologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Speech Pathologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Speech Pathologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Speech Pathologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Speech Pathologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocate for students, taking a leadership role with colleagues.
Attendance	Speech Pathologist fails to demonstrate a consistent pattern of attendance and punctuality and fails to follow all policies and procedures related to necessary absences and timelines.		Speech Pathologist demonstrates a consistent pattern of attendance and punctuality and follows all policies and procedures related to necessary absences and timelines.	

Appendix

Dunlap CUSD #323 Professional Growth Plan

Examples of Evidence for Domains 1 and 4

Domain 1: Planning and Preparation

1A: Demonstrating Knowledge of Content and Pedagogy

- Curriculum Maps
- Appropriate Vocabulary in Discussions and Lesson Plans
- Subscription to journals that apply to content area taught
- Current Events apply to content area taught
- Cross-curricular connections

1B: Demonstrating Knowledge of Students

- Student Interest surveys
- "who are you" sheets
- Learning styles/motivation surveys
- Accommodations sheets
- Reading Curriculum (multiple interests)
- Student work display
- Present levels of Performance (IEP)
- Progress Monitoring Charts
- Data binders and data centers
- Parent surveys
- Getting to Know You Posters at Back to School Night
- Personal Narratives

1C: Setting Instructional Outcomes

- Lesson Plans
- Smart Goals
- Data Binders
- Data Centers
- Common Formative Assessments
- Adapted tests
- "Pull Out Logs" for IEP students
- Learning targets on white board as well as on major unit assignments and projects
- I CAN statements on assignments
- Progress Monitoring and RtI goals

1D: Demonstrating Knowledge of Resources

- Professional Development Conference
- Video Clips
- Current Events Journals
- College classes
- Member of professional organization
- List of websites beneficial to students for your content area
- RtI and individualized instruction for students
- Collaboration – mentor; team teachers
- PLC Log
- Atlas Map

1E: Designing Coherent Instruction

- Atlas Curriculum Map
- Pre and Post test data
- Higher order thinking assessments
- Multimodal instruction
- Intervention Time Schedule class RtI, resource, Tier II)
- Adapting lessons for multiple intelligences
- Guided Reading groups
- Differentiation for students' needs

1F: Designing Student Assessment

- Unit Summative Assessment
- Common Formative Assessments
- Formative Assessment
- Data Centers

Domain 4: Professional Responsibilities

4A: Reflection on Teaching

- New teacher reflection
- Notes/journals on lesson
- Informal assessment
- Evaluwise reflections
- Data center

4B: Maintaining Accurate Records

- PowerSchool Attendance/Gradebook
- Data centers/binders
- Benchmarks and progress monitoring folders

4C: Communicating with Families

- Teacher facebook/twitter/website
- Remind 101 (anonymous texts from teacher to parents about reminders)
- Email records
- Review sessions for students/tutoring
- Student Led Conferences
- IEP Meetings
- Newsletters – Edmoto
- Contact Log
- Informal parent meeting log

4D: Participating in a Professional Community

- Attend events
- PLC Log
- BLT/CC/DEA
- District resume
- Building Leadership roles/sponsors
- SIP Days
- Coaching/Supervision

4E: Growing and Developing Professionally

- PLC
- Evaluwise
- Conferences/trainings
- PGP
- Continuing education classes
- Collaborative projects
- Log of Co-Teacher Meetings/Special Education Meetings
- Observing other teachers

4F: Demonstrating Professionalism

- Evaluwise
- email
- Active participation in meetings
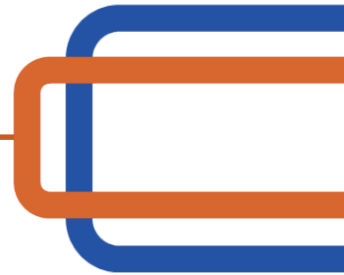
Setting up Teacher Login with Google Account

Create Password to Login to Teacher Dashboard – Go to www.evaluwise.org and select Teacher login (See Figure 1)
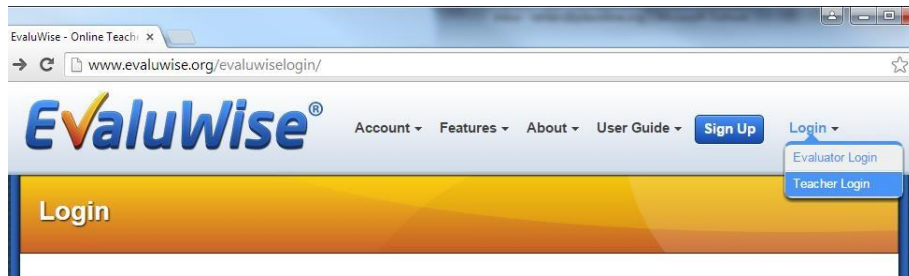
Figure 1

If you use Google please follow the instructions below to setup your login using google single sign on
To sign in with your Google Account that **shares the same email address you have for your account in EvaluWise**, choose the Sign In button with the Google logo as shown below for Teachers: (see Figure 2)

Figure 2

You will then be presented with a popup or web page from Google prompting you to enter your google account email. (see Figure 3)
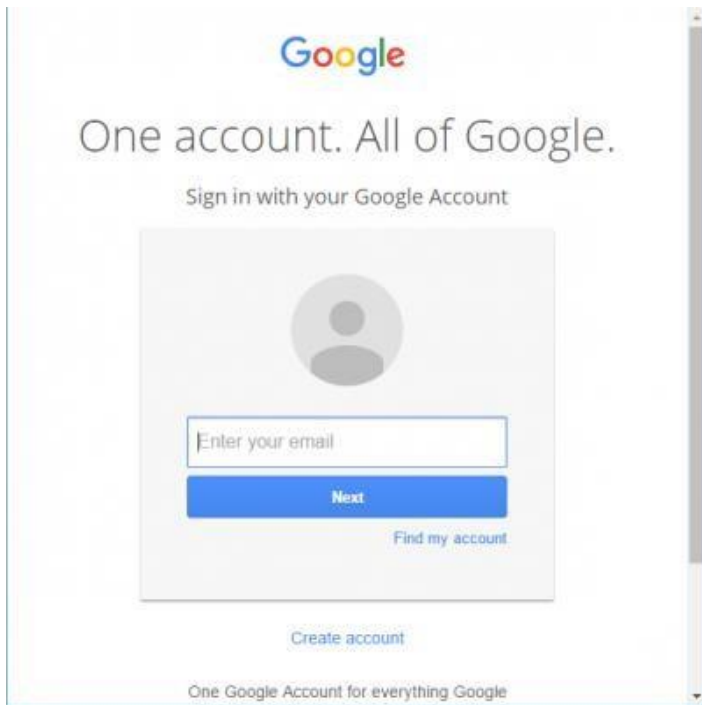
Figure 3

After entering your email click next and you will be prompted for your Google password. After entering your password, you may have an additional step if you have set up 2 step verification with Google. (See Figure 4)
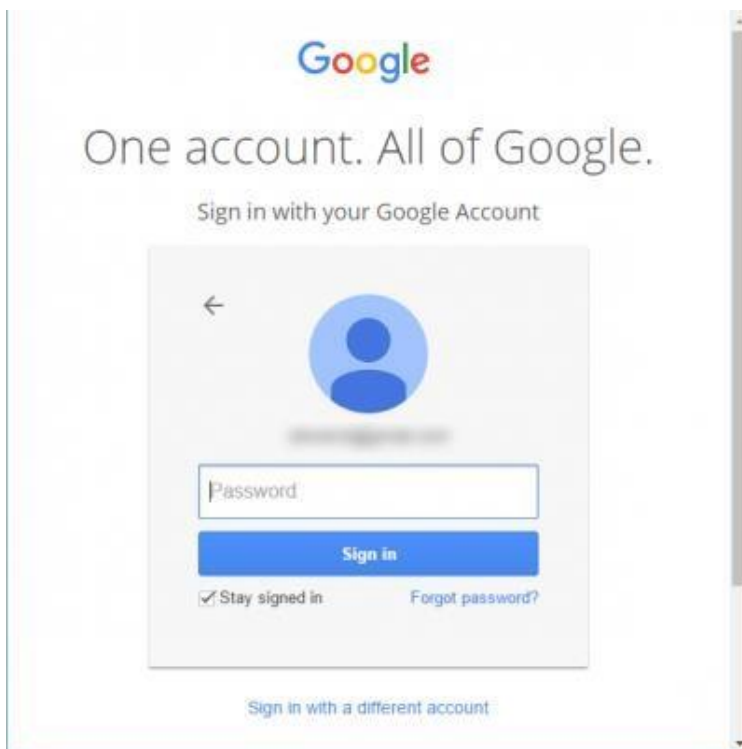
Figure 4

After completing the password steps you will return to EvaluWise and will be logged in if authentication was successful. (See Figure 5)
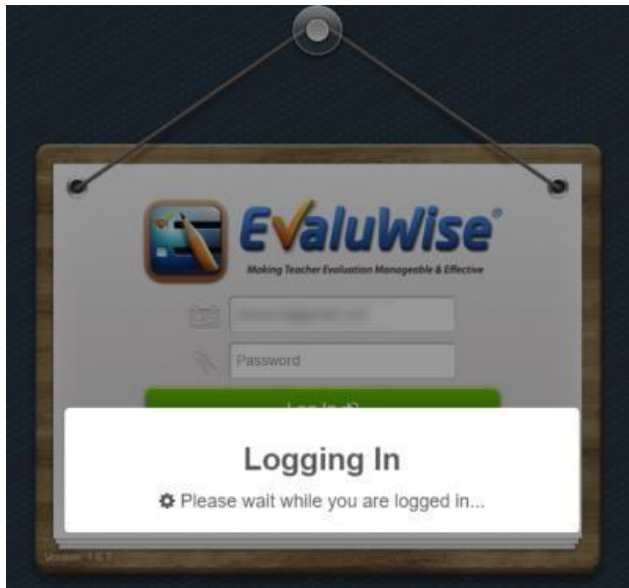
Figure 5

Teacher Dashboard
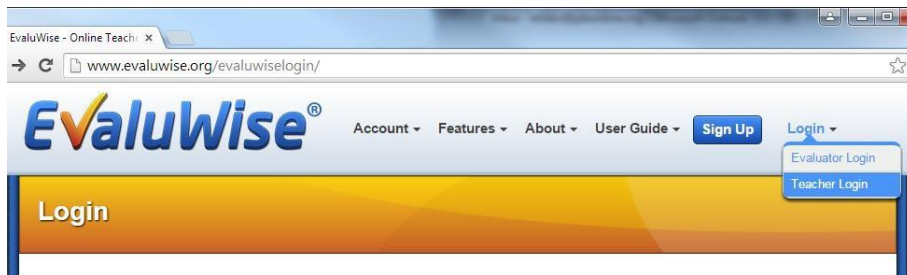
Create Password to Login to Teacher Dashboard – Go to www.evaluwise.org and select Teacher login (See Figure 1)

Google Login Instructions:

If you use Google please follow the instructions below to setup your login using google single sign on To sign in with your Google Account that **shares the same email address you have for your account in EvaluWise**, choose the Sign In button with the Google logo as shown below for Teachers: (see Figure 2)

You will then be presented with a popup or web page from Google prompting you to enter your google account email. (see Figure 3)

After entering your email click next and you will be prompted for your Google password. After entering your password you may have an additional step if you have set up 2 step verification with Google. (See Figure 4)

After completing the password steps you will return to EvaluWise and will be logged in if authentication was successful. (See Figure 5)

Login Instructions if not using Google:

If you do not have a google account, please follow the instruction below to setup a password for EvaluWise.

If the teacher does not currently have a login click on Create Password at the bottom of the Teacher Login screen. (see Figure 6)

It will ask for the email address and then an email will be sent to that address to set up a password for the teacher login. (See Figure 7)
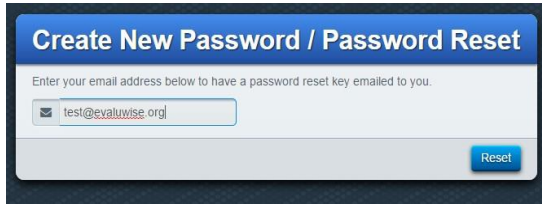
Figure 7

Once you have received your password you are now able to login to the teacher dashboard through www.evaluwise.org – select teacher login and access all of you evaluations past and present as well as complete forms and view or download artifacts.
Once the Evaluator has given you access you are able to view the evaluations from the Teacher Dashboard (See Figure 8)
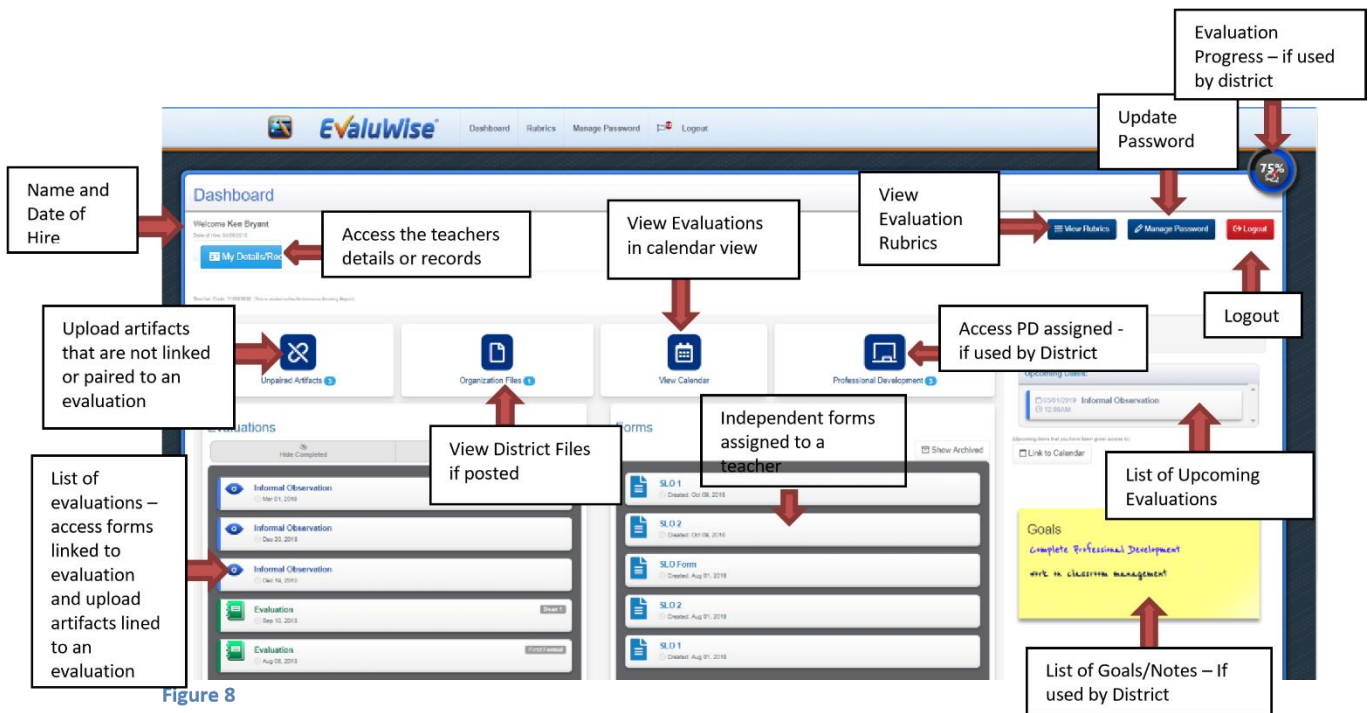
Figure 8
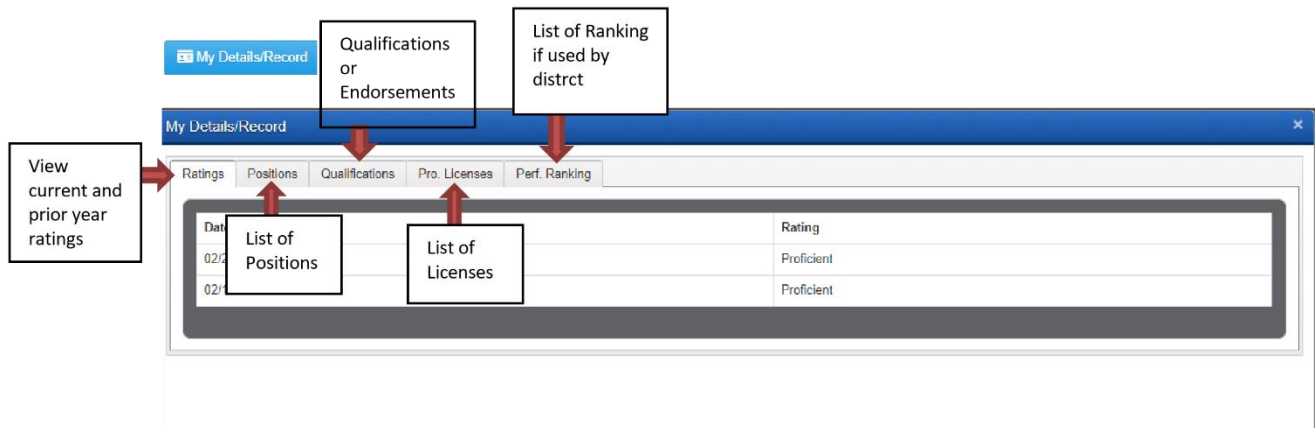
Figure 9

Evaluations:

Under the Evaluations section – you can access your evaluations - informal (blue), formal (green) and summative (orange). By clicking on the evaluation, it allows you to complete forms linked to that evaluation, upload artifacts to that evaluation, view evidence, the summary and overall ratings. (See Figure 10)
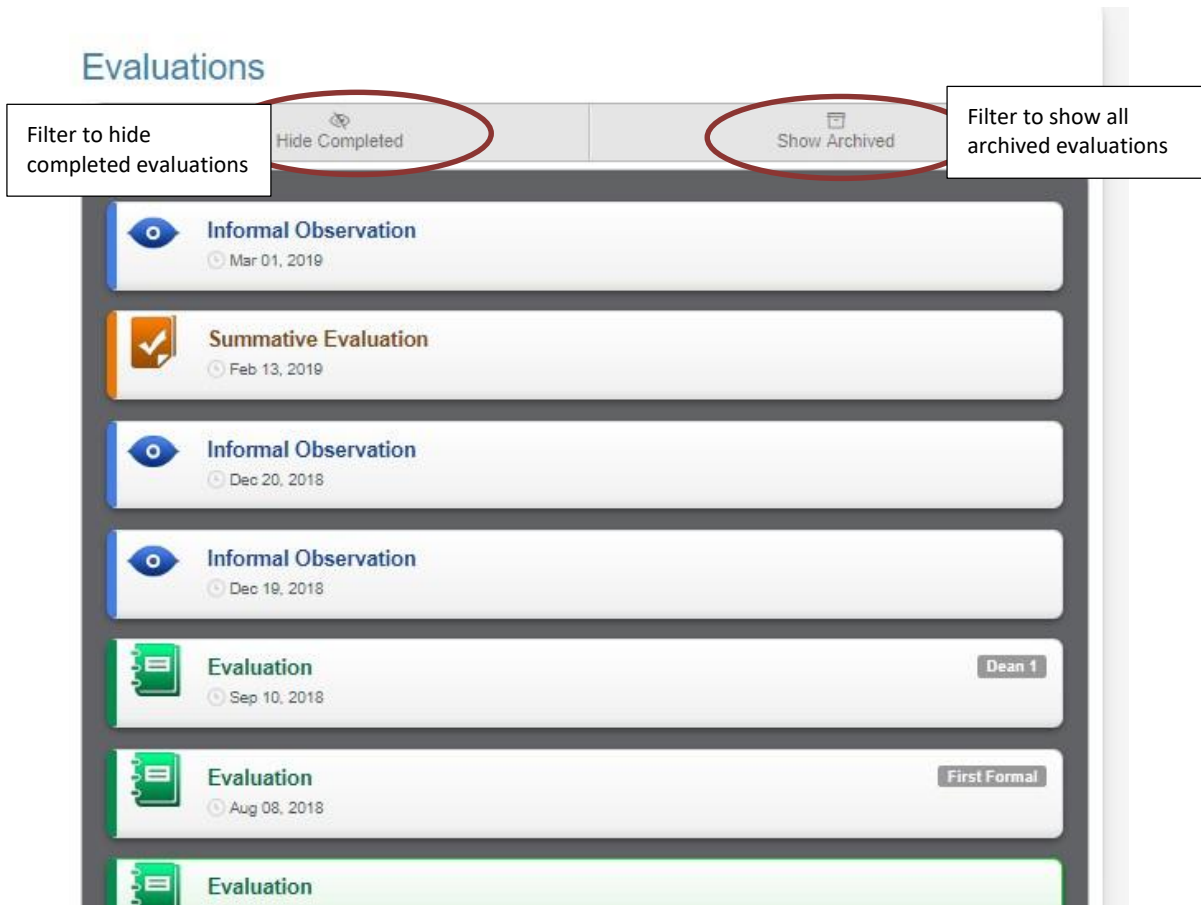
Informal Evaluation

Click on the Informal Evaluation (Blue) to View Evidence and View Observation Summary, You are also able to upload artifacts as a document or link and pair that up to your rubric. (See Figure 11 & 12)
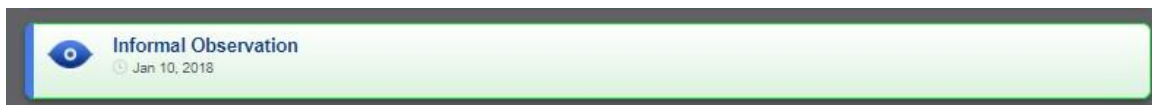
Figure 11
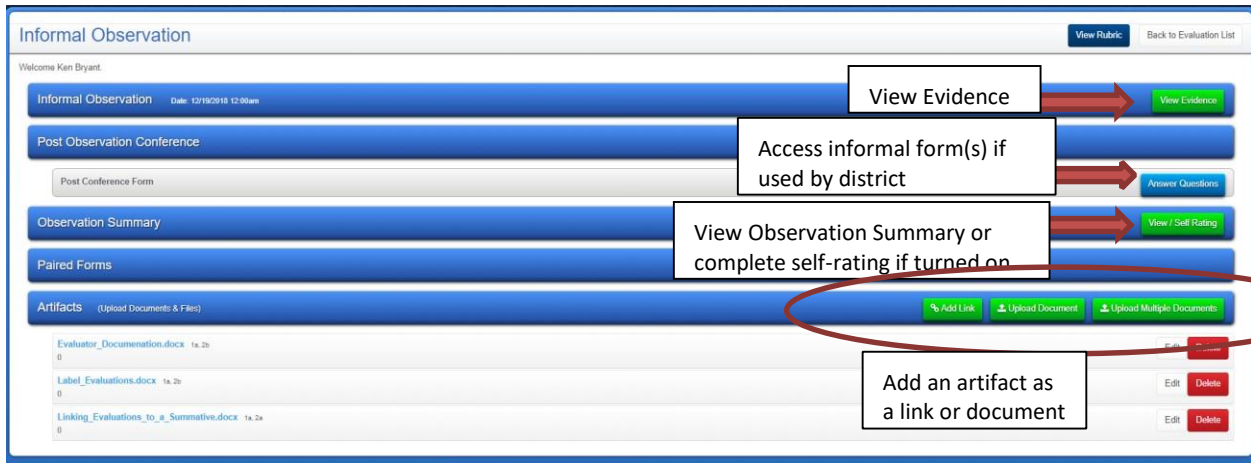
Figure 12

Formal Evaluation

Click on the Formal Evaluation (Green) to complete any pre or post conference forms, View Evidence, View the Observation Summary and Add Artifacts. (See Figure 13 & 14)
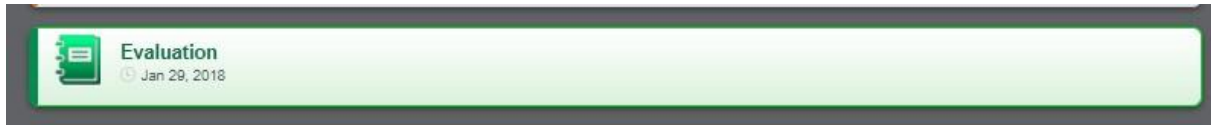
Figure 13
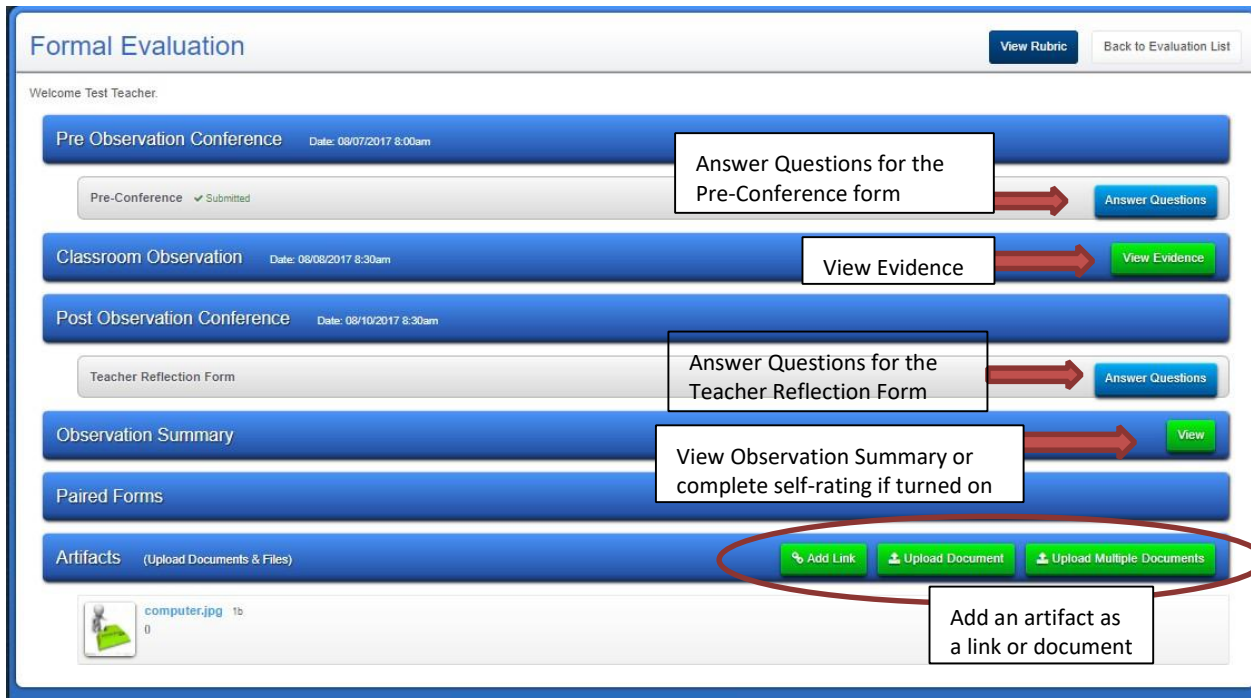
Figure 14

To Complete the forms, click "Answer Questions" This will bring up the form to complete – Click "Save" to keep the answers on the teacher dashboard – Click "Save and Submit" to Submit for you Evaluator to

View. You can still make changes to the form after submittal until the evaluation is locked (See Figure 15)

Figure 15

Summative Evaluation

Click on the Summative Evaluation to View Professional Practice and View Ratings and Results, You can also upload artifacts to the summative if needed. (See Figure 16 & 17)
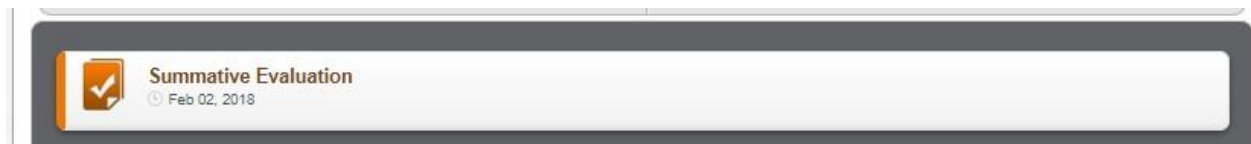
Figure 16

Add an artifact as a link or document
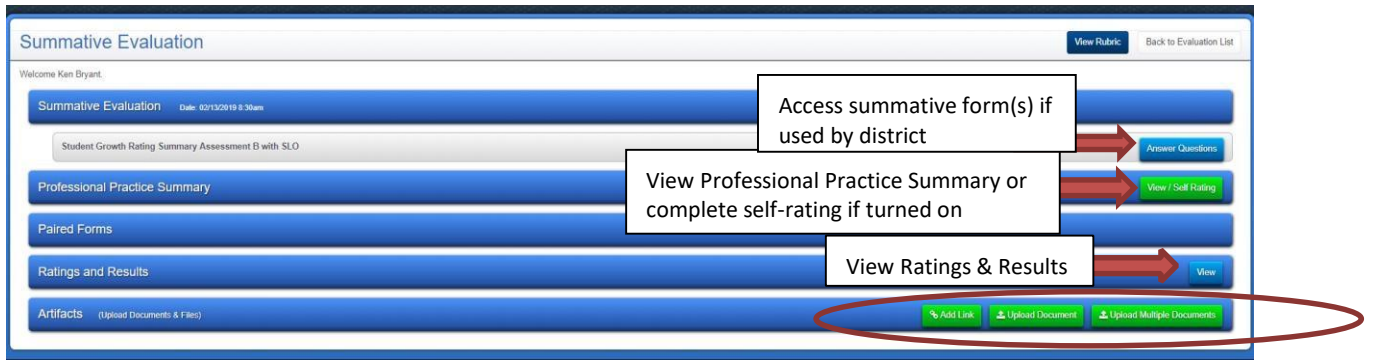
Figure 17

Independent Forms
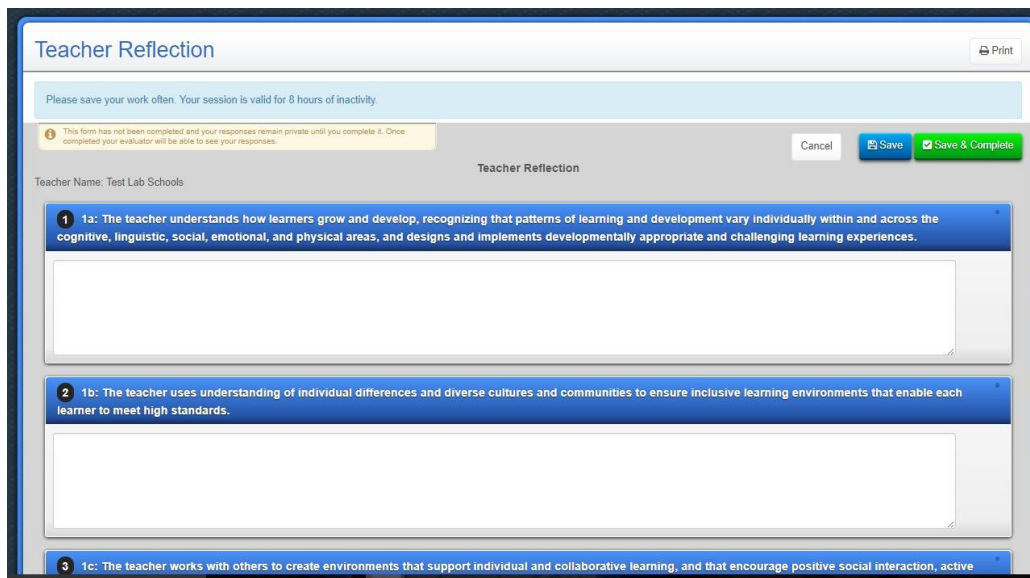
To complete an independent form (forms not linked to an evaluation – typically SLO or Goal Forms) located under forms. (Please NOTE – Pre-observation and post observation forms will be in the specific evaluations)

Click on the form you would need to access (See Figure 18)

Figure 18

To Complete the forms, click "Save" to keep the answers on the teacher dashboard – Click "Save and Submit" to Submit for you Evaluator to View. You can still make changes to the form after submittal until the evaluation is locked (See Figure 19)

Figure 19

Setting Up calendar to sync to Outlook or Google Calendar:
On the teacher dashboard click on the "Link to Calendar" (See Figure 20)
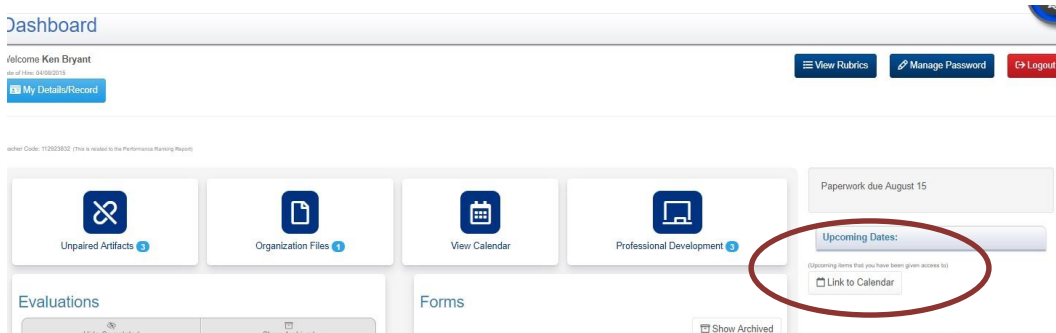
Figure 20

You will be provided the links based on what type of calendar you are using. (See Figure 21)
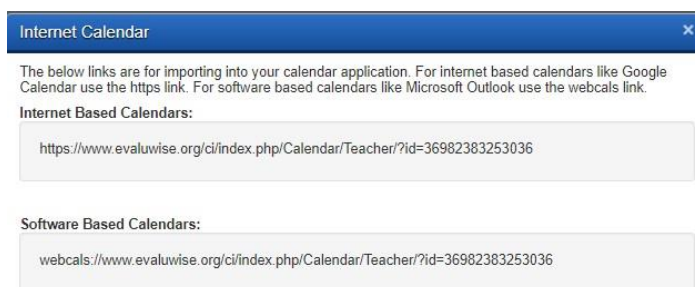
Figure 21

Uploading Artifacts

Uploading Artifacts linked to an Evaluation:
You can upload artifacts directly to an evaluation that has been created. Click on the evaluation within your dashboard. (See Figure 22)
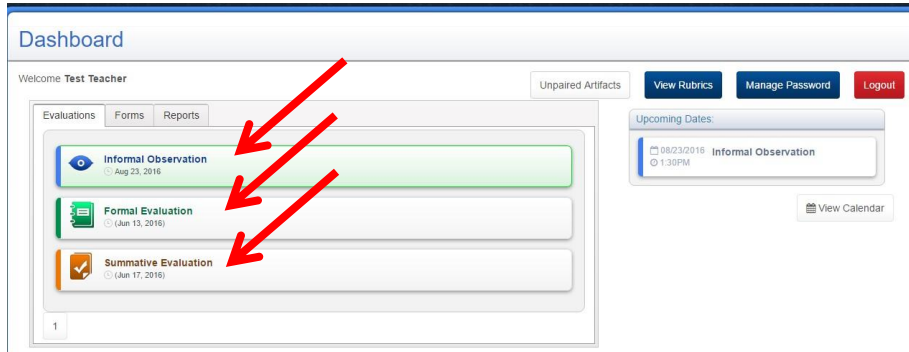
Figure 22

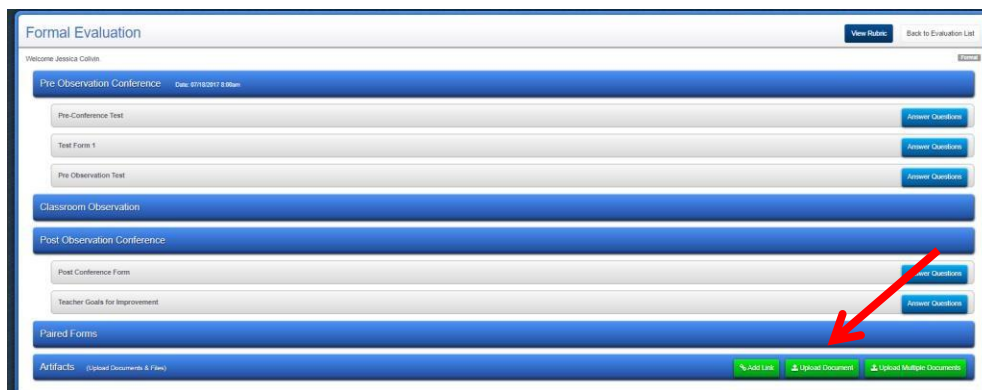Within the evaluation click on the artifact option. (See Figure 23)

Figure 23

Uploading Unpaired Artifacts:
Teachers can also upload documents that are not paired to an Evaluation. To upload an unpaired artifact from the teacher dashboard, click on the "Unpaired Artifacts" button. (See Figure 24)
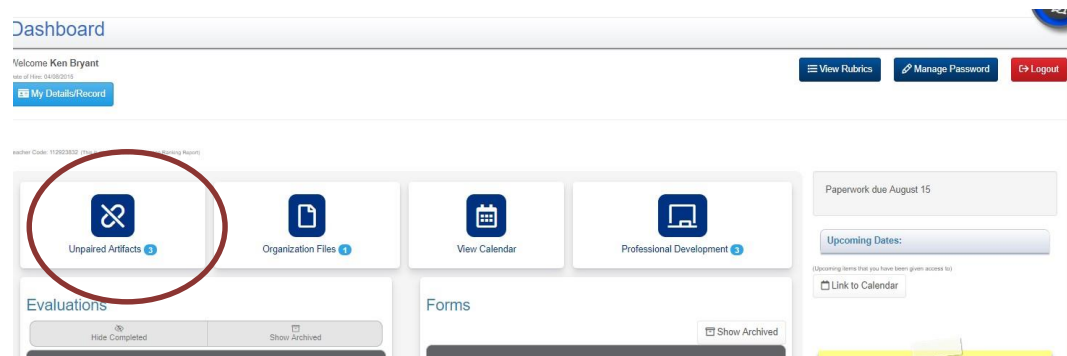
Figure 24

You can add a file, add multiple files or add a link as an artifact. Please reference the screen shots of both of those views below. (See Figure 25 and 26)
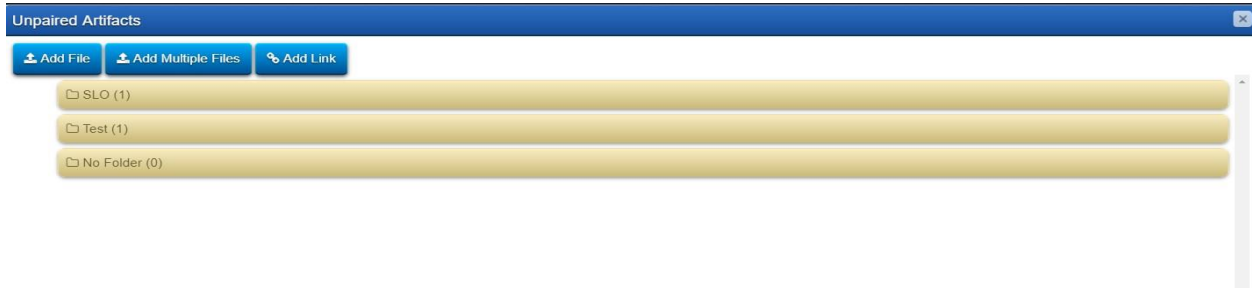

Figure 25

Select the File, evidence identifier, notes and if using a folder select folder is no folders setup for your district select none or blank.
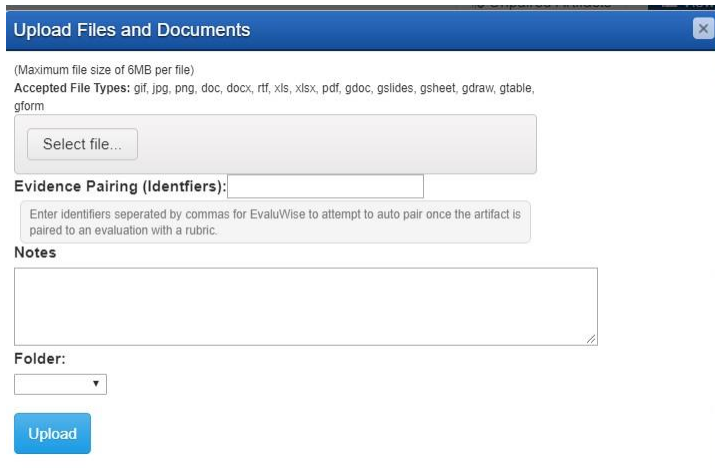

Figure 26

Include any notes under "Notes" section– if you want this artifact paired to a certain component please make sure to note it there.

Select a Folder location if one is listed – for example - if you are uploading artifacts for your Student Learning objective – select the SLO folder if available.

Then click submit to upload the document. The Evaluator then can pair that artifact with an evaluation in the future if the artifact was uploaded to the unpaired artifact section.

Processes

If your District sets up processes – you will see the following icon on your dashboard (See Figure 27)
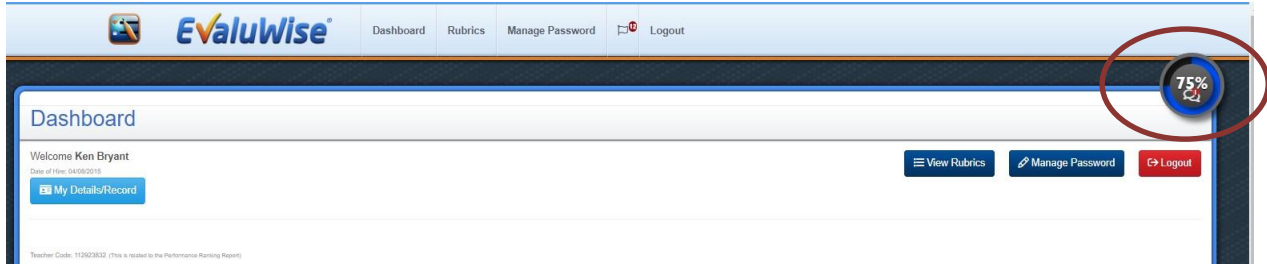

Figure 27

This allows you to see the progress of your evaluation cycle with dates as well as the ability to send messages with your evaluator. (See Figure 28)
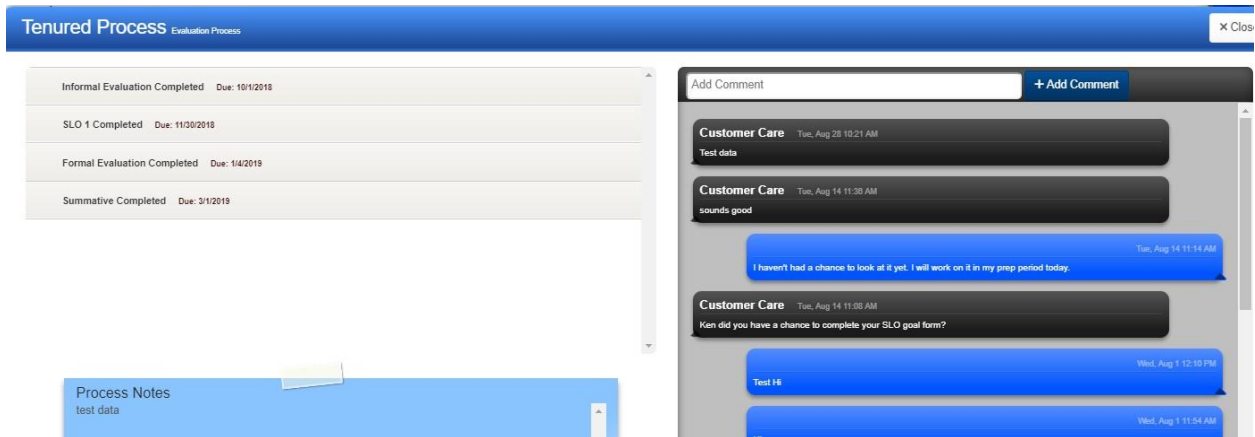

Figure 28

Unsatisfactory Rating Appeals Process

Per Senate Bill 315, the Dunlap CUSD #323 PERA Joint Committee has developed an appeals process for certified staff members who have received an unsatisfactory summative rating. The process is outlined below:

7. **How long does a teacher have to appeal the overall summative rating of Unsatisfactory?**
   a. A teacher has 10 working days after the summative meeting conference to appeal his or her unsatisfactory summative rating.

8. **How does a teacher officially begin an appeal?**
   a. The appealing teacher needs to send an email to the building administrator, superintendent, and DEA co-presidents that states he or she is appealing the unsatisfactory summative rating.

9. **How long do the qualified reviewers have to complete the review?**
   a. The appeals committee has 5 to 10 working days to complete the review.

10. **Is the review limited to the prior evaluation, or does the panel of evaluators re-evaluate?**
    a. All data and evidence from the current evaluation in question should be included and any documents from the previous cycle that outlines any goals or actions by the teacher.

11. **How many individuals are to be on the panel?**
    a. The panel will be made up of **three** individuals who have satisfied ISBE's requirements to be a certified evaluator: one DEA/teacher representative, one district-level administrator (e.g. superintendent, assistant superintendent), and a third party with no affiliation to either.

12. **Does the panel have the ability to choose a new summative rating?**
    a. Yes, should the panel decide that the summative rating is not "unsatisfactory," the panel's majority decision will determine the new rating.

Tenure

This portion of the *PGP Handbook* is dedicated to discussion **tenure** in Dunlap CUSD #323 and the processes centered around tenure. Below, the following definitions will be used with the purpose of clarifying the different tracks to tenure available to certified staff members:

Traditional Tenure - Any certified staff member to whom tenure applies, who has been in continued contractual full-time service by Dunlap Community Unit School District #323 for four years and earned four summative evaluation ratings in the "Proficient" or "Excellent" categories as defined by the *PGP Handbook*.

Non-Traditional Tenure Tracks (new with PERA Law):

Accelerated Tenure - Any certified staff member who is in a position that is granted tenure and earns three consecutive "Excellent" summative evaluations as definition by the PGP Handbook will be granted tenure at end of their third consecutive year of full-time service. Teachers who fall under this category will begin their tenure at the start of their fourth year in the district and follow the three-year cycle as defined by the *PGP Handbook*.

Portable Tenure - Any certified staff member who is in a position that is granted tenure and who has previously been granted tenure in another Illinois Public School District is eligible to receive tenure after two years of service, provide that…
- The teacher has earned two consecutive "Excellent" ratings in Dunlap CUSD #323,
- Voluntarily left or was honorably dismissed (RIF) from the prior Illinois school district, and
- Received a rating of "Proficient" or "Excellent" on the two most recent overall performance evaluations from the **prior** Illinois school district.

Three-Year Evaluation Cycle - Once receiving tenure, the certified staff member will enter the three-year evaluation cycle as defined by the *PGP Handbook*.

Traditional Tenure

- **Does a certified staff member have to do anything in order to formally accept tenure?**
  - No, certified staff members will be granted tenure at the close of their fourth year in continued contractual service, provided they meet the stipulations in the definition of "traditional tenure" above.

Accelerated Tenure

- **What must a certified staff member do in order to earn "Accelerated Tenure"?**
  - Certified staff members who are in their third year and have earned three consecutive "Excellent" summative evaluation ratings should contact the Human Resource Generalist and Assistant Superintendent of Curriculum, Instruction, and Human Resources make them aware of their upcoming third, consecutive "Excellent" summative evaluation rating.
    - **Notification must be sent to the District Office by the last day of school during the year in which the teacher receives their third consecutive "Excellent" rating.**

Tenure Portability

- **What must a certified staff member do in order to qualify for "Portable Tenure"?**
  - Certified staff members who meet the criteria outlined in the definition of "Portable Tenure" must provide the Human Resource Generalist and Assistant Superintendent of Curriculum, Instruction, and Human Resources with the following information:
    - The two most recent evaluations showing a "Proficient" or "Excellent" rating (utilizing a performance evaluation tool) from the school district in which they received tenure, and
    - Documentation that tenure was granted from the previous school district.

- **How long does a new certified staff member have to submit the required documentation in order to receive tenure after two years of full-time, continued contractual service?**
  - A new employee must provide all required documentation **within 60 days of their hire date**.

- *If I was hired during the 2020-21 or 2021-22 school years, can I still submit the required documentation for tenure portability in order to be eligible for early tenure, assuming I earn two consecutive "Excellent" summative evaluation ratings?*
  - *Yes, since the District did not have a process in place to capture those who were previously tenured in another school district, please reference the first question under this "Tenure Portability" section and provide the Human Resource Generalist and Assistant Superintendent of Curriculum, Instruction, and Human Resources with the required information.*

- **Will the certified staff member need to contact the District Office in order to process their portable tenure request?**
  - Yes, once the certified staff member is aware that he/she will receive a second consecutive "Excellent" summative rating, he/she will need to email the Human Resource Generalist and Assistant Superintendent of Curriculum, Instruction, and Human Resources to verify and process the tenure portability request.
    - **Notification must be sent to the District Office by the last day of school during the year in which the teacher receives their second consecutive "Excellent" rating.**