



**EVERY STUDENT**

**◊ PREPARED FOR SUCCESS ◊**

**2014-2015**

Gresham-Barlow School District  
Supplemental Educator Professional  
Growth and Evaluation Handbook

School Psychologist Evaluation Rubric  
Social Worker Evaluation Rubric  
Counselor Evaluation Rubric  
Occupational Therapist/Physical Therapist/  
Speech & Language Pathologist Rubric  
Instructional Specialist Rubric



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**Gresham-Barlow School District recognizes the diversity and worth of all individuals and groups. It is the policy of this district and the board of education that there will be no discrimination or harassment of individuals or groups based on race, color, gender, marital status, sexual orientation, gender identity, gender expression, religion, national origin, age, disability, Veteran's status, or genetic information in any educational programs, activities or employment. Gresham-Barlow provides equal access to individuals with disabilities.**

Persons having questions about equal opportunity and nondiscrimination should contact:

- School administrator at your local school
- If the complaint is against the school administrator or is unresolved, contact Deputy Superintendent James Hiu at 503-261-4577
- Section 504 Coordinator, Carl Smith, at 503-261-4650
- Title II Coordinator, Deputy Superintendent Teresa Ketelsen at 503-261-4597
- Title IX Coordinator, April Olson, at 503-261-4580
- TDD Phone number for the hearing impaired is XXXX

### **Grievance Procedure**

The Gresham-Barlow School District has a grievance process in place. This process (including procedures, forms and timelines) can be found in School Board Policy [KL](#) and [KL-AR](#), which are available on the links below or at any school or district office upon request. The goals of the process is to provide prompt and equitable resolution of student, employee, parent or patron's allegations of discrimination. The process begins with a written complaint and includes informal and formal conversations, discussion with district employees involved and an investigation if necessary. Any decision by district personnel may be appealed. Levels of appeal begin with the school administrator and, if necessary, may be taken to the district superintendent or designee, the local school board and ultimately the Superintendent of Public Instruction at the Oregon Department of Education.

Any person who feels he or she has been a victim of or witnessed discrimination should contact:

- School administrator at your local school
- If the complaint is against the school administrator or is unresolved, contact Deputy Superintendent James Hiu at 503-261-4577
- Section 504 Coordinator, Carl Smith, at 503-261-4651
- Title II Coordinator, Deputy Superintendent Teresa Ketelsen at 503-261-4597
- Title IX Coordinator, April Olson, at 503-261-4579

# GBSD School Psychologist Evaluation Rubric

<b>Domain 1: Planning and Preparation</b>				
<b>COMPONENTS</b>	<b>Level of Performance</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1a: Demonstrates knowledge and skill in using psychological instruments to evaluate students.</b>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students without consideration of referral question or cultural relevance and reports scores with minimal or limited interpretation for teachers and parents.	Psychologist uses a limited number of psychological instruments to evaluate students. Psychologist attempts to answer parent or teacher questions accurately – and seeks out information if uncertain. Psychologist provides additional information beyond scores, ranges, and percentiles when describing student performance.	Psychologist uses multiple psychological instruments to evaluate students and determine accurate diagnoses based on student strengths and cultural background and verbalizes rationale for selecting specific testing instruments. Psychologist is able to provide practical interpretation to teachers and parents regarding assessment results.	Psychologist uses a wide range of psychological instruments to evaluate students and knows proper situations in which each should be used to provide practical interpretation to teachers and parents regarding assessment results.
<b>1b: Demonstrates knowledge of child and adolescent development and psychopathology.</b>	Psychologist shows little or no knowledge of child and adolescent development and psychopathology with limited knowledge of effective interventions.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist exhibits thorough knowledge of child and adolescent development and psychopathology. Psychologist can access information pertaining to classroom intervention approaches to address these areas.	Psychologist applies extensive knowledge of typical child development, psychopathology and corresponding interventions for the classroom.
<b>1c: Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district.</b>	Psychologist shows little or no knowledge of governmental regulations or of resources for students available through the school or district. Psychologist has limited knowledge of district and community resources.	Psychologist participates in departmentally or district mandated professional development in order to become familiar with new policies and procedures. Psychologist researches and/or connects with available district and community resources when specifically asked to do so.	Psychologist is aware of state and federal regulations and of resources for students available through the school or district and has some familiarity with resources external to the district. Psychologist provides this information to others in order to connect families and students to supports.	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.
<b>1d: Plans to meet the needs of general and special education students.</b>	Psychologist has limited knowledge of continuum of services. Psychologist works only on referrals to special education.	Psychologist is developing knowledge related to the continuum of services. Psychologist’s plan includes some worthwhile activities but others don’t fit with broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1e: Establishes goals for the psychology program appropriate to the setting and the students served.</b>	Psychologist has no clear goals for the psychology program or they are inappropriate to either the situation or the age of the students.	Psychologist’s goals for the treatment program are rudimentary and partially suitable to the situation and the age of the students.	Psychologist’s goals for the treatment program are clear and appropriate to the situations in the school and to the age of the students.	Psychologist’s goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.

<b>Domain 2: The Environment</b>				
	<b>Level Of Performance</b>			
<b>COMPONENTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2a: Establishes rapport with students</b>	Psychologist engages in negative interactions with students that often include punishments and negative consequences. Students appear uncomfortable in the testing environment.	Psychologist's interactions with students are a mixture of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. Psychologist can be called upon when a student cannot be reached by other staff members.
<b>2b: Establishes a culture in the school for positive mental health of the students and staff</b>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among or between students or teachers.	Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers is partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist facilitates workshops with themes of mental health and well-being. Colleagues and students, while guided by the psychologist, maintain the culture in the school for positive mental health among students and
<b>2c: Establishes and maintains clear procedures for referrals</b>	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.	Psychologist 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. Psychologist makes staff and parents aware of the pre-referral process.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2d: Demonstrates flexibility and responsiveness to meet the needs of students and their families</b>	Psychologist does not respond to student and family inquires and is not available for consultation and guidance.	Psychologist attempts to monitor and correct negative student behavior. Communication with the family is intermittent using inadequate avenues.	Psychologist is readily and easily accessible. Family is kept consistently informed.	Psychologist encourages communication with parents and students on a regular basis. The psychologist often provides guidance and insight while using a multitude of communication devices.
<b>2e: Establishes standards of conduct in the testing environment</b>	Standards of conduct have not been established. Psychologist fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are only partially successful.	Standards of conduct have been established. Psychologist monitors student behavior with standards of conduct; response to students is appropriate and respectful.	Standards of conduct have been established. Psychologist's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior.

<b>Domain 3: Delivery of Services</b>				
	<b>Level of Performance</b>			
<b>COMPONENTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3a: Consults with colleagues and parents in responding to referrals</b>	Psychologist fails to consult with colleagues.	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 to concerns identified in the classroom and tailors evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing detailed insights to questions raised in the referrals and concerns identified in the classroom.
<b>3b: Evaluates student needs in compliance with National Association of School Psychologists guidelines</b>	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 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, 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 and safeguards.
<b>3c: Facilitates and participates in team meetings.</b>	Psychologist does not work effectively with a team, does not show initiative, and fails to develop plans that are suitable to student needs.	Psychologist does not always work effectively with a team, and student plans partially meet identified needs.	Psychologist works effectively with a team to develop suitable plans for students that are aligned with identified needs. Prepares detailed IEPs.	Psychologist takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
<b>3d: Completes thorough interpretation and reports in a timely manner</b>	Psychologist resists making thorough interpretations and does not generate implications for learning or follow established procedural timelines for reports.	Psychologist attempts to provide information regarding interpretation of reports, but does not always follow established procedural timelines.	Psychologist makes interpretations, generates implications for learning, and complies with procedures regarding reports.	Psychologist makes thorough interpretations, generates relevant implications for learning, and complies with procedural timelines for reports.
<b>3e: Engages in the CSE process</b>	Psychologist declines to assume a role in the development of students' IEPs and in the overall CSE process.	Psychologist works with a team in developing students' IEPs when directed to do so, and prepares adequate IEPs.	Psychologist works with a team in developing students' IEPs and provides insights during CSE meetings.	Psychologist works effectively with a team in developing students' IEPs and provides valuable insights during CSE meetings.
<b>3f: Maintains contact between school community and mental health resources.</b>	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, as needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers, and initiates contacts, when needed.

## Domain 4: Professional Development

COMPONENTS	Level of Performance			
	1	2	3	4
<b>4a: Reflecting on Practice</b>	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 practice might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific positive and negative characteristics. Psychologist draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Communicating with Families &amp; Soliciting Family Involvement</b>	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 and bridge the home and school environments.
<b>4c: Maintaining Accurate Records</b>	Psychologist's records/reports are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records/reports are accurate and legible and are stored in a secure location.	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location.	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to their intended audience.
<b>4d: Participating in a Professional Community</b>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and/or district events or projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and/or district events and projects when specifically requested.	Psychologist participates actively in school and/or district events and projects and maintains positive and productive relationships with colleagues. Participates in local, state, or national organizations.	Psychologist makes a substantial contribution to school and/or district events and projects and assumes leadership with colleagues. Participates in local, state, or national organizations.
<b>4e: Engaging in Professional Development</b>	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 required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities, and enhanced knowledge is reflected in day to day practice. This could include such activities as presenting to school or district staff.
<b>4f: Showing Professionalism</b>	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.

## Gresham-Barlow School District School Psychologist Self-Reflection Form

To be completed using the rubric prior to the Initial Professional Growth/Reflection Conference

Psychologist Name:	School:
Assignment:	Date:

### Domain II: Planning & Preparation

	1	2	3	4
Standard 1a: <b>Demonstrates knowledge and skill in using psychological instruments to evaluate students.</b>				
Standard 1b: <b>Demonstrates knowledge of child and adolescent development and psychopathology.</b>				
Standard 1c: <b>Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district.</b>				
Standard 1d: <b>Plans to meet the needs of general and special education students.</b>				
Standard 1e: <b>Establishes goals for the psychology program appropriate to the setting and the students served.</b>				
Comments:				

### Domain II: Classroom Environment

	1	2	3	4
Standard 2a: <b>Establishes rapport with students</b>				
Standard 2b: <b>Establishes a culture in the school for positive mental health of the students and staff</b>				
Standard 2c: <b>Establishes and maintains clear procedures for referrals</b>				
Standard 2d: <b>Demonstrates flexibility and responsiveness to meet the needs of students and their families</b>				
Standard 2e: <b>Establishes standards of conduct in the testing environment</b>				
Comments:				

### Domain III: Instruction

	1	2	3	4
Standard 3a: <b>Consults with colleagues and parents in responding to referrals</b>				
Standard 3b: <b>Evaluates student needs in compliance with National Association of School Psychologists guidelines</b>				
Standard 3c: <b>Facilitates and participates in team meetings</b>				
Standard 3d: <b>Completes thorough interpretation and reports in a timely manner</b>				
Standard 3e: <b>Engages in the CSE process</b>				
Standard 3f: <b>Maintains contact between school community and mental health resources</b>				
Comments:				

### Domain IV: Professional Responsibilities

	1	2	3	4
Standard 4a: <b>Reflecting on Practice</b>				
Standard 4b: <b>Communicating with Families &amp; Soliciting Family Involvement</b>				
Standard 4c: <b>Maintaining Accurate Records</b>				
Standard 4d: <b>Participating in a Professional Community</b>				
Standard 4e: <b>Engaging in Professional Development</b>				
Standard 4f: <b>Showing Professionalism</b>				
Comments:				

<b>Differentiated Performance Levels</b>
1 - Does not meet standards
2 - Making sufficient progress toward meeting standard
3 - Consistently meets expectations for good performance
4 - Consistently exceeds expectations for good performance

**Gresham-Barlow School District  
Psychologist Summative Evaluation Form**

*To be completed by Evaluator for Probationary Psychologists by **February 15** - Contract Psychologists by **June 1***

Educator Name:	Evaluator(s):			
School:	Assignment:			
Contract Status: (Select status)	Prob1	Prob2	Prob3	Contract

<b>Differentiated Performance Levels</b>
1 - Does not meet standards
2 - Making sufficient progress toward meeting standard
3 - Consistently meets expectations for good performance
4 - Consistently exceeds expectations for good performance

**Domain I: Planning & Preparation**

	Performance Level
<b>Standard 1a:</b> Demonstrates knowledge and skill in using psychological instruments to evaluate students	
<b>Standard 1b:</b> Demonstrates knowledge of child and adolescent development and psychopathology	
<b>Standard 1c:</b> Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district	
<b>Standard 1d:</b> Plans to meet the needs of general and special education students	
<b>Standard 1e:</b> Establishes goals for the psychology program appropriate to the setting and the students served	
Comments	

**Domain II: Classroom Environment**

	Performance Level
<b>Standard 2a:</b> Establishes rapport with students	
<b>Standard 2b:</b> Establishes a culture in the school for positive mental health of the students and staff	
<b>Standard 2c:</b> Establishes and maintains clear procedures for referrals	
<b>Standard 2d:</b> Demonstrates flexibility and responsiveness to meet the needs of students and their families	
<b>Standard 2e:</b> Establishes standards of conduct in the testing environment	
Comments	

### Domain III: Delivery of Services

	Performance Level
<b>Standard 3a:</b> Consults with colleagues and parents in responding to referrals	
<b>Standard 3b:</b> Evaluates student needs in compliance with National Association of School Psychologists guidelines	
<b>Standard 3c:</b> Facilitates and participates in team meetings.	
<b>Standard 3d:</b> Completes thorough interpretation and reports in a timely manner	
<b>Standard 3e:</b> Engages in the CSE process	
<b>Standard 3f:</b> Maintains contact between school community and mental health resources.	
Comments	

### Domain IV: Professional Development

	Performance Level
<b>Standard 4a:</b> Reflecting on Practice	
<b>Standard 4b:</b> Communicating with Families & Soliciting Family Involvement	
<b>Standard 4c:</b> Maintaining Accurate Records	
<b>Standard 4d:</b> Participating in a Professional Community	
<b>Standard 4e:</b> Engaging in Professional Development	
<b>Standard 4f:</b> Showing Professionalism	
Comments	

PP/PR Average Performance Level \_\_\_\_\_

(Sum of Standards ÷ 22)

#### PP/PR RATINGKEY

PP/PR Level \_\_\_\_\_

3.6 - 4.0	4
2.81 - 3.59	3
1.99 - 2.8	2
≤1.99	1

### Psychologist SLG Scores/Rating

SLG Goals		Score
Goal 1		
Goal 2		
<b>Comments:</b>		
		Rating
SLG Rating		

### SLG Rating Key

Level 4	Level 3	Level 2	Level 1
<p>You must score:</p> <ul style="list-style-type: none"> <li>4 on both goals</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>3 on both goals, or</li> <li>3 on one goal &amp; 4 on one goal, or</li> <li>4 on one goal &amp; 2 on one goal</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>2 on both goals, or</li> <li>2 on one goal &amp; 3 on one goal, or</li> <li>3 on one goal &amp; 1 on one goal, or</li> <li>4 on one goal &amp; 1 on one goal</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>1 on both goals, or</li> <li>1 on one goal &amp; 2 on one goal</li> </ul>

Inquiry Process (If Needed)				
Select Type of Inquiry:	SLG	PP/PR		
Artifacts & Evidence:				
Evaluator's Final Matrix Rating: Select one:	1	2	3	4
Evaluator's Rationale:				

### **Matrix Summative Rating**

Y-Axis PP/PR (Use Key) \_\_\_\_\_  
X-Axis SLG Rating (Use Key) \_\_\_\_\_  
**Matrix Summative Rating** \_\_\_\_\_  
**Professional Development Path** \_\_\_\_\_

\*The Matrix Summative Rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

### **Final Summative Performance Level - Evaluator Recommendations**

#### **Contract:**

- Extend contract for new two-year term
- Do not extend contract
- Dismissal

#### **Probationary:**

- Renew one-year contract
- Do not renew contract

#### **Temporary**

- Due to temporary status, this contract is not renewed

The psychologist has attached comments to this conference form:

- Yes
- No

This evaluation has been discussed between the psychologist and the evaluator(s).

Psychologist

Evaluator(s)

Date

# GBSD Social Worker Evaluation Rubric

<b>Domain 1: Planning and Preparation</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1a: Conducting multi-tiered school needs assessment throughout the academic year.</b>	School social worker rarely conducts multi-tiered school needs assessments for the academic year.	School social worker generally conducts multi-tiered school needs assessments for the academic year.	School social worker consistently conducts multi-tiered school needs assessments for the academic year.	School social worker always conducts multi-tiered school needs assessments for the academic year.
<b>Critical Attributes</b>	School Social Worker conducts cursory needs assessment, fails to conduct needs assessment, or conducts inaccurate needs assessment.	School social worker is able to assess basic needs of school to support student success but has partial or incomplete knowledge of available resources.	School social worker conducts thorough needs assessment plan that reflects familiarity with multiple school needs and knowledge of available resources.	School social worker takes a leadership role in the process of completing a school needs assessment; solicits input from all school stakeholders; obtains resources; and evaluates outcomes of the needs assessment plan.
<b>Possible Examples</b>	School social worker has no documentation of a school needs assessment	School social worker has partial documentation of needs assessment, resource identification, and implementation plan.	School social worker has completed documentation of multi-tiered needs assessment, resource identification, and implementation plan.	School Social Worker has extensive, organized, and up-to-date documentation on multi-tiered school needs assessment and records on needs, resources, and progress monitoring.
<b>1b: Identifying school and community resources</b>	School social worker rarely identifies school and community resources.	School social worker generally/usually identifies school and community resources.	School social worker consistently and reliably identifies school and community resources, refers students and families for services, and then evaluates the success of the link to services.	School Social Worker always identifies school and community resources, understands how families qualify for services, and evaluates the success of linking students/families to services. School social worker also takes the lead in developing resources not met in the community.
<b>Critical Attributes</b>	School social worker demonstrates little or no knowledge of school and community resources, missing opportunity to assist students, families, school staff, or community partners.	School social worker demonstrates inconsistent knowledge or familiarity with school and community resources.	School social worker demonstrates thorough knowledge of resources available through the school and community, identifying potential partnerships and sharing findings with school personnel, students and families.	School social worker demonstrates extensive knowledge of school and community resources, seeking out and identifying community resources, creating appropriate partnerships, and disseminating the findings to the appropriate school personnel, students, and families.

## Domain 1: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>Possible Examples</b>	<p>School Social Worker supporting a homeless student and family is unfamiliar with shelters and other types of emergency housing in the community and does not know how to begin looking for resources.</p> <p>School Social Worker does not refer homeless student to community services when their needs warrant such a referral.</p>	<p>School Social Worker cannot provide effective service to homeless student and family, as s/he is unaware of wrap around services offered by local shelters.</p> <p>School Social worker is aware of services that are commonly used by homeless students/families (e.g. mental health providers, food banks, housing) but does not follow through on referrals.</p>	<p>School Social Worker seeks out homeless resources within and outside the school/district and identifies other linkages that can support students and families (e.g. mental health providers, food banks, housing).</p> <p>School Social Worker builds relationships with community providers to enhance service delivery and has contacts with each provider.</p>	<p>Social worker is able to identify multiple alternative resources for homeless students/families as needs arise or change.</p> <p>Social worker develops and maintains current database of resources and contacts that can be accessed by colleagues, students, or their families.</p> <p>School social worker develops a resource to meet a need not met in the community. Students and school personnel are involved in the development and implementation process.</p>
<b>1c: Assessing school culture and climate.</b>	<p>School social worker rarely assesses school culture and climate to understand the forces that influence and determine the school's educational environment.</p>	<p>School social worker generally assesses school culture and climate to understand the forces that influence and determine the school's educational environment.</p>	<p>School social worker consistently assesses school culture and climate to understand the forces that influence and determine the school's educational environment.</p>	<p>School social worker always assesses school culture and climate to understand the forces that influence and determine the school's educational environment.</p>
<b>Critical Attributes</b>	<p>School social worker has little knowledge about the school's history and traditions, or the school's preferred patterns of leadership, communication, and work performance.</p> <p>School social worker does not appear to understand that school culture and climate impact school success.</p>	<p>School social worker has basic knowledge about the school's history and traditions, or the school's preferred patterns of leadership, communication, and work performance.</p> <p>School social worker has a beginning understanding about the connection between school climate and culture and school success.</p>	<p>School social worker has advanced knowledge about the school's history and traditions, or the school's preferred patterns of leadership, communication, and work performance.</p> <p>School social worker has a strong understanding about the ways the school works and some of the reasons behind this organizational approach.</p>	<p>School social worker has superior knowledge about the school's history and traditions, or the school's preferred patterns of leadership, communication, and work performance.</p> <p>School social worker has a comprehensive understanding of nuances that impact day-to-day activities and decision-making processes in the school.</p>
<b>Possible Examples</b>	<p>School social worker is unable to identify factors that make this high school unique.</p>	<p>School social worker has gathered information from school stakeholders that identifies overt school factors that support or impede school success.</p>	<p>School social worker has analyzed information gathered from school stakeholders and is able to identify overt and covert school factors that support or impede school success.</p>	<p>School social worker makes a plan based on assessment of the school culture and climate to participate in a variety of school activities for the expressed purpose of strengthening school customs and school life.</p>

<b>Domain 1: Planning and Preparation, cont'd</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1d: Assessing family engagement in school activities.</b>	School social worker rarely assesses family engagement in school activities.	School social worker generally assesses family engagement in school activities.	School social worker consistently assesses family engagement in school activities.	School social worker always assesses family engagement in school activities.
<b>Critical Attributes</b>	School social worker does not appear to see connections between family engagement and school success.	School social worker reviews how the school promotes parent/guardian involvement in school activities.	School social worker analyzes family engagement and best pathways for involving families and school stakeholder in school activities and educational processes.	School social worker conducts multiple assessments, continually analyzes, and implements a variety of strategies based on discussions with school stakeholders that supports family engagement in school activities and educational processes.
<b>Possible Examples</b>	School social worker takes no actions to engage parents in school life, nor attends parent teacher organization meetings.	School social worker speaks with some parents to learn the reasons they are not engaged in school activities and attends a few PTA meetings.	Based on discussions with some parents, the school social worker develops one school activity for the purpose of engaging parents around a particular issue of interest such as bullying, transitioning to middle school, or changes in school boundaries, and promotes this activity with the parent teacher organization.	School social worker partners with the school stakeholders to plan, implement, and evaluate a variety of programs to engage families in school life (other than on parent-teacher night) and become a member of the parent teacher organization.
<b>1e: Identifying and selecting scientifically supported education, behavior, and mental health services to address needs of school.</b>	School social worker rarely identifies and selects scientifically supported services.	School social worker usually identifies and selects scientifically supported services.	School social worker consistently identifies and selects scientifically supported services.	School social worker lacks sensitivity or respect for cultural diversity and does not possess a basic knowledge of child development.
<b>Critical Attributes</b>	School social worker is unable to identify the central elements of scientifically supported interventions.	School social worker has identified a limited number of scientifically supported services on some school issues.	School social worker is able to identify a broad range of scientifically supported services on a variety of school topics.	
<b>Possible Examples</b>	School social worker has not identified scientifically supported services for implementation.	School social worker is able to identify valid and reliable scientifically supported interventions and has identified a limited number of scientifically supported services addressing school issues.	School social worker is able to identify scientifically supported services that use strong research and demonstrate significant results for specific school needs.  School social worker participates on a team that reviews both academic and behavioral scientifically supported interventions for possible implementation in the school.	

## Domain 1: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>1f: Establishing professional collaborations.</b>	School social worker rarely establishes professional collaborations.	School social worker generally establishes professional collaborations.	School social worker consistently establishes professional collaborations.	School social worker always establishes professional collaborations.
<b>Critical Attributes</b>	School social worker does not engage nor see the importance of establishing collegial relationships to foster school success. In some instances, professional relationships are negative or self-serving.	School social worker collaborates with colleagues when invited to participate.	School social worker takes initiative to develop cooperative partnerships with colleagues.	School social worker's collaborative relationships are direct, honest, trustworthy, supportive, cooperative, and hard-working, and make a substantial contribution to teamwork.
<b>Possible Examples</b>	School social worker does not have connections with school stakeholders, isolates self from colleagues, and does not contribute to interdisciplinary tasks. In some instances, professional relationships are negative, self-serving, or conflictual.	School social worker is polite and respectful to colleagues in response to outreach from them. The social worker engages in alliances and teams when prompted by principal or supervisor. School social worker does not share strategies with colleagues, unless requested.	School social worker has strong working relationships with a variety of school personnel and community stakeholders, and willingly shares expertise.	School social worker has developed numerous professional relationships with school colleagues and community stakeholders. School social worker takes a leadership role in developing active work projects, agency contacts, and professional resources that serve multiple interests of the school.
<b>1g: Knowing current federal, state and local laws as well as district policies and procedures that guide school social work practice.</b>	School social worker rarely has current knowledge of federal, state and local laws, as well as district policies and procedures that guide practice.	School social worker generally knows current federal, state and local laws as well as district policies and procedures that guide practice. School social worker waits for information to be provided by other school personnel.	School social worker consistently knows current federal, state and local laws as well as district policies and procedures that guide practice. School social worker receives updates on current legislation and policy through membership in state/national professional organization and subscribing to electronic updates.	School social worker always knows current federal, state and local laws as well as district policies and procedures that guide practice. School social worker is an active member of state and national organizations, receives electronic updates on policy and legislation, and informs colleagues of current information.
<b>Critical Attributes</b>	School social worker does not appear to understand that public law, case law, state statutes, and district policies drive practices.	School social worker understands the impact of law and policy on practice but understands how it influences practice in a limited manner.	School social worker has good working knowledge of connection between laws and policies and demands on practice.  School social worker shares information about state/national organization resources and electronic updates that he/she receives and reviews regularly.	School social worker regularly updates his or her knowledge base related to federal, state, and local laws as well as policies and practices that guide practice.  School social worker shares information about state/national organization resources, electronic updates that he/she receives and reviews regularly, and how he/she ensures that colleagues receive the information.

<b>Domain 1: Planning and Preparation, cont'd</b>				
<b>COMPONENTS</b>	<b>Level of Performance</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible Examples</b>	School social worker has no information/documentation about changes in public laws, state statutes, or district policies and procedures since last school year, or how changes will impact services for the upcoming year.	School social worker has some knowledge of current laws and policies but cannot identify when changes occurred or how they will change services in the school district.	School social worker identifies materials used to update knowledge-base about current laws and policies and has discussed implications for services with administrators or supervisors.	School social worker is an active member of national, state, or local association that routinely publishes alerts on changes to laws and policies and takes the initiative to forward this information to the school system and discuss its implications with colleagues. School social worker has working relationship with office of state representatives to keep abreast of changes affecting practice.

<b>Domain 2: Contexts for Learning</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2a: Contributing to a safe and healthy school environment.</b>	School social worker rarely assists the school in assessing the school climate nor contributes to a safe and healthy school environment. School social worker is unaware of programs that would be effective. Interactions between school social worker and students or social worker and staff or among students are negative, inappropriate, or insensitive to student's cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	School social worker generally contributes to a safe and healthy school environment. Interactions with 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.	School social worker consistently contributes to a safe and healthy school environment. Interactions with students are polite and respectful, reflecting general warmth and caring and are appropriate to the cultural and developmental differences among students.	School social worker always contributes to a safe and healthy school environment, actively seeking out and identifying programs and practices to address specific concerns. School social worker interacts with individual students, families, and colleagues in a highly respectful manner reflecting genuine warmth, caring, and sensitivity. School social worker uses forethought to create an environment that is highly responsive, respectful of differences, and open to varied opinions and perspectives.
<b>Critical Attributes</b>	School social worker exhibits inappropriate or insensitive interactions with school staff and/or students.	School social worker exhibits a basic level of sensitivity in his or her interactions with school staff and/or students.	School social worker exhibits an appropriate level of sensitivity and responsiveness in his or her interactions with school staff and/or students.	School social worker exhibits an exemplary level of sensitivity and responsiveness in his or her interactions with school staff and/or students.

<b>Possible Examples</b>	School social worker does not recognize his/her role in creating a supportive environment.  Differences between school social worker, colleagues, students, and their families are seen as barriers.	School social worker's interactions are generally appropriate and free from conflict and bias.  Students and families generally like the social worker and periodically seek the support of the school social worker.	School social worker has established positive working relationships and is able to challenge student and family views/behavior to create opportunities for meaningful change.  School social worker is able to facilitate positive interactions among colleagues, students, parents, and community representatives.  School social worker is culturally responsive.	School social worker's office environment is inviting to people of all backgrounds such that students and families seek out the school social worker for support.  School social worker strives to inform building and/or district level practices to create learning focused atmospheres.  School social worker introduces and helps implement scientifically supported services that promote a safe and healthy school environment.
<b>2b: Examining how the historical and current political, social, economic, and cultural climate affect the context for learning.</b>	School social worker rarely examines the impact of the school climate on student learning.	School social worker generally examines the impact of the school climate on student learning.	School social worker consistently examines the impact of the school climate on student learning.	School social worker always examines the impact of the school climate on student learning and takes a leadership role in improving the school climate and advocating for changes in ineffective programs and policies.
<b>Critical Attributes</b>	School social worker does not address bias or discrimination.	School social worker addresses bias or discrimination at a basic level.	School social worker addresses bias or discrimination at an appropriate level.	School social worker provides leadership in addressing bias or discrimination.
<b>Possible Examples</b>	School social worker rarely demonstrates an understanding of the historical, political issues unique to the school and community and that impact the school.  The school social worker rarely provides information to assist school staff in improving the context for learning.	School social worker demonstrates a basic understanding of the historical, political issues unique to the school and community and that impact the school.  The school social worker provides basic information to assist school staff in improving the context for learning.	School social worker demonstrates an appropriate level of understanding of the historical, political issues unique to the school and community and that impact the school.  The school social worker provides an appropriate level of information to assist school staff in improving the context for learning.	School social worker demonstrates an exemplary understanding of the historical, political issues to the school and community and that impacts the school and provides leadership in addressing these issues.  The school social worker provides information at an exemplary level to assist school staff in improving the context for learning.
<b>2c: Providing school social work services in a culturally sensitive manner.</b>	School social worker rarely provides culturally sensitive services.	School social worker generally provides culturally sensitive services that demonstrate respect for school diversity.	School social worker consistently provides culturally sensitive services that demonstrate respect for school diversity.	School social worker always provides culturally sensitive services that demonstrate respect for school diversity and actively supports commitment by school personnel to develop a multicultural understanding of the student body.

<b>Critical Attributes</b>	School social worker rarely provides services in a manner that demonstrates respect for diverse (e.g. race, ethnicity, disability, faith, sexual orientation) populations.	School social worker provides services in a manner that demonstrates a basic level of respect for diverse (e.g. race, ethnicity, disability, faith, sexual orientation) populations.	School social worker provides services in a manner that demonstrates an advanced level of respect for diverse (e.g. race, ethnicity, disability, faith, sexual orientation) populations.	School social worker provides services in a manner that demonstrates an exemplary level of respect for diverse (e.g. race, ethnicity, disability, faith, sexual orientation) populations.
<b>Possible Examples</b>	School social worker does not speak up when biases are displayed. School social worker does not demonstrate self-awareness and fails to seek out consultation (within and outside of the school) in handling personal bias.  School social worker fails to seek out consultation (inside or outside of the school) when confronted with personal bias.	School social worker occasionally speaks up when biases are displayed.  School social worker occasionally demonstrates self-awareness and ability to reflect and learn and grow.  School social worker occasionally seeks out consultation (inside or outside of the school) when confronted with personal bias.	School social worker consistently speaks up when biases are displayed.  School social worker consistently demonstrates self-awareness and ability to reflect and learn and grow.  School social worker consistently seeks out consultation (inside or outside of the school) when confronted with personal bias.	School social worker always speaks up when biases are displayed.  School social worker always demonstrates self-awareness and ability to reflect and learn and grow.  School social worker always seeks out consultation (inside or outside of the school) when confronted with personal bias.
<b>2d: Addressing diversity and differences by recognizing the inherent dignity and worth of the students, families and school personnel served and advocating for policies, programs, and services that build on their strengths.</b>	School social worker rarely addresses diversity as a critical feature of policies, programs, and practices.	School social worker generally addresses diversity as a critical feature of policies, programs, and practices.	School social worker consistently addresses diversity as a critical feature of policies, programs and practices.	School social worker always addresses diversity as a critical feature of policies, programs, and practices and consistently advocates for the inherent dignity and worth of students and families.
<b>Critical Attributes</b>	School social worker does not provide information about diversity; issues are neglected or ignored.	School social worker addresses issues of diversity within own practice but fails to actively address impact on learning.	School social worker values diversity and recognizes the importance of ensuring school policies, programs, and practices are implemented in a fair manner.	School social worker provides staff development around issues of diversity and is open to difficult conversations about diversity with students and families without projecting personal values and cultural biases.
<b>Possible Examples</b>	School social worker does not provide information about assessing the social emotional needs of diverse learners at school.	School social worker identifies and describes the social emotional needs of diverse learners receiving social work services.	School social worker seeks information about how issues of diversity impact students, programs, and policies, and uses this information to build on strengths and capacities of students.	School social worker implements school wide curriculum to promote awareness of diversity issues; presents staff development training on ways diversity issue impacts the school, and/or actively works to engage parents of diverse learners in school community by organizing ongoing activities to increase parent involvement.

<p><b>2e: Challenging structural barriers, social inequalities, and educational disparities impacting learning outcomes.</b></p>	<p>School social worker rarely engages in practices that are supportive of social and economic justice by challenging barriers, social inequalities and educational disparities. School social worker accepts the status quo and/or ignores the social environment.</p>	<p>School social worker generally challenges barriers, social inequalities and educational disparities impacting learning outcomes.</p>	<p>School social worker consistently challenges, barriers, social inequalities and educational disparities, advocating for student and families. School Social Worker identifies barriers to learning and academic achievement, and works to reduce them based on results of comprehensive assessments and educational policies.</p>	<p>School social worker demonstrates leadership by always challenging barriers, social inequalities and educational disparities. School social worker identifies barriers to learning and academic achievement, and works to reduce them on the individual and classroom levels, taking into account the results of comprehensive assessments and educational policies. School social worker helps students and families to advocate for themselves.</p>
<p><b>Critical Attributes</b></p>	<p>School social worker demonstrates a lack of awareness of how structural barriers, social inequalities, and educational disparities impact learning outcomes.</p>	<p>School social worker raises issues related to barriers but does not take action or check for understanding by others of these issues.</p>	<p>School social worker values feedback from students and families on issues of social inequalities impacting educational outcomes.</p> <p>School social worker provides examples of assessments used to examine need for change.</p>	<p>School social worker is known for raising awareness among principal, teachers, and school staff about the needs of students and families, and is part of the solution.</p>
<p><b>Possible Examples</b></p>	<p>School social worker fails to describe the assessment of social environment of the school and its impact on school policies, programs, and practices.</p>	<p>School social worker identifies barriers to learning and their impact on educational outcomes.</p>	<p>School social worker meets with parents to learn about their perspectives on student's educational and shares this information with school personnel.</p> <p>School social worker communicates parent perspective to principal, teachers, and school staff.</p>	<p>School social worker provides clear evidence of raising awareness and gaining buy-in from school personnel to implement solutions and sustain changes in response to structural barriers, social inequalities and educational disparities evident in the school setting.</p>

<p><b>2f: Establishing rapport and working collaboratively with stakeholders</b></p>	<p>School social worker rarely attempts to work collaboratively with school administration, school personnel, family members, and community.</p>	<p>School social worker generally promotes collaborative work with school administration, school personnel, family members, and community professionals.</p>	<p>School social worker consistently promotes collaborative work with school administration, school personnel, family members, and community professionals. School social worker makes efforts to access all stakeholders, exhibit skills for self-regulation; and demonstrates accountability and follows through on tasks.</p>	<p>School social worker always promotes collaborative work with school administration, school personnel, family members, and community professionals. School social worker provides leadership, fosters dialogue and models open communication in these endeavors. School social worker is an active participant in multi-disciplinary teams and stakeholder meetings, approaching each audience with sensitivity and seeking out opposite voices at multiple levels to find areas of compromise.</p>
<p><b>Critical Attributes</b></p>	<p>School social worker has a very basic level of self-awareness and impact on others and does not demonstrate commitment to teamwork.</p>	<p>School social worker understands role of school teams and committees to accomplish goals.</p>	<p>School social worker values the importance of engaging stakeholders in change processes and encourages others to participate in these processes.</p>	<p>School social worker is a dynamic and enthusiastic participant on school teams.</p>
<p><b>Possible Examples</b></p>	<p>School social worker neglects to provide the name of teams in which he/she participates.</p> <p>School social worker does not consult or collaborate with principal, teachers, and other school staff.</p>	<p>School social worker provides the names of school teams in which he/she participates and the dates of meetings attended.</p>	<p>School social worker shares that they lead school teams and actively engages missing stakeholders (e.g., parents/community agencies) in school initiatives.</p> <p>School social worker routinely demonstrates mindful self-reflection about social work practice and collaboration with students, families and community agencies.</p>	<p>School social worker demonstrates leadership by actively engaging others in creative but practical collaborative practices throughout the educational change process.</p> <p>School social worker demonstrates effective conflict mediation skills.</p>

## Domain 3: Service Delivery Resources

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p><b>3a: Providing scientifically supported services and monitoring progress consistent with a multi-tiered framework that addresses the needs of individuals, classrooms, and schools to improve academic and behavioral performance.</b></p>	<p>School social worker rarely implements scientifically supported services consistent with a multi-tiered framework.</p>	<p>School social worker generally implements scientifically supported services consistent with a multi-tiered.</p>	<p>School social worker consistently implements scientifically supported services consistent with a multi-tiered framework and monitors progress.</p>	<p>School social worker always implements scientifically supported services consistent with multi-tier framework and monitors progress. School social worker assists other school staff in the implementing scientifically supported services consistent with a multi-tiered framework or monitors progress, evaluating, reporting. Reports results to key stakeholders through professional development presentations and contributions to multi-disciplinary team.</p>
<p><b>Critical Attributes</b></p>	<p>School social worker uses an intervention that has little evidence to support its use with the specified student(s).</p> <p>School social worker picks one lesson from one curriculum and another from a different source, not implementing the scientifically supported curriculum as it was designed (without fidelity).</p>	<p>School social worker reviews curriculum and fidelity checklist prior to starting a group or individual session.</p> <p>School social worker provides observer research that demonstrates the program or practice produces good outcomes for similar students.</p> <p>School social worker enters data at the end of the session to monitor student(s) progress.</p>	<p>School social worker reviews curriculum and fidelity checklist prior to beginning a group or individual session and has materials needed to measure student progress.</p> <p>School social worker enters data at the end of the session to monitor student progress and reviews a summary of the data to ensure student is responding to the intervention.</p>	<p>School social worker assists other school personnel in reviewing the scientific support for a program or practice.</p> <p>School social worker frequently leads a team in reviewing progress-monitoring data and determines with the team whether the students are responding to the intervention.</p> <p>School social worker works closely with key stakeholders such as parents/guardians and community resources to understand a multi-tiered framework and the results of students' progress in response to interventions.</p>

<p><b>Possible Examples</b></p>	<p>School social worker uses a “one size fits all” approach regardless of individual characteristics.</p> <p>School social worker cannot describe scientifically supported services when asked to do so.</p> <p>School social worker cannot explain where to find information about evidence-based program and practices</p>	<p>School social worker can provide a basic explanation of scientifically supported services that are being implemented at the school-wide, small group, and individual level, including how to measure student progress.</p> <p>School social worker can explain why they chose a specific intervention for small group or individual work with students and the evidence that supports it.</p> <p>School social worker provides examples of scientifically supported interventions to a multi-disciplinary team.</p> <p>School social worker demonstrates the ability to implement a curriculum with fidelity.</p>	<p>School social worker clearly articulates the evidence-base for a program or practice, how fidelity is measured, and how the student progress is monitored.</p> <p>School social worker explains the purpose of utilizing a fidelity checklist.</p> <p>School social worker demonstrates how student progress is monitored and data graphed for the team to review.</p>	<p>School social worker clearly articulates the evidence-base for programs and practices utilized at the school-wide, small group and individual levels, and how they share this information with other school personnel.</p> <p>School social worker shares examples of how they have assisted other school personnel in monitoring the progress of students and analyzing the results.</p> <p>School social worker provides leadership on a team that selects and plans for implementation of evidence-informed programs and practices.</p>
<p><b>3b: Providing specialized services such as crisis intervention, teacher consultation, education and training on psychosocial and mental health topics, and special education, mental health evaluations and other assessments.</b></p>	<p>School social worker rarely provides specialized services for identified needs.</p>	<p>School social worker generally provides specialized services for identified needs.</p>	<p>School social worker consistently provides specialized services, and accesses community resources to assist in meeting those needs.</p>	<p>School social worker always provides specialized services for identified needs. School social worker initiates team planning to access community resources to provide specialized services and always identifies opportunities for prevention and intervention strategies (including classroom-based instruction) and consultation that are aligned with school-wide goals and needs. Services provided are consistently of high quality in delivery and includes data-driven, solutions-focused participation in multi-disciplinary teams (e.g., IEP, Section 504).</p>
<p><b>Critical Attributes</b></p>	<p>School Social worker cannot identify specialized services to meet the needs of the student.</p>	<p>School Social Worker can identify some of the specialized services to meet the needs of the students.</p>	<p>School Social Worker can identify the needed specialized services and will help the student connect to those services.</p>	<p>School Social Worker can identify specialized services and will help student connect with those services, as well as helping teachers, administrators connect with outside resources to provide best practice intervention strategies.</p>

<b>Possible Examples</b>	School social worker will talk to a student about their homelessness, but will not identify community resources.	School social worker will talk to a self-identified homeless student, and will direct them to community resources.	School social worker identifies students who may be homeless, provides a list of resources and possible community services.	School social worker will identify students and families, who may be homeless, will identify needs, and help make phone calls to community resources that may help the family.
<b>3c: Empowering students, families, and schools to maximize academic opportunities and gain access to and effectively engage with community resources.</b>	School social worker rarely empowers students and families to gain access to community resources.	School social worker generally empowers students and families to gain access to community resources.	School social worker consistently empowers students and families to gain access to community resources and identifies and differentiates appropriate resources for each situation.	School social worker always empowers students and families to gain access to community resources, identifies and differentiates appropriate resources, and conducts follow-up to facilitate effective utilization of resources. Social worker consistently demonstrates an understanding of family needs and community resources, and consistently leverages community resources effectively to support students and families.
<b>Critical Attributes</b>	School social worker is unaware of community resources to empower and assist families.	School social worker is aware of community resources, but does not empower families to contact them.	School social worker is aware of community resources and will give families information about them, and will help to make those connections.	School social worker is aware of community resources, posts them in the office, provides the information readily to all stakeholders and will assist families in making phone calls, or complete applications to empower them.
<b>Possible Examples</b>	School social worker is unaware of community resources and does not initiate contacts with outside agencies.	School social worker is aware of resources, but has not made contact with those resources to establish relationships.	School social worker is aware of and connected to community resources, has established relationships, provides brochures and phone numbers to families and has encouraged families to utilize those services.	School social worker is aware of and has connected with community resources, helps families call when needed, assists in completing applications and makes appointments, establishes a trusting relationship with providers and students/families and is viewed as trustworthy, respectful and professional.
<b>3d: Engaging in reflective discussion with school personnel about policy positions, organizational plans, and administrative procedures impacting school success.</b>	School social worker rarely engages in reflective discussions with personnel about policy positions, organizational plans, and administrative procedures impacting school success.	School social worker generally engages in reflective discussions about policy impacting school success.	School social worker consistently engages in reflective discussions about policy impacting school success.	School social worker always engages in reflective discussions about policy impacting school success and provides information and ideas to assist organizational change that improves school success.
<b>Critical Attributes</b>	School social worker does not know the organizational plans or administrative procedures.	School social worker can engage in discussions of plans and procedures but on a surface level.	School social worker is knowledgeable about plans and procedures, can participate in strategic discussions.	School social worker is a leader in and out of the immediate school providing ideas and strategic discussions about organizational change that improves student success.

<b>Possible Examples</b>	School social worker does not participate in school wide discussions and organizational planning about multi-tiered systems of support.	School social worker is knowledgeable about multi- tiered systems of support, but only on a surface level and does not participate in school wide discussions.	School social worker actively participates on a leadership team to suggest scientifically supported services and address implementation challenges in multi-tiered systems of support.	School social workers has taken the lead of implementing multi-tiered systems of support in the building, setting up meetings and discussion about plans and implementation, using best practices and research to guide discussion.
<b>3e: Communicating clearly and accurately with stakeholders through both oral and written communication, (demonstrating the ability to actively listen, respect differences, and model civility with students, school personnel, parents/guardians and community partners).</b>	School social worker rarely uses effective written and oral communication that is clear, accurate, appropriate, and sensitive. School social worker provides little/no information to stakeholders about the service delivery program and or individual students.	School social worker generally uses effective written and oral communication that is clear, accurate, appropriate, and sensitive.	School social worker consistently uses effective written and oral communication that is clear, accurate, appropriate, and sensitive.	School social worker always uses effective written and oral communication that is clear, accurate, appropriate, and sensitive. Encourages other school staff to use effective written and oral communication that is clear, accurate, appropriate, and sensitive with students, families and colleagues.
<b>Critical Attributes</b>	School social worker does not communicate effectively with stakeholders.	School social worker communicates with stakeholders but does not solicit information or openly share information.	School social worker communicates effectively with stakeholders in a clear manner.	School social worker openly communicates with all stakeholders in a clear manner, listening to all perspectives and sharing information that is relevant.
<b>Possible Examples</b>	School social worker works 1:1 with students, but does not share resources or information with families.	School social worker works with students and only shares information with stakeholders when asked.	School social worker shares relevant information about students with stakeholders in a timely and professional manner while protecting the confidentiality of the student.	School social worker shares relevant information about students with stakeholders in a proactive and professional manner while protecting the confidentiality of the student.
<b>3f: Organizing and managing workload effectively and efficiently to deliver quality work.</b>	School social worker rarely prioritizes workload and/or is poorly organized.	School social worker generally prioritizes workload and is organized.	School social worker consistently prioritizes workload and evaluates the effectiveness and efficiency of services delivered.	School social worker always prioritizes workload, demonstrating the fit between the educational mission of the school and school social work services, and evaluates the effectiveness and efficiency of services delivered.

<p><b>Critical Attributes</b></p>	<p>School social worker is late to meetings, and paperwork deadlines.</p> <p>School social worker employs no method for prioritizing services provided in any one school day.</p> <p>School social worker appears disorganized, or has not planned well for a task at hand.</p>	<p>School social worker is often late for deadlines and meetings, but is organized and appropriate.</p> <p>School social worker has a basic method of prioritizing workload and asks for guidance from others on how to prioritize.</p>	<p>School social worker is organized and timely, and prioritizes their workload.</p> <p>School social worker has a very clear method of making decisions and prioritizing tasks.</p> <p>School social worker shares ways in which they have helped others prioritize tasks.</p>	<p>School social worker balances workload, direct and indirect services, is timely to meetings and deadlines and complies with all federal and state rules.</p> <p>School social worker can provide documentation of a comprehensive method for prioritizing the tasks and evaluating effectiveness of services.</p> <p>The school social worker provides evidence of working with other school personnel to prioritize tasks and to see how the roles of each team member impacts the effectiveness and efficiency of outcomes for students.</p>
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<p><b>Possible Examples</b></p>	<p>School social worker closes office door and will not respond to crisis.</p> <p>School social worker states that there is so much to do they forget some of the tasks.</p> <p>School social worker is always late for meetings and/or does not remember important information needed for the meeting.</p> <p>School social worker forgets to follow up on phone calls/messages from parents, community agencies or school personnel.</p>	<p>School social worker will respond to crisis, but is behind in due process compliance.</p> <p>School social worker writes down what they need to do each day.</p> <p>School social worker states that they consult with other school personnel when they are not sure which task to handle first.</p> <p>School social worker can describe how they would handle a crisis taking into account only the tasks of the school social worker.</p>	<p>School social worker responds to crisis, manages schedule for direct services, and is up to date in due process compliance.</p> <p>School social worker describes in detail a process for prioritizing daily tasks and handling issues as they occur.</p> <p>School social worker describes in detail a method for measuring the effectiveness of their services and methods they employ to ensure they provide efficient services.</p> <p>School social worker is prepared for a meeting and actively participates in the task at hand. It is evident that they contribute valuable information to support positive student outcomes.</p>	<p>School social worker responds to crisis, manages direct services, compliant with due process and participates in extra meetings for the greater good of the school.</p> <p>School administrators and other school personnel report that the school social worker provides effective and efficient services, prioritizing tasks in a way that produces good outcomes for students.</p> <p>The school social worker describes how they work with other school personnel to prioritize tasks taking into account the context of the school and the role of each team member.</p>
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## Domain 4: Professional Development

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>4a: Adhering to the standards and practice requirements set by the State Education Agency.</b>	School social worker rarely meets the standards and practice requirements for the field.	School social worker generally meets the standards and practice requirements for the field.	School social worker consistently meets the standards and practice requirements for the field.	School social worker always meets the standards and practice requirements of the field. School social worker also pursues additional opportunities to model best practices beyond those required by the profession or licensure board.
<b>Critical Attributes</b>	School social worker cannot articulate State Education Agency (SEA) standards and practice requirements.	School social worker can articulate main SEA standards and practice requirements.	School social worker can articulate most SEA standards and practice requirements.	School social worker can teach others about SEA standards and practice requirements.
<b>Possible Examples</b>	The school social worker says "I am not familiar with the SEA requirements for social work training (or assessment, intervention or practice evaluation)"	The school social worker can accurately articulate main SEA standards for social work training, assessment, intervention or practice evaluation.	The school social worker can accurately articulate most SEA standards for social work training, assessment, intervention or practice evaluation.	The school social has taught or mentored others about SEA standards on social work training, assessment, intervention, and practice evaluation.
<b>4b: Consulting current legislation and case law regarding minors.</b>	School social worker rarely consults relevant legislation or case law to stay current with legal standards regarding minors.	School social worker is learning to consult relevant legislation and case law to stay current with legal standards regarding minors. School social worker waits for information to be provided by other school personnel.	School social worker consults relevant legislation and case law to stay current with legal standards regarding minors. School social worker receives updates on current legislation and policy through membership in state/national professional organization and subscribing to electronic updates.	School social worker exceeds/models/leads consultation to relevant legislation and case law to stay current with legal standards regarding minors. School social worker is an active member of state and national organizations, receives electronic updates on policy and legislation, and informs colleagues of current information.
<b>Critical Attributes</b>	School social worker cannot articulate any legislation or case law regarding minors.	School social worker can articulate some legislation or case laws regarding minors (e.g., mandated reporting laws).	School social worker can articulate most legislation and case laws regarding minors.  School social worker shares sources that he/she utilizes to stay current on changes in legislation.	School social worker can teach others about legislation or case laws regarding minors.  School social worker shares information about state/national organization resources, electronic updates that he/she receives and reviews regularly, and how he/she ensures that colleagues receive the information.
<b>Possible Examples</b>	School social worker does not know the legal rights of minors regarding sexual health or substance abuse treatment.	School social worker knows the basic legal rights of minors regarding sexual health, substance abuse treatment, or mandated reporting laws.	School social worker knows most legal rights of minors regarding sexual health, substance abuse treatment, and mandated reporting laws.	School social worker has taught or mentored others on the legal rights of minors regarding sexual health, substance abuse treatment, and mandated reporting laws.

## Domain 4: Professional Development, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>4c: Maintaining timely and accurate records and documentation in compliance with FERPA and state requirements.</b>	School social worker rarely complies with federal/state policies and procedures for maintaining accurate data. Records and/or reports submitted are inaccurate or unable to be located.	School social worker generally complies with federal/state policies and procedures for maintaining accurate data, records, and reports.	School social worker consistently complies with federal/state procedures and policies for maintaining records. Approach to record keeping is highly systematic and efficient and serves as a model for colleagues. Reports are clear, cogent, and concise.	School social worker always exceeds/models/leads compliance with federal/state procedures and policies for maintaining records. Approach to record keeping is highly systematic and efficient and serves as a model for colleagues. Reports are clear, cogent, and concise. School social worker also promotes their work by disseminating written information to colleagues or other professional outlets that highlight innovative and best practices.
<b>Critical Attributes</b>	School social worker is unsure which reports to complete and place in the student's official education record.	School social worker is learning to complete and file reports in the student's official education record.	School social worker regularly completes and files reports in the student's official education record.	School social worker can teach others how to complete and file reports in the student's official education record.
<b>Possible Examples</b>	School social worker does not complete reports in a timely fashion to summarize the individual session held earlier in the week, then loses track of some of the content when she writes the note at the end of the week.  School social worker is not keeping up with filing paperwork in education records and at times will misplace important information.	School social worker is learning to complete reports in a timely fashion to summarize the individual session held earlier in the day, then loses track of some of the content when she writes the note before leaving for the day.  School social worker occasionally files paperwork in the education records but at times will misplace important information.	School social worker completes reports immediately following individual session he/she has with a student or family.  Documentation is filed in the education records and organized on a regular basis and is accessible as needed.	School social worker exceeds/models/leads in completion of reports immediately following sessions and uses technology for tracking and progress monitoring. School social worker then uses this information to enhance service delivery.
<b>4d: Adhering to the NASW Code of Ethics and SSWAA ethical guidelines.</b>	School social worker rarely adheres to the ethics and values of the profession and displays unsatisfactory knowledge of ethical standards.	School social worker inconsistently adheres to the ethics and values of the profession, and displays basic knowledge of ethical standards.	School social worker adheres to the ethics and values of the profession and displays proficient knowledge of ethical standards.	School social worker adheres to the ethics and values of the profession and displays outstanding knowledge of ethical standards. School social promotes the ethical conduct of other school personnel.
<b>Critical Attributes</b>	Content not available	School social worker is learning how to and usually maintains confidentiality when talking about private student information.	School social worker consistently maintains confidentiality when talking about private student information except for specific emergencies.	School social worker can teach others about how to maintain confidentiality about private student information and the exceptions to these rules.

<b>Possible Examples</b>	<p>School social worker neglects to obtain release of information before sharing confidential information about a student with a collateral contact.</p> <p>School social worker shares confidential student information with other school personnel who do not have a legitimate educational interest.</p>	<p>School social worker is learning to share information with parent/guardian in accordance with confidentiality regulations.</p>	<p>School social worker maintains confidentiality of student information while speaking with the parent/guardian by educating them on the regulations governing privacy of information.</p> <p>School social worker knows the general exceptions to confidentiality.</p>	<p>School social exceeds/models/promotes the highest ethical standards in communicating with other school personnel about a student, maintaining the level of confidentiality that is required.</p> <p>School social worker teaches others the exceptions to the rules about confidentiality.</p>
<b>4e: Pursuing continuous enhancement of knowledge and skills through supervision, consultation, professional development, and/or continuing education.</b>	<p>School social worker rarely pursues enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families.</p>	<p>School social worker is generally pursues enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families.</p>	<p>School social worker consistently pursues enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families.</p>	<p>School social worker always pursues enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families. School social worker builds the capacity of other school staff by sharing this knowledge.</p>
<b>Critical Attributes</b>	<p>School social worker rarely attends continuing professional development opportunities.</p>	<p>School social worker attends convenient professional development opportunities offered by the local education agency or other free providers.</p>	<p>School social worker seeks out advanced professional development opportunities that will enhance both their job performance and career as an education professional.</p>	<p>School social worker can provide peers with advance professional development opportunities that will enhance their job performance and career as an education professional.</p>
<b>Possible Examples</b>	<p>School social worker is absent during professional development or in-service days that are required by the district. School social worker allows his/her professional licensure to lapse.</p>	<p>School social worker is present during professional development or in-service days that are required by the district but is often seen talking with others or wandering around rather than attentive, but their licensure is updated bi-annually.</p> <p>School social worker attends professional development or in-service workshops but chooses workshops based on convenience rather than what would offer content most closely related to social work services.</p>	<p>School social worker is present during professional development or in-service days that are required by the district and is attentive and participating in workshops. License is kept current.</p> <p>School social worker attends professional development or in-service workshops based on content most closely related to social work services.</p>	<p>School social worker helps coordinate professional development or in-service days and is a presenter at workshops. License is kept current. School social worker attends professional development or in-service workshops based on content most closely related to social work services, seeking opportunities outside the district, as offered through NASW or SSWAA, to meet their professional licensure requirements and areas of interest.</p>

<p><b>4f: Exhibiting professional conduct through self-awareness, self-monitoring, and professional accountability</b></p>	<p>School social worker rarely exhibits professional conduct and self-awareness. The school social worker does not reflect on practice or the reflections are inaccurate or self-serving.</p>	<p>School social worker generally exhibits professional conduct and self-awareness. The school 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.</p>	<p>School social worker consistently exhibits professional conduct and self-awareness. The social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The school social worker makes some specific suggestions as to how the social work program might be improved.</p>	<p>School social worker always exhibits professional conduct and self-awareness. School social worker supports all school personnel in exhibiting professional conduct and self-awareness. The social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The social worker draws on an extensive repertoire to suggest alternative strategies.</p>
<p><b>Critical Attributes</b></p>	<p>School social worker often acts without thinking about how his/her behavior is perceived by others.</p>	<p>School social worker generally conducts him/herself in a professional manner and is learning to self-reflect on interpersonal difficulties.</p>	<p>School social worker consistently conducts him/herself in a professional manner and regularly reflects on his or her contribution to interpersonal difficulties.</p>	<p>School social worker can teach others when and how to reflect on their professional performance and take responsibility for mistakes.</p>
<p><b>Possible Examples</b></p>	<p>School social worker engages in argumentative behavior with challenging students, parents/guardians, or staff members.</p> <p>School social worker states group counseling session went well despite evidence that intervention was ineffective.</p> <p>School social worker is not aware of previously tried ineffective strategies when contributing to committees addressing school wide behavior management, in large part due to lack of reflection on practice.</p>	<p>School social worker shows frustration with challenging students, parents/guardians, or staff members.</p> <p>School social worker reflects that group counseling session was not effective based on evidence/data.</p> <p>School social worker is aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management but is unable to articulate specific examples of the ineffectiveness.</p>	<p>The school social worker maintains a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations.</p> <p>School social worker reflects and identifies specific examples why group was ineffective based on formal data and evidence related to goals/outcomes.</p> <p>School social worker is aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management. Concrete, specific examples are shared with the committee, along with ideas for improvement.</p>	<p>School social worker teaches or mentors others in how to maintain a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations.</p> <p>School social worker teaches or mentors others on the use of active listening and motivational strategies to manage client resistance and move forward in the counseling process.</p> <p>School social worker provides supervision to discuss and brainstorm intervention methods based on data.</p> <p>School social worker effectively leads a committee to reflect on specific strategies were ineffective, and offers concrete, specific ideas for improvement, drawing upon evidence-informed knowledge bank.</p>

## Gresham-Barlow School District Social Worker Self-Reflection Form

To be completed using the rubric prior to the Initial Professional Growth/Reflection Conference

Specialist Name:	School:
Assignment:	Date:

### Domain 1: Planning & Preparation

	1	2	3	4
Standard 1a: <b>Conducting multi-tiered school needs assessment throughout the academic year.</b>				
Standard 1b: <b>Identifying school and community resources</b>				
Standard 1c: <b>Assessing school culture and climate.</b>				
Standard 1d: <b>Assessing family engagement in school activities.</b>				
Standard 1e: <b>Identifying and selecting scientifically supported education, behavior, and mental health services to address the needs of the school</b>				
Standard 1f: <b>Establishing professional collaborations.</b>				
Standard 1g: <b>Knowing current federal, state and local laws as well as district policies and procedures that guide school social work practice.</b>				
Comments:				

### Domain II: Contexts for Learning

	1	2	3	4
Standard 2a: <b>Contributing to a safe and healthy school environment</b>				
Standard 2b: <b>Examining how the historical and current political, social, economic, and cultural climate affect the context for learning</b>				
Standard 2c: <b>Providing school social work services in a culturally sensitive manner</b>				
Standard 2d: <b>Addressing diversity and differences by recognizing the inherent dignity and worth of the students, families and school personnel served and advocating for policies, programs, and services that build on their strengths</b>				
Standard 2e: <b>Establishes standards of conduct in the testing environment Challenging structural barriers, social inequalities, and educational disparities impacting learning outcomes</b>				
Standard 2f: <b>Establishing rapport and working collaboratively with stakeholders</b>				
Comments:				

### Domain III: Delivery of Services

	1	2	3	4
Standard 3a: Providing scientifically supported services and monitoring progress consistent with a multi-tiered framework that addresses the needs of individuals, classrooms, and schools to improve academic and behavioral performance.				
Standard 3b. Providing specialized services such as crisis intervention, teacher consultation, education and training on psychosocial and mental health topics, and special education, mental health evaluations and other assessments.				
Standard 3c. Empowering students, families, and schools to maximize academic opportunities and gain access to and effectively engage with community resources.				
Standard 3d. Engaging in reflective discussion with school personnel about policy positions, organizational plans, and administrative procedures impacting school success.				
Standard 3e. Communicating clearly and accurately with stakeholders through both oral and written communication, (demonstrating the ability to actively listen, respect differences, and model civility with students, school personnel, parents/guardians and community partners).				
Standard 3f. Organizing and managing workload effectively and efficiently to deliver quality work.				
Comments:				

### Domain IV: Professional Development

	1	2	3	4
Standard 4a: Adhering to the standards and practice requirements set by the State Education Agency.				
Standard 4b: Consulting current legislation and case law regarding minors.				
Standard 4c: Maintaining timely and accurate records and documentation in compliance with FERPA and state requirements.				
Standard 4d: Adhering to the NASW Code of Ethics and SSWAA ethical guidelines.				
Standard 4e: Pursuing continuous enhancement of knowledge and skills through supervision, consultation, professional development, and/or continuing education.				
Standard 4f: Exhibiting professional conduct through self- awareness, self-monitoring, and professional accountability				
Comments:				

Differentiated Performance Levels	
1	- Does not meet standards
2	- Making sufficient progress toward meeting standard
3	- Consistently meets expectations for good performance
4	- Consistently exceeds expectations for good performance

## Gresham-Barlow School District Social Worker Summative Evaluation Form

*To be completed by Evaluator for Probationary Social Workers by **February 15** - Contract Educators by **June 1***

Social Worker Name:	Evaluator(s):
School:	Assignment:
Contract Status: (Select status)	<input type="checkbox"/> Prob1 <input type="checkbox"/> Prob2 <input type="checkbox"/> Prob3 <input type="checkbox"/> Contract

Differentiated Performance Levels
1 - Does not meet standards
2 - Making sufficient progress toward meeting standards
3 - Consistently meets expectations for good performance
4 - Consistently exceeds expectations for good performance

### Domain 1: Planning & Preparation

	Performance Level
<b>Standard 1a:</b> Conducting multi-tiered school needs assessment throughout the academic year	
<b>Standard 1b:</b> Identifying school and community	
<b>Standard 1c:</b> Assessing school culture and climate	
<b>Standard 1d:</b> Assessing family engagement in school activities	
<b>Standard 1e:</b> Identifying and selecting scientifically supported education, behavior, and mental health services to address needs of school	
<b>Standard 1f:</b> Establishing professional collaborations	
<b>Standard 1g:</b> Knowing current federal, state and local laws as well as district policies and procedures that guide school social work practice	
Comments	

### Domain 2: Contexts for Learning

	Performance Level
<b>Standard 2a:</b> Contributing to a safe and healthy school environment	
<b>Standard 2b:</b> Examining how the historical and current political, social, economic, and cultural climate affect the context for learning	
<b>Standard 2c:</b> Providing school social work services in a culturally sensitive manner	
<b>Standard 2d:</b> Addressing diversity and differences by recognizing the inherent dignity and worth of the students, families and school personnel served and advocating for policies, programs, and services that build on their strengths	
<b>Standard 2e:</b> Challenging structural barriers, social inequalities, and educational disparities impacting learning outcomes	

<b>Standard 2f:</b> Establishing rapport and working collaboratively with stakeholders	
Comments	

### Domain 3: Service Delivery Resources

	Performance Level
<b>Standard 3a:</b> Providing scientifically supported services and monitoring progress consistent with a multi-tiered framework that addresses the needs of individuals, classrooms, and schools to improve academic and behavioral performance	
<b>Standard 3b:</b> Providing specialized services such as crisis intervention, teacher consultation, education and training on psychosocial and mental health topics, and special education, mental health evaluations and other assessments	
<b>Standard 3c:</b> Empowering students, families, and schools to maximize academic opportunities and gain access to and effectively engage with community resources	
<b>Standard 3d:</b> Engaging in reflective discussion with school personnel about policy positions, organizational plans, and administrative procedures impacting school success	
<b>Standard 3e:</b> Communicating clearly and accurately with stakeholders through both oral and written communication, (demonstrating the ability to actively listen, respect differences, and model civility with students, school personnel, parents/guardians and community partners)	
<b>Standard 3f:</b> Organizing and managing workload effectively and efficiently to deliver quality work	
Comments	

### Domain 4: Professional Development

	Performance Level
<b>Standard 4a:</b> Adhering to the standards and practice requirements set by the State Education Agency	
<b>Standard 4b:</b> Consulting current legislation and case law regarding minors	
<b>Standard 4c:</b> Maintaining timely and accurate records and documentation in compliance with FERPA and state requirements	
<b>Standard 4d:</b> Adhering to the NASW Code of Ethics and SSWAA ethical guidelines	
<b>Standard 4e:</b> Pursuing continuous enhancement of knowledge and skills through supervision, consultation, professional development, and/or continuing education	
<b>Standard 4f:</b> Exhibiting professional conduct through self-awareness, self-monitoring, and professional accountability	
Comments	

PP/PR Average Performance Level \_\_\_\_\_  
 (Sum of Standards ÷ 25)

PP/PR RATINGKEY

PP/PR Level \_\_\_\_\_

3.6 - 4.0	4
2.81 - 3.59	3
1.99 - 2.8	2
≤1.99	1

Social Worker SLG Scores/Rating

SLG Goals		Score
Goal 1		
Goal 2		
Comments:		
		Rating
SLG Rating		

SLG Rating Key

Level 4	Level 3	Level 2	Level 1
You must score: <ul style="list-style-type: none"> <li>4 on both goals</li> </ul>	You could score: <ul style="list-style-type: none"> <li>3 on both goals, or</li> <li>3 on one goal &amp; 4 on one goal, or</li> <li>4 on one goal &amp; 2 on one goal</li> </ul>	You could score: <ul style="list-style-type: none"> <li>2 on both goals, or</li> <li>2 on one goal &amp; 3 on one goal, or</li> <li>3 on one goal &amp; 1 on one goal, or</li> <li>4 on one goal &amp; 1 on one goal</li> </ul>	You could score: <ul style="list-style-type: none"> <li>1 on both goals, or</li> <li>1 on one goal &amp; 2 on one goal</li> </ul>

Inquiry Process (If Needed)				
Select Type of Inquiry:	SLG	PP/PR		
Artifacts & Evidence:				
Evaluator's Final Matrix Rating: Select one:	1	2	3	4
Evaluator's Rationale:				

### **Matrix Summative Rating**

Y-Axis PP/PR (Use Key) \_\_\_\_\_  
X-Axis SLG Rating (Use Key) \_\_\_\_\_  
**Matrix Summative Rating** \_\_\_\_\_  
**Professional Development Path** \_\_\_\_\_

\*The Matrix Summative Rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

### **Final Summative Performance Level - Evaluator Recommendations**

#### **Contract:**

- Extend contract for new two-year term
- Do not extend contract
- Dismissal

#### **Probationary:**

- Renew one-year contract
- Do not renew contract

#### **Temporary:**

- Due to temporary status, this contract is not renewed

The social worker has attached comments to this conference form:

- Yes
- No

This Evaluation has been discussed between the social worker and the evaluator(s).

\_\_\_\_\_  
Social Worker

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

# GBSD School Counselor Evaluation Rubric

## Domain I for School Counselors: Planning and Preparation

**Planning & Preparation:**

**Guiding Questions:**

1. Is there a demonstrated understanding of the components of an effective counseling program and its implementation?
2. Is there a demonstrated understanding of integrating the school counseling program into the school's culture and priorities?
3. Does the counselor understand the application of varied techniques to child and adolescent developmental needs?

**Examples of Evidence:**

- |                         |  |
|-------------------------|--|
| 1. Lesson plans         | 5. Counseling Calendars                  |
| 2. Parent communication | 6. Counselor-principal program agreement |
| 3. Web site             | 7. SMART Goals and results               |
| 4. Counselor job-alikes |  |

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>1a: Demonstrating knowledge of counseling theory and techniques</b>	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.
<b>1b: Demonstrating knowledge of child and adolescent development</b>	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 development 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.
<b>1c: Establishing goals for the counseling program appropriate to the setting and the students served</b>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student.	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 consultation with students, parents and colleagues.
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Counselor demonstrates little or no knowledge of government 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 knowledge of resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1e: Planning the counseling program, integrated with the regular school program</b>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has guiding principles 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 students individually and in groups, but also the broader educational program.

<b>1f: Developing a plan to evaluate the counseling program</b>	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.
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## Domain II for School Counselors: The Environment

### Planning & Preparation:

#### Guiding Questions:

1. Does the counselor model and maintain respectful communication with staff, students, parents and the community?
2. Does the counselor and counseling program contribute to the maintenance of a culturally safe and respectful school environment?
3. Is there a demonstrated understanding of maintaining an accessible, safe and inviting physical space for their activities?

#### Examples of Evidence:

1. Counselor access forms
2. Visual prompts (Respect Continuum, Stop, Walk and Talk, College Pennants, etc.)
3. Acknowledgments(Student Recognition Activities, Positive Reinforcement Tokens, Post Cards sent home)
4. Lesson plans
5. Staff team building

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>2a: Creating an environment of respect and rapport</b>	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 interaction 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.
<b>2b: Establishing a culture for productive communication</b>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among 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 promotes productive and respectful communication between and among students and teachers. While guided by the counselor, it is maintained by both teachers and students.
<b>2c: Managing routines and procedures</b>	Counselor's routines for the counseling center or classroom work are nonexistent 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.
<b>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b>	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 sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<b>2e: Organizing physical space</b>	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 arrangement 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 III for School Counselors: Delivery of Service

### Planning & Preparation:

#### Guiding Questions:

1. Does the counselor assess student needs and build a delivery system to respond to identified needs?
2. Is the counselor familiar with community resources and able to connect families effectively with those resources?
3. Is the counselor an effective advocate for student success?
4. Is the counselor responsive when change is needed and advocate for it when aware of a need?

#### Examples of Evidence:

1. Copies of non-confidential emails
2. Student needs assessment
3. Transition planning
4. Classroom and group guidance curriculum
5. Student Assistance Team process
6. Student success plans (504 plans, behavior plans, goal forms, CICO)

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>3a: Assessing student needs</b>	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 assessments of student needs to contribute to program planning.
<b>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs</b>	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
<b>3c: Using counseling techniques in individual and classroom programs</b>	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.
<b>3d: Brokering resources to meet needs</b>	Counselor does not make connections with other programs in order to meet student's 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.
<b>3e: Demonstrating flexibility and responsiveness</b>	Counselor adheres to the 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 ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

## Domain IV for School Counselors: Professional Responsibilities

### Planning & Preparation:

#### Guiding Questions:

1. Does the counselor adhere with fidelity to personal, professional and ethical standards of practice?
2. Does the counselor maintain records in an accurate and timely manner?
3. Does the counselor demonstrate cultural competency in their practice?
4. Does the counselor participate in professional growth development and leadership opportunities?

#### Examples of Evidence:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Counselor web site</li> <li>2. Documentation of professional membership</li> <li>3. Documentation of professional development in relevant areas</li> <li>4. Professional growth goals</li> <li>5. Job-alike participation</li> </ol> | <ol style="list-style-type: none"> <li>6. District training</li> <li>7. Participation in school district initiatives &amp; activities</li> <li>8. Process data (# of parent calls, community referrals, etc.)</li> <li>9. Participation in leadership opportunities (Team leader, District Steering Committee, Key Communicators)</li> </ol> |
|--|--|

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>4a: Reflecting on practice</b>	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 department 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.
<b>4b: Maintaining records and submitting them in a timely fashion</b>	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate but occasionally are 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.
<b>4c: Communicating with families</b>	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.
<b>4d: Participating in a professional community</b>	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.
<b>4e: Engaging in professional development</b>	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.
<b>4f: Showing professionalism</b>	Counselor displays dishonesty in interactions with colleagues, students, and with 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.

## Gresham-Barlow School District Counselor Self-Reflection Form

To be completed using the rubric prior to the Initial Professional Growth/Reflection Conference

Counselor Name:	School:
Assignment:	Date:

### Domain I: Planning & Preparation

	1	2	3	4
Standard 1a: <b>Demonstrating knowledge of counseling theory and techniques</b>				
Standard 1b: <b>Demonstrating knowledge of child and adolescent development</b>				
Standard 1c: <b>Establishing goals for the counseling program appropriate to the setting and the students served</b>				
Standard 1d: <b>Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>				
Standard 1e: <b>Planning the counseling program, integrated with the regular school program</b>				
Standard 1f: <b>Developing a plan to evaluate the counseling program</b>				
Comments:				

### Domain II: The Environment

	1	2	3	4
Standard 2a: <b>Creating an environment of respect and rapport</b>				
Standard 2b: <b>Establishing a culture for productive communication</b>				
Standard 2c: <b>Managing routines and procedures</b>				
Standard 2d: <b>Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b>				
Standard 2e: <b>Organizing physical space</b>				
Comments:				

### Domain III: Delivery of Services

	1	2	3	4
Standard 3a: Assessing student needs				
Standard 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs				
Standard 3c: Using counseling techniques in individual and classroom programs				
Standard 3d: Brokering resources to meet needs				
Standard 3e: Demonstrating flexibility and responsiveness				
Comments:				

### Domain IV: Professional Responsibilities

	1	2	3	4
Standard 4a: Reflecting on practice				
Standard 4b: Maintaining records and submitting them in a timely fashion				
Standard 4c: Communicating with families				
Standard 4d: Participating in a professional community				
Standard 4e: Engaging in professional development				
Standard 4f: Showing professionalism				
Comments:				

#### Differentiated Performance Levels

- |   |  |
|---|--|
| 1 | - Does not meet standards                                |
| 2 | - Making sufficient progress toward meeting standard     |
| 3 | - Consistently meets expectations for good performance   |
| 4 | - Consistently exceeds expectations for good performance |

## Gresham-Barlow School District Counselor Summative Evaluation Form

*To be completed by Evaluator for Probationary Counselors by **February 15** - Contract Educators by **June 1***

Counselor Name:	Evaluator(s):
School:	Assignment:
Contract Status: (Select status)	<input type="checkbox"/> Prob1 <input type="checkbox"/> Prob2 <input type="checkbox"/> Prob3 <input type="checkbox"/> Contract

Differentiated Performance Levels
1 - Does not meet standards
2 - Making sufficient progress toward meeting standards
3 - Consistently meets expectations for good performance
4 - Consistently exceeds expectations for good performance

### Domain I: Planning & Preparation

	Performance Level
<b>Standard 1a:</b> Demonstrating knowledge of counseling theory and techniques	
<b>Standard 1b:</b> Demonstrating knowledge of child and adolescent development	
<b>Standard 1c:</b> Establishing goals for the counseling program appropriate to the setting and the students served	
<b>Standard 1d:</b> Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	
<b>Standard 1e:</b> Planning the counseling program, integrated with the regular school program	
<b>Standard 1f:</b> Developing a plan to evaluate the counseling program	
Comments	

### Domain II: Contexts for Learning

	Performance Level
<b>Standard 2a:</b> Creating an environment of respect and rapport	
<b>Standard 2b:</b> Establishing a culture for productive communication	
<b>Standard 2c:</b> Managing routines and procedures	
<b>Standard 2d:</b> Establishing standards of conduct and contributing to the culture for student behavior throughout the school	
<b>Standard 2e:</b> Organizing physical space	
Comments	

### Domain III: Service Delivery Resources

	Performance Level
<b>Standard 3a:</b> Assessing student needs	
<b>Standard 3b:</b> Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs	
<b>Standard 3c:</b> Using counseling techniques in individual and classroom programs	
<b>Standard 3d:</b> Brokering resources to meet needs	
<b>Standard 3e:</b> Demonstrating flexibility and responsiveness	
Comments	

### Domain IV: Professional Responsibilities

	Performance Level
<b>Standard 4a:</b> Reflecting on practice	
<b>Standard 4b:</b> Maintaining records and submitting them in a timely fashion	
<b>Standard 4c:</b> Communicating with families	
<b>Standard 4d:</b> Adhering to the NASW Code of Ethics and SSWAA ethical guidelines.	
<b>Standard 4e:</b> Participating in a professional community	
<b>Standard 4f:</b> Showing professionalism	
Comments	

**PP/PR Average Performance Level \_\_\_\_\_**  
**(Sum of Standards ÷ 22)**

**PP/PR RATINGKEY**

**PP/PR Level \_\_\_\_\_**

3.6 - 4.0	4
2.81 - 3.59	3
1.99 - 2.8	2
≤1.99	1

### Counselor SLG Scores/Rating

<b>SLG Goals</b>		<b>Score</b>
<b>Goal 1</b>		
<b>Goal 2</b>		
<b>Comments:</b>		
		<b>Rating</b>
<b>SLG Rating</b>		

### SLG Rating Key

Level 4	Level 3	Level 2	Level 1
<p>You must score:</p> <ul style="list-style-type: none"> <li>4 on both goals</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>3 on both goals, or</li> <li>3 on one goal &amp; 4 on one goal, or</li> <li>4 on one goal &amp; 2 on one goal</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>2 on both goals, or</li> <li>2 on one goal &amp; 3 on one goal, or</li> <li>3 on one goal &amp; 1 on one goal, or</li> <li>4 on one goal &amp; 1 on one goal</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>1 on both goals, or</li> <li>1 on one goal &amp; 2 on one goal</li> </ul>

Inquiry Process (If Needed)				
Select Type of Inquiry:	SLG	PP/PR		
Artifacts & Evidence:				
Evaluator's Final Matrix Rating: Select one:	1	2	3	4
Evaluator's Rationale:				

### **Matrix Summative Rating**

Y-Axis PP/PR (Use Key) \_\_\_\_\_  
X-Axis SLG Rating (Use Kay) \_\_\_\_\_  
**Matrix Summative Rating** \_\_\_\_\_  
**Professional Development Path** \_\_\_\_\_

\*The Matrix Summative Rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

### **Final Summative Performance Level - Evaluator Recommendations**

#### **Contract:**

- Extend contract for new two-year term
- Do not extend contract
- Dismissal

#### **Probationary:**

- Renew one-year contract
- Do not renew contract

#### **Temporary**

- Due to temporary status, this contract is not renewed

The educator has attached comments to this conference form:

- Yes
- No

This evaluation has been discussed between the counselor and the evaluator(s).

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

## GBSD OT/PT/SLP Evaluation Rubric

Domain I for OT/PT/SLP: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>1a: Demonstrating Knowledge and Skill in School-Based Therapy</b>	<p>The OT/PT/SLP's plan and practice demonstrates little or no therapeutic knowledge and skill in educational settings.</p> <p>The practices/ interventions are not specific to the identified needs of the students receiving services.</p>	<p>The OT/PT/SLP's plan and practice demonstrates basic therapeutic knowledge and skill in educational settings.</p> <p>The practices/ interventions are specific to the identified needs of the students receiving services some of the time.</p>	<p>The OT/PT/SLP's plan and practice demonstrates thorough therapeutic knowledge and skill educational settings.</p> <p>The practices/ interventions are specific to the identified needs of the students receiving services.</p>	<p>The OT/PT/SLP's plan and practice demonstrates extensive therapeutic knowledge and skill in educational settings.</p> <p>The practices/interventions consistently demonstrate knowledge of best practices.</p>
<b>1b: Demonstrating Knowledge of Program/District, State, and Federal Regulations and Guidelines</b>	<p>The OT/PT/SLP demonstrates little or no knowledge of governmental regulations and procedures as they pertain to the application of therapy within educational settings</p>	<p>The OT/PT/SLP demonstrates basic knowledge of governmental regulations and procedures as they pertain to the application of therapy within educational settings.</p>	<p>OT/PT/SLP demonstrates thorough knowledge of governmental regulations and procedures as they pertain to the application of therapy within educational settings.</p>	<p>The OT/PT/SLP's knowledge of governmental regulations and procedures is extensive as it pertains to the application of therapy within educational settings.</p> <p>The OT/PT/SLP takes a leadership role in reviewing and revising program/district therapeutic practices.</p>
<b>1c: Establishing Goals for the Students Served</b>	<p>The OT/PT/SLP has not established clear goals for students.</p> <p>The goals are inappropriate to the educational setting or the age/cultural/developmental needs of the students.</p>	<p>The OT/PT/SLP has established therapy goals for students.</p> <p>The goals are only partially suitable to the educational setting and the age/cultural/developmental needs of the students.</p>	<p>The OT/PT/SLP has established clear therapy goals for students.</p> <p>The goals are appropriate to the educational setting and to the age/cultural/developmental needs of the students.</p>	<p>The OT/PT/SLP has established clear therapy goals for students.</p> <p>The goals are highly appropriate to the educational setting and to the age/cultural/developmental needs of the students.</p> <p>The goals have been developed collaboratively with relevant school stakeholders.</p>

## Domain I for OT/PT/SLP: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>1d: Demonstrating Knowledge of Resources</b>	<p>The OT/PT/SLP demonstrates little or no knowledge of resources for students.</p> <p>The OT/PT/SLP does not seek such knowledge.</p>	<p>The OT/PT/SLP demonstrates basic knowledge of resources for students available through the program.</p> <p>The OT/PT/SLP makes some effort to extend his or her knowledge.</p>	<p>The OT/PT/SLP demonstrates thorough knowledge of resources for students, school personnel, families, and/or the therapists available through the program.</p> <p>The OT/PT/SLP has some familiarity with resources available in other educational settings and/or the community.</p>	<p>The OT/PT/SLP demonstrates extensive knowledge of resources for students, school personnel, families, and/or the therapists available both in and outside the district.</p> <p>The OT/PT/SLP proactively seeks out necessary resources in order to meet the needs of students.</p>
<b>1e: Planning Therapy Services to Meet the Needs of Students</b>	<p>The OT/PT/SLP's plan for therapy services consists of a random collection of unrelated activities, lacking coherence or overall structure.</p> <p>The plan is not related to students' identified needs and does not support the student in the educational setting.</p>	<p>The OT/PT/SLP's plan for therapy services has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p> <p>The plan is loosely related to students' identified needs and ability to access the curriculum in various educational settings.</p>	<p>The OT/PT/SLP's plan for therapy services is coherent and includes evidence-based practices.</p> <p>The plan is related to students' identified needs and ability to access the curriculum in various educational settings.</p>	<p>The OT/PT/SLP's plan is highly coherent and includes evidence-based practices.</p> <p>The plan serves to support students individually and/or in groups within the broader educational program and community.</p>

## Domain I for OT/PT/SLP: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>1f: Designing Student Assessments</b>	<p>The OT/PT/SLP's plan for assessing student progress contains no clear criteria or standards, is poorly aligned with the outcomes, or is inappropriate for many students.</p> <p>The results of assessment have minimal impact on the design of future therapy services.</p>	<p>The OT/PT/SLP's plan for student assessment is partially aligned with the outcomes. Assessment criteria and standards have been developed, but they are not clear.</p> <p>The OT/PT/SLP intends to use assessment results to plan for future therapy services for groups of students.</p>	<p>The OT/PT/SLP's plan for student assessment is aligned with the outcomes, is based on clear criteria and standards, and is appropriate for the educational needs of students.</p> <p>The OT/PT/SLP uses assessment results to plan for future therapy services for individual students.</p>	<p>The OT/PT/SLP's plan for student assessment is fully aligned with the outcomes, has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted to students' individual needs as delineated within the IFSPs/IEPs.</p> <p>The OT/PT/SLP uses assessment results to plan future therapy services.</p>
<b>1g: Using Support Personnel</b>	<p>The OT/PT/SLP provides inadequate direction or assistance to assigned support personnel.</p> <p>The OT/PT/SLP usually does not provide instruction to staff on how to monitor therapy services or how to monitor data collection.</p>	<p>The OT/PT/SLP develops student plans for staff to deliver, though activities may not always be appropriate or clear in guiding instruction or therapy services.</p> <p>The OT/PT/SLP delegates duties to assigned support personnel without providing the necessary training to ensure staff has the skills to implement the task.</p> <p>The OT/PT/SLP occasionally monitors for effectiveness of staff delivery and data collection.</p> <p>Consultation is minimal.</p>	<p>The OT/PT/SLP develops clear and detailed student plans that are effective in guiding instruction or services.</p> <p>The teacher and support staff are monitored, with direction and training provided as needed.</p> <p>The OT/PT/SLP monitors the data collection process and suggests appropriate adjustments as needed.</p> <p>Consultation is appropriate and timely.</p>	<p>The OT/PT/SLP creates plans that are extremely effective in guiding instruction or therapy services.</p> <p>The effectiveness of the teacher and support staff is closely monitored, with direction and training provided as needed.</p> <p>The OT/PT/SLP monitors the data collection process and suggests appropriate adjustments as needed.</p> <p>Consultation is thorough.</p> <p>The OT/PT/SLP functions as a mentor to others wishing to improve their skills.</p>

## Domain II for OT/PT/SPL: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>2a: Establishing Rapport with Students</b>	<p>The OT/PT/SLP's interactions are negative or inappropriate.</p> <p>Students appear uncomfortable in the therapy setting.</p>	<p>The OT/PT/SLP's interactions are a mix of positive and negative.</p> <p>The OT/PT/SLP's efforts at developing rapport are partially successful.</p>	<p>The OT/PT/SLP's interactions are positive and respectful, reflecting warmth and empathy for the needs of the students.</p> <p>Students appear comfortable in the therapy environment.</p>	<p>Students seek out the OT/PT/SLP, reflecting a high degree of comfort and trust in the relationship.</p>
<b>2b: Managing Therapy Procedures</b>	<p>Much instructional time is lost because of inefficient procedures for transitions and handling of materials.</p> <p>Routines are confused or chaotic.</p> <p>Students are given no instruction to increase levels of independence.</p>	<p>Some instructional time is lost due to inefficient procedures for transitions and handling of materials.</p> <p>Routines function unevenly.</p> <p>Students are given some instruction to increase levels of independence.</p>	<p>Little instructional time is lost as a result of procedures for transitions and handling of materials.</p> <p>Routines function smoothly.</p> <p>Students are provided with instruction to increase levels of independence.</p>	<p>Students contribute to the operation of classroom routines and procedures for transitions, handling of materials.</p> <p>Students are encouraged to be independent in the management of routines and procedures.</p>
<b>2c: Managing Student Behavior</b>	<p>There is no evidence that standards of conduct have been established, and little or no OT/PT/SLP monitoring of student behavior has been provided.</p> <p>Response to student behavior is repressive, disrespectful of student dignity, or does not follow program guidelines or individual student plans.</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them.</p> <p>The OT/PT/SLP is generally aware of student behavior but may miss the activities of some students.</p> <p>The OT/PT/SLP attempts to respond to student behavior but with uneven results, and occasionally follows program guidelines and individual student plans.</p>	<p>Standards of conduct are clear to students, and the OT/PT/SLP monitors student behavior at all times.</p> <p>The OT/PT/SLP's response to student behavior is appropriate and planful, while respecting the students' dignity, and following program guidelines and individual student plans.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them.</p> <p>The OT/PT/SLP's monitoring of student behavior is positive, subtle, and preventative.</p> <p>The OT/PT/SLP's response to student behavior is highly effective, sensitive to students' individual needs, and consistently follows program guidelines and individual student plans.</p>

## Domain II for OT/PT/SPL: The Environment, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p><b>2d: Organizing Physical Space</b></p>	<p>The physical environment is disorganized, unsafe, or some students don't have access to learning.</p> <p>There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The physical environment is fairly organized, safe and inviting, and essential learning is accessible to most students.</p> <p>The OT/PT/SLP's use of physical resources, including technology, is moderately effective.</p> <p>The OT/PT/SLP may attempt to modify the physical arrangement to accommodate the special needs of the students, with partial success.</p>	<p>The physical environment is well organized, safe and inviting, and learning is accessible to all students.</p> <p>The OT/PT/SLP ensures that the physical arrangement is appropriate for the learning activities and accommodates for the special needs of the students.</p> <p>The OT/PT/SLP makes effective use of physical resources. Technology is used in an instructionally relevant manner, as appropriate to the needs of the students.</p>	<p>The physical environment is safe and inviting, and ensures the learning of all students, including those with particular learning issues that may be impacted by environmental components.</p> <p>Technology is used in an instructionally relevant manner, as appropriate to the needs of the students.</p>

## Domain III for OT/PT/SLP: Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>3a: Responding to Referrals and Evaluating Student Needs</b>	<p>The OT/PT/SLP fails to respond to written referrals upon receipt of documentation within the mandated time frame.</p>	<p>The OT/PT/SLP responds to written referrals within the mandated time frame, but response does not fully address the identified areas of concern listed in the referral and/or initiates only portions of the assessments defined in the requested referral.</p>	<p>The OT/PT/SLP responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessments, which have been aligned to the identified areas of need within the referral.</p> <p>The OT/PT/SLP collaborates with some appropriate stakeholders involved with the student's educational program.</p>	<p>The OT/PT/SLP is proactive in responding to written referrals within the mandated time frame and completes the indicated assessments documented in the referral with clear explanations of the interventions/assessments that are provided.</p> <p>The OT/PT/SLP collaborates with all appropriate stakeholders involved with the student's educational program.</p>
<b>3b: Developing and Implementing Therapy Goals to Maximize Students' Successes</b>	<p>The OT/PT/SLP fails to develop and implement therapy goals suitable for students.</p> <p>Goals are not matched with assessment findings.</p> <p>Goals are not written in a functional manner and do not support student success in the educational setting.</p>	<p>The OT/PT/SLP develops and implements therapy goals for students that are only partially suitable for students.</p> <p>Alignment of goals lacks connection with identified student needs.</p> <p>Some goals are written in a functional manner and some goals support student success in the educational setting.</p>	<p>The OT/PT/SLP develops and implements therapy goals that are aligned with assessment findings and identified student needs.</p> <p>Student progress is clearly documented to measure rate of progress and used to update goals as appropriate.</p> <p>Goals are written in a functional manner and support student success in the educational setting.</p>	<p>The OT/PT/SLP develops and implements comprehensive therapy goals for students. Goals are aligned with assessment findings and student needs and developed in collaboration with other team members.</p> <p>Student progress is clearly documented to measure rate of progress and used to update goals and is accessible to all team members.</p> <p>Goals are written in a functional manner and support student success in the educational and community setting.</p>

<b>Domain III for OT/PT/SLP: Delivery of Service</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3c: Engaging Students in Therapeutic Services</b>	Strategies, activities and assignments, materials, and groupings of students are inappropriate for the educational outcomes or students' age, cultures, or levels of understanding, resulting in little engagement. The learning experience has no structure or is poorly paced. Few students are engaged in challenging work.	Strategies, activities and assignments, materials, and groupings of students are partially appropriate for the educational outcomes or students' age, cultures, or levels of understanding, resulting in some engagement. The learning experience has a recognizable structure but is not fully maintained with some adequate pacing. Some students are engaged in challenging work.	Strategies, activities and assignments, materials, and groupings of students are appropriate for the educational outcomes and students' age, cultures, and levels of understanding, resulting in moderate levels of engagement. The structure of the learning experience is coherent, with appropriate pace. Most students are engaged in challenging work.	Strategies, activities and assignments, materials, and groupings of students are highly appropriate for the educational outcomes and students' age, cultures, and levels of understanding, resulting in high levels of engagement. The lesson's structure is coherent, with appropriate pace. All students are highly engaged in significant learning and make material contributions to the activities throughout the lesson.
<b>3d: Collecting Information and Writing Reports</b>	The OT/PT/SLP neglects to collect important information on which to develop or modify treatment plans. Reports are inaccurate or not appropriate to the audience.	The OT/PT/SLP collects most of the important information on which to develop or modify treatment plans. Reports are accurate, but lacking in clarity and not always appropriate to the audience.	The OT/PT/SLP collects all the important information to be used in developing or modifying IFSP/ IEP goals or treatment plans. Reports are accurate and appropriate to the audience.	The OT/PT/SLP is proactive in gathering important information, interviewing relevant staff and parents, if necessary. Reports are accurate, clearly written, and substantiated.
<b>3e: Demonstrating Flexibility and Responsiveness</b>	The OT/PT/SLP adheres to the therapy plan, even when a change would improve the services. The OT/PT/SLP does not accept responsibility for student success and has no strategies to draw upon when flexibility in services is	The OT/PT/SLP attempts to modify the therapy plan when needed and is responsive to students' performance. The OT/PT/SLP accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon when flexibility in services is	The OT/PT/SLP promotes the successful learning of all students, making adjustments as needed to therapy plans and accommodating student questions, needs, and interests. The OT/PT/SLP accepts responsibility for student success and	The OT/PT/SLP seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The OT/PT/SLP ensures the success of all students, using an extensive repertoire of strategies.

## Domain IV for OT/PT/SLP: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>4a: Reflecting on Practice</b>	The OT/PT/SLP does not accurately assess the effectiveness of the therapy experience, and has no ideas about how the experience could be improved	The OT/PT/SLP provides a partially accurate and objective description of the therapy experience, but does not cite specific evidence.  The OT/PT/SLP makes only general suggestions as to how the experience might be improved.	The OT/PT/SLP provides an accurate and objective description of the therapy experience, citing specific evidence.  The OT/PT/SLP objectively reviews the experience describing strengths and areas for improvement.	The OT/PT/SLP's reflection on the therapy experience is thoughtful and accurate, citing specific evidence.  The OT/PT/SLP draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each outcome.
<b>4b: Maintaining Accurate Records</b>	The OT/PT/SLP's systems for maintaining records are either nonexistent or in disarray, resulting in errors and unsupported outcomes in IFSP/IEP records and management	The OT/PT/SLP's systems for maintaining records are rudimentary and data collection is partially effective impacting the accuracy of the IFSP/IEP records and management.	The OT/PT/SLP's systems for maintaining records are accurate, aligned to identified objectives, and effective in monitoring student performance.  The IFSP/IEP records are in complete compliance with district, state, and federal requirements and guidelines.	The OT/PT/SLP's systems for maintaining records are accurate, aligned to identified objectives, and effective in monitoring student performance.  The IFSP/IEP records are in complete compliance with district, state, and federal requirements and guidelines.  Students are encouraged to contribute to data collection in measuring their educational performance.

## Domain IV for OT/PT/SLP: Professional Responsibilities, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p><b>4c: Communicating and Collaborating with Stakeholders (Teachers, Related Services Staff, Educational Assistants, Administrators, and Families)</b></p>	<p>The OT/PT/SLP's communication with relevant stakeholders about the therapy program or about individual students is sporadic or culturally inappropriate.</p> <p>The OT/PT/SLP makes no attempt to engage stakeholders in the educational program.</p>	<p>The OT/PT/SLP adheres to school procedures for communicating with stakeholders about the program or the progress of individual students.</p> <p>Communications are one-way and not always appropriate to the cultural norms of the stakeholders.</p> <p>The OT/PT/SLP makes some effort to engage stakeholders in the educational program.</p>	<p>The OT/PT/SLP's communication with stakeholders is accurate and conveys relevant information about the program and student progress.</p> <p>Information to stakeholders is conveyed in a culturally appropriate manner.</p> <p>The OT/PT/SLP successfully engages stakeholders in determining student learning needs, discussing the educational program and student progress, and planning for the future.</p>	<p>The OT/PT/SLP's communication with stakeholders is highly accurate and conveys relevant information regarding student programming.</p> <p>Response to stakeholders' concerns is handled with professionalism and cultural sensitivity.</p> <p>The OT/PT/SLP is highly successful in collaborating with stakeholders in determining student learning needs, discussing the educational program and student progress, and planning for the future.</p>
<p><b>4d: Participating in a Professional Community</b></p>	<p>The OT/PT/SLP's relationships with colleagues are negative or not collaborative.</p> <p>The OT/PT/SLP does not participate in a culture of inquiry and resists opportunities to become involved.</p>	<p>The OT/PT/SLP maintains cordial relationships with colleagues to fulfill duties that the program, school or district requires.</p> <p>The OT/PT/SLP becomes involved in the program's culture of inquiry when invited to do so.</p>	<p>Relationships with colleagues are characterized by mutual support, respect, and cooperation.</p> <p>The OT/PT/SLP actively participates in a culture of professional inquiry.</p>	<p>Relationships with colleagues are characterized by mutual support, respect, and cooperation.</p> <p>The OT/PT/SLP takes initiative in assuming a leadership role in at least one aspect of school or district life.</p>

## Domain IV for OT/PT/SLP: Professional Responsibilities, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<p><b>4e: Growing and Developing Professionally</b></p>	<p>The OT/PT/SLP does not participate in professional development activities and makes no effort to share knowledge with colleagues.</p> <p>The OT/PT/SLP does not incorporate feedback from supervisors or colleagues.</p>	<p>The OT/PT/SLP participates in professional development activities that are convenient or are required, and makes limited contributions to the profession.</p> <p>The OT/PT/SLP inconsistently incorporates feedback from supervisors and colleagues.</p>	<p>The OT/PT/SLP seeks out opportunities for professional development based on program need or individual assessment of need and/or the needs of the students assigned to his/her caseload.</p> <p>The OT/PT/SLP actively shares expertise with others.</p> <p>The OT/PT/SLP is receptive to and consistently incorporates feedback from supervisors and colleagues.</p>	<p>The OT/PT/SLP actively pursues professional development opportunities and initiates activities to contribute to the profession.</p> <p>The OT/PT/SLP seeks feedback from supervisors and colleagues and uses the feedback to grow professionally.</p>
<p><b>4f: Showing Professionalism</b></p>	<p>The OT/PT/SLP has little sense of ethics and professionalism and contributes to practices that are not collaborative or harmful to students.</p> <p>The OT/PT/SLP fails to comply with school, district, state, and federal regulations and timelines, providing an insufficient level of service in service coordination/case management responsibilities</p>	<p>The OT/PT/SLP is collaborative, honest and well intentioned in serving students and contributing to decisions in the program/school.</p> <p>The OT/PT/SLP complies minimally with school, district, state, and federal regulations and timelines, providing a minimal level of service in service/ coordination case management responsibilities.</p>	<p>The OT/PT/SLP displays a high level of ethical practice and professionalism in dealings with students, colleagues, and stakeholders.</p> <p>The OT/PT/SLP complies fully and voluntarily with school, district, state, and federal regulations and timelines.</p> <p>In providing special education services, the OT/PT/SLP efficiently fulfills service coordination/case management responsibilities.</p>	<p>The OT/PT/SLP is proactive and assumes a leadership role in making sure that educational practices and procedures ensure that all students, particularly those with special needs or students at risk are appropriately supported so that they have a reasonable opportunity to be active members of their school community.</p> <p>The OT/PT/SLP displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school, district, state, and federal regulations.</p> <p>The OT/PT/SLP comprehensively fulfills service/coordination/case management responsibilities.</p>

## Domain IV for OT/PT/SLP: Professional Responsibilities, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>4g: Organizing Time Effectively</b>	<p>The OT/PT/SLP lacks adequate time-management skills resulting in confusion, missed deadlines, and conflicting schedules.</p> <p>Priorities are not in alignment with program priorities.</p>	<p>The OT/PT/SLP's time-management skills are moderately well developed.</p> <p>Essential activities are carried out, but not always in the most efficient manner.</p>	<p>The OT/PT/SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in a timely and efficient manner.</p> <p>The OT/PT/SLP clearly communicates his or her schedule to team members.</p>	<p>The OT/PT/SLP demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.</p> <p>The OT/PT/SLP clearly and consistently communicates his or her schedule to team members.</p>

**Gresham-Barlow School District OT/PT/SLP Self-Reflection Form**

To be completed using the rubric prior to the Initial Professional Growth/Reflection Conference

Specialist Name:	School:
Assignment:	Date:

**Domain I: Planning & Preparation**

	1	2	3	4
Standard 1a: <b>Demonstrating Knowledge and Skill in School-Based Therapy</b>				
Standard 1b: <b>Demonstrating Knowledge of Program/District, State, and Federal Regulations and Guidelines</b>				
Standard 1c: <b>Establishing Goals for the Students Served</b>				
Standard 1d: <b>Demonstrating Knowledge of Resources</b>				
Standard 1e: <b>Planning Therapy Services to Meet the Needs of Students</b>				
Standard 1f: <b>Designing Student Assessments</b>				
Standard 1g: <b>Using Support Personnel</b>				
Comments:				

**Domain II: The Environment**

	1	2	3	4
Standard 2a: <b>Establishing Rapport with Students</b>				
Standard 2b: <b>Managing Therapy Procedures</b>				
Standard 2c: <b>Managing Student Behavior</b>				
Standard 2d: <b>Organizing Physical Space</b>				
Comments:				

**Domain III: Delivery of Services**

	1	2	3	4
Standard 3a: <b>Responding to Referrals and Evaluating Student Needs</b>				
Standard 3b: <b>Developing and Implementing Therapy Goals to Maximize Students' Successes</b>				
Standard 3c: <b>Engaging Students in Therapeutic Services</b>				
Standard 3d: <b>Collecting Information and Writing Reports</b>				
Standard 3e: <b>Demonstrating Flexibility and Responsiveness</b>				
Comments:				

**Domain IV: Professional Responsibilities**

	1	2	3	4
Standard 4a: <b>Reflecting on practice</b>				
Standard 4b: <b>Maintaining records and submitting them in a timely fashion</b>				
Standard 4c: <b>Communicating and Collaborating with Stakeholders (Teachers, Related Services Staff, Educational Assistants, Administrators, and Families)</b>				
Standard 4d: <b>Participating in a professional community</b>				
Standard 4e: <b>Growing and Developing Professionally</b>				
Standard 4f: <b>Showing professionalism</b>				
Standard 4g: <b>Organizing Time Effectively</b>				
Comments:				

<b>Differentiated Performance Levels</b>	
1	- Does not meet standards
2	- Making sufficient progress toward meeting standard
3	- Consistently meets expectations for good performance
4	- Consistently exceeds expectations for good performance

## Gresham-Barlow School District OT/PT/SLP Summative Evaluation Form

*To be completed by Evaluator for Probationary OT/PT/SLP by **February 15** - Contract Educators by **June 1***

OT/PT/SLP Name:	Evaluator(s):
School:	Assignment:
Contract Status: (Select status)	<input type="checkbox"/> Prob1 <input type="checkbox"/> Prob2 <input type="checkbox"/> Prob3 <input type="checkbox"/> Contract

<b>Differentiated Performance Levels</b>
1 - Does not meet standards
2 - Making sufficient progress toward meeting standards
3 - Consistently meets expectations for good performance
4 - Consistently exceeds expectations for good performance

### Domain I: Planning & Preparation

	Performance Level
<b>Standard 1a:</b> Demonstrating Knowledge and Skill in School-Based Therapy	
<b>Standard 1b:</b> Demonstrating Knowledge of Program/District, State, and Federal Regulations and Guidelines	
<b>Standard 1c:</b> Establishing Goals for the Students Served	
<b>Standard 1d:</b> Demonstrating Knowledge of Resources	
<b>Standard 1e:</b> Planning Therapy Services to Meet the Needs of Students	
<b>Standard 1f:</b> Designing Student Assessments	
<b>Standard 1g:</b> Using Support Personnel	
Comments	

### Domain II: The Environment

	Performance Level
<b>Standard 2a:</b> Establishing Rapport with Students	
<b>Standard 2b:</b> Managing Therapy Procedures	
<b>Standard 2c:</b> Managing Student Behavior	
<b>Standard 2d:</b> Organizing Physical Space	

Comments
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**Domain III: Delivery of Services**

	Performance Level
<b>Standard 3a:</b> Assessing student needs	
<b>Standard 3b:</b> Developing and Implementing Therapy Goals to Maximize Students' Successes	
<b>Standard 3c:</b> Engaging Students in Therapeutic Services	
<b>Standard 3d:</b> Collecting Information and Writing Reports	
<b>Standard 3e:</b> Demonstrating Flexibility and Responsiveness	
Comments	

**Domain IV: Professional Responsibilities**

	Performance Level
<b>Standard 4a:</b> Reflecting on practice	
<b>Standard 4b:</b> Maintaining records and submitting them in a timely fashion	
<b>Standard 4c:</b> Communicating and Collaborating with Stakeholders (Teachers, Related Services Staff, Educational Assistants, Administrators, and Families)	
<b>Standard 4d:</b> Participating in a professional community	
<b>Standard 4e:</b> Growing and Developing Professionally	
<b>Standard 4f:</b> Showing professionalism	
<b>Standard 4g:</b> Organizing Time Effectively	
Comments	

PP/PR Average Performance Level \_\_\_\_\_

(Sum of Standards ÷ 23)

PP/PR RATINGKEY

PP/PR Level \_\_\_\_\_

3.6 - 4.0	4
2.81 - 3.59	3
1.99 - 2.8	2
≤ 1.99	1

### OT/PT/SLP SLG Scores/Rating

SLG Goals		Score
Goal 1		
Goal 2		
<b>Comments:</b>		
		Rating
SLG Rating		

### SLG Rating Key

Level 4	Level 3	Level 2	Level 1
<p>You must score:</p> <ul style="list-style-type: none"> <li>4 on both goals</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>3 on both goals, or</li> <li>3 on one goal &amp; 4 on one goal, or</li> <li>4 on one goal &amp; 2 on one goal</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>2 on both goals, or</li> <li>2 on one goal &amp; 3 on one goal, or</li> <li>3 on one goal &amp; 1 on one goal, or</li> <li>4 on one goal &amp; 1 on one goal</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>1 on both goals, or</li> <li>1 on one goal &amp; 2 on one goal</li> </ul>

### **Matrix Summative Rating**

Y-Axis PP/PR (Use Key) \_\_\_\_\_  
X-Axis SLG Rating (Use Key) \_\_\_\_\_  
**Matrix Summative Rating** \_\_\_\_\_  
**Professional Development Path** \_\_\_\_\_

\*The Matrix Summative Rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

### **Final Summative Performance Level - Evaluator Recommendations**

#### **Contract:**

- Extend contract for new two-year term
- Do not extend contract
- Dismissal

#### **Probationary:**

- Renew one-year contract
- Do not renew contract

#### **Temporary**

- Due to temporary status, this contract is not renewed

The specialist has attached comments to this conference form:

- Yes
- No

This Evaluation has been discussed between the specialist and the evaluators(s)

Specialist

Evaluator

Date

## GBSD Instructional Specialists Evaluation Rubric

Domain I for Instructional Specialists: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>1a: Demonstrating knowledge of current trends in specialty area and professional development</b>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and or trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as a credible resource by colleagues.
<b>1b: Demonstrating knowledge of the school's improvement plan and/or program goals, as well as levels of teacher skill in delivery</b>	Instructional specialist demonstrates little or no knowledge of the school's plan and/or program goals, or of the teachers' level of skill in implementing that plan.	Instructional specialist demonstrates basic knowledge of the school's plan and/or program goals, as well as of the teachers' level of skill in implementing that plan.	Instructional specialist demonstrates thorough knowledge of the school's plan and/or program goals, as well as the teachers' skill in implementing that plan.	Instructional specialist is deeply familiar with the school's plan and/or program goals, and works to shape its future direction, and actively seeks information as to the teachers' level of skill in implementing the plan.
<b>1c: Establishing goals for the instructional support plan appropriate to the setting and the teachers served</b>	Instructional specialist has no clear goals for the instructional support plan, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support plan are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support plan are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support plan are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

## Domain I for Instructional Specialists: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>1d: Demonstrating knowledge of resources, both within and beyond the district</b>	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills and strategies.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills and strategies.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills and strategies.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills and strategies in implementing the schools' plan.
<b>1e: Planning the instructional support program, integrated with the overall school program</b>	Instructional specialist's support plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's support plan includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's support plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's support plan is highly coherent, and intentionally aligns with the broader goals of the school and district. The plan has been developed in collaboration with administrators and teachers.
<b>1f: Developing a plan to evaluate instructional supports</b>	Instructional specialist has no plan to evaluate the effects of their support or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the effects of their support.	Instructional specialist 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.	Instructional specialist evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain II for Instructional Specialists: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>2a: Creating an environment of trust and respect</b>	Teachers are reluctant to request assistance from the instructional specialist fearing that such a request will be treated as a sign of deficiency.	Teacher requests for assistance from the instructional specialist may be inconsistent.  Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the specialist.	Relationships with the instructional specialist are respectful with some contacts initiated by the teachers.	Relationships with the instructional specialist are highly respectful and trusting with many contacts initiated by the teachers.
<b>2b: Establishing a culture for ongoing instructional improvement</b>	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Instructional specialist is establishing a culture of professional inquiry.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist promotes a culture of professional inquiry in which teachers initiate new learning connected to school improvement goals.
<b>2c: Establishing clear procedures for teachers to gain access to instructional support</b>	Instructional specialist has not established clear procedures for teachers to access assistance.	Some procedures for accessing assistance are clear to teachers, whereas others are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

## Domain II for Instructional Specialists: The Environment, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>2d: Establishing and maintaining norms of behavior for professional interactions</b>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interactions.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
<b>2e: Organizing physical space for workshops and training</b>	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

## Domain III for Instructional Specialists: Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>3a:</b> <b>Collaborating with teachers in the design of instructional lessons or the development and implementation of interventions</b>	Instructional specialist declines to collaborate with teachers in the design of instructional lessons and units or the development and implementation of interventions.	Instructional specialist collaborates with teachers in the design of instructional lessons and units or the development and implementation of interventions when specifically asked to do so.	Instructional specialist recognizes and/or creates opportunities for collaboration with teachers in the design of instructional lessons and units or the development and implementation of interventions.	Instructional specialist initiates collaboration with teachers in the design of instructional lessons and units or the development and implementation of interventions, locating additional resources from sources outside of the school.
<b>3b:</b> <b>Engaging teachers in learning new instructional skills</b>	Instructional specialist struggles to engage teachers in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	Instructional specialist's efforts to engage teachers in professional learning are successful, with many participating.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
<b>3c:</b> <b>Sharing expertise with staff</b>	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. There is a gradual release of responsibility in the modeling.	The quality of the instructional specialist's model lesson and workshops is uniformly high and appropriate to the needs of the teachers being served. There is a gradual release of responsibility in the modeling. The instructional specialist conducts extensive follow-up work with teachers.
<b>3d:</b> <b>Locating resources for teachers to support instructional improvement</b>	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
<b>3e:</b> <b>Demonstrating flexibility and responsiveness</b>	Instructional specialist adheres to his/her plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support plan when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support plan, when it is needed, in response to data.	Instructional specialist is continually seeking ways to improve the support plan and makes changes as needed in response to data.

## Domain IV for Instructional Specialists: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>4a: Reflecting on practice</b>	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist'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.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific adjustments based on his/her reflections.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely outcomes of each.
<b>4b: Collaborating with other instructional specialists</b>	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
<b>4c: Participating in a professional community</b>	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district initiatives and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district initiatives and projects when specifically requested.	Instructional specialist participates actively in school and district initiatives and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district initiatives and projects and assumes a leadership role with colleagues.

## Domain IV for Instructional Specialists: Professional Responsibilities, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>4d: Engaging in professional development</b>	Instructional specialist does not participate in professional development activities, even when such activities are needed.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through a multitude of learning activities.
<b>4e: Showing professionalism, including integrity and confidentiality</b>	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
<b>4f: Preparing and maintaining accurate records and reports</b>	<p>The instructional specialist's records and reports are in disarray; they may be inaccurate, missing, illegible, or stored in a non-secure location as appropriate.</p> <p>Records and reports are not in compliance with requirements.</p> <p>Records and reports are frequently submitted after the due date.</p>	<p>The instructional specialist's reports and records are complete, accurate, legible, well organized and stored in a secure location as appropriate.</p> <p>Records and reports are usually in compliance with requirements.</p> <p>Records and reports are usually submitted on time.</p>	<p>The instructional specialist's records and reports are complete, accurate, legible, well organized and stored in a secure location as appropriate.</p> <p>Records and reports are in compliance with requirements.</p> <p>Records and reports are consistently submitted on time.</p>	<p>The instructional specialist's records and reports are complete, accurate, legible, well organized, highly comprehensible, and stored in a secure location as appropriate.</p> <p>Records and reports are in compliance with requirements.</p> <p>Records and reports are consistently submitted on time.</p>

## Gresham-Barlow School District Instructional Specialists Self-Reflection Form

To be completed using the rubric prior to the Initial Professional Growth/Reflection Conference

Specialist Name:	School:
Assignment:	Date:

### Domain I: Planning & Preparation

	1	2	3	4
Standard 1a: <b>Demonstrating knowledge of current trends in specialty area and professional development</b>				
Standard 1b: <b>Demonstrating knowledge of the school's improvement plan and/or program goals, as well as levels of teacher skill in delivery</b>				
Standard 1c: <b>Establishing goals for the instructional support plan appropriate to the setting and the teachers served</b>				
Standard 1d: <b>Demonstrating knowledge of resources, both within and beyond the district</b>				
Standard 1e: <b>Planning the instructional support program, integrated with the overall school program</b>				
Standard 1f: <b>Developing a plan to evaluate instructional supports</b>				
Comments:				

### Domain II: The Environment

	1	2	3	4
Standard 2a: <b>Creating an environment of trust and respect</b>				
Standard 2b: <b>Establishing a culture for ongoing instructional improvement</b>				
Standard 2c: <b>Establishing clear procedures for teachers to gain access to instructional support</b>				
Standard 2d: <b>Establishing and maintaining norms of behavior for professional interactions</b>				
Standard 2e: <b>Organizing physical space for workshops and training</b>				
Comments:				

### Domain III: Delivery of Services

	1	2	3	4
Standard 3a: <b>Collaborating with teachers in the design of instructional lessons or the development and implementation of interventions</b>				
Standard 3b: <b>Engaging teachers in learning new instructional skills</b>				
Standard 3c: <b>Sharing expertise with staff</b>				
Standard 3d: <b>Locating resources for teachers to support instructional improvement</b>				
Standard 3e: <b>Demonstrating flexibility and responsiveness</b>				
Comments:				

### Domain IV: Professional Responsibilities

	1	2	3	4
Standard 4a: <b>Reflecting on practice</b>				
Standard 4b: <b>Collaborating with other instructional specialists</b>				
Standard 4c: <b>Participating in a professional community</b>				
Standard 4d: <b>Engaging in professional development</b>				
Standard 4e: <b>Showing professionalism, including integrity and confidentiality</b>				
Standard 4f: <b>Preparing and maintaining accurate records and reports</b>				
Comments:				

<b>Differentiated Performance Levels</b>	
1	- Does not meet standards
2	- Making sufficient progress toward meeting standard
3	- Consistently meets expectations for good performance
4	- Consistently exceeds expectations for good performance

## Gresham-Barlow School District Instructional Specialist Summative Evaluation Form

*To be completed by Evaluator for Probationary Specialist by **February 15** - Contract Specialist by **June 1**)*

Specialist Name:	Evaluator(s):			
School:	Assignment:			
Contract Status: (Select status)	Prob1	Prob2	Prob3	Contract

<b>Differentiated Performance Levels</b>
1 - Does not meet standards
2 - Making sufficient progress toward meeting standards
3 - Consistently meets expectations for good performance
4 - Consistently exceeds expectations for good performance

### Domain I: Planning & Preparation

	Performance Level
<b>Standard 1a:</b> Demonstrating knowledge of current trends in specialty area and professional development	
<b>Standard 1b:</b> Demonstrating knowledge of the school's improvement plan and/or program goals, as well as levels of teacher skill in delivery	
<b>Standard 1c:</b> Establishing goals for the instructional support plan appropriate to the setting and the teachers served	
<b>Standard 1d:</b> Demonstrating knowledge of resources, both within and beyond the district	
<b>Standard 1e:</b> Planning the instructional support program, integrated with the overall school program	
<b>Standard 1f:</b> Developing a plan to evaluate instructional supports	
Comments	

### Domain 2: The Environment

	Performance Level
<b>Standard 2a:</b> Creating an environment of trust and respect	
<b>Standard 2b:</b> Establishing a culture for ongoing instructional improvement	
<b>Standard 2c:</b> Establishing clear procedures for teachers to gain access to instructional support	
<b>Standard 2d:</b> Establishing and maintaining norms of behavior for professional interactions	
<b>Standard 2e:</b> Organizing physical space for workshops and training	
Comments	

### Domain 3: Delivery of Services

	Performance Level
<b>Standard 3a:</b> Collaborating with teachers in the design of instructional lessons or the development and implementation of interventions	
<b>Standard 3b:</b> Engaging teachers in learning new instructional skills	
<b>Standard 3c:</b> Sharing expertise with staff	
<b>Standard 3d:</b> Locating resources for teachers to support instructional improvement	
<b>Standard 3e:</b> Demonstrating flexibility and responsiveness	
Comments	

### Domain 4: Professional Responsibilities

	Performance Level
<b>Standard 4a:</b> Reflecting on practice	
<b>Standard 4b:</b> Collaborating with other instructional specialists	
<b>Standard 4c:</b> Participating in a professional community	
<b>Standard 4d:</b> Engaging in professional development	
<b>Standard 4e:</b> Showing professionalism, including integrity and confidentiality	
<b>Standard 4f:</b> Preparing and maintaining accurate records and reports	
Comments	

PP/PR Average Performance Level \_\_\_\_\_  
 (Sum of Standards ÷ 22)

PP/PR RATINGKEY

PP/PR Level \_\_\_\_\_

3.6 - 4.0	4
2.81 - 3.59	3
1.99 - 2.8	2
≤ 1.99	1

**Instructional Specialist Scores/Rating**

<b>SLG Goals</b>		<b>Score</b>
<b>Goal 1</b>		
<b>Goal 2</b>		
<b>Comments:</b>		
		<b>Rating</b>
<b>SLG Rating</b>		

**SLG Rating Key**

Level 4	Level 3	Level 2	Level 1
<p>You must score:</p> <ul style="list-style-type: none"> <li>4 on both goals</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>3 on both goals, or</li> <li>3 on one goal &amp; 4 on one goal, or</li> <li>4 on one goal &amp; 2 on one goal</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>2 on both goals, or</li> <li>2 on one goal &amp; 3 on one goal, or</li> <li>3 on one goal &amp; 1 on one goal, or</li> <li>4 on one goal &amp; 1 on one goal</li> </ul>	<p>You could score:</p> <ul style="list-style-type: none"> <li>1 on both goals, or</li> <li>1 on one goal &amp; 2 on one goal</li> </ul>

<b>Inquiry Process (If Needed)</b>				
Select Type of Inquiry:	SLG	PP/PR		
Artifacts & Evidence:				
Evaluator's Final Matrix Rating: Select one:	1	2	3	4
Evaluator's Rationale:				

### **Matrix Summative Rating**

Y-Axis PP/PR (Use Key) \_\_\_\_\_  
X-Axis SLG Rating (Use Kay) \_\_\_\_\_  
**Matrix Summative Rating** \_\_\_\_\_  
**Professional Development Path** \_\_\_\_\_

\*The Matrix Summative Rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

### **Final Summative Performance Level - Evaluator Recommendations**

#### **Contract:**

- Extend contract for new two-year term
- Do not extend contract
- Dismissal

#### **Probationary:**

- Renew one-year contract
- Do not renew contract

#### **Temporary:**

- Due to the temporary status, this contract is not renewed

The instructional specialist has attached comments to this conference form:

- Yes
- No

This evaluation has been discussed between the specialist and the evaluator(s).

\_\_\_\_\_  
Specialist

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date