

Southern Will County Cooperative for Special Education (SOWIC)

Psychologist Appraisal System

Psychologist APPRAISAL SYSTEM

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SECTION 1: APPRAISAL COMMITTEE PROCESS and MEMBERS

Roles and Responsibilities of the Teacher Appraisal Committee:

Members of the Appraisal Committee included both certified staff and administrators representing SOWIC, developed the Appraisal Plan. The development provides included ongoing communication with certified staff and professional development of both certified staff and administration in order to be able to implement the plan with fidelity and transparency. The SOWIC Governing Board approved the plan on August 14, 2012.

Members of the 2012 Appraisal Committee:

Julie Bankes, Kathy Birch, Erin Cozza, Jenny Dinelli, Rebecca Erickson, Vicki Leuck, Laura Pullara, Bridget North, Kate Regis, Bill Roseland, Mary Lou Salato, Jack Skole

Members of the 2025 Appraisal Revision:

Maggi Blumberg, Grace Doyle, Jamie Erickson, Dr. Tiffany Frey, Erin Moran, Ryan Whit

SECTION 2: INTRODUCTION AND OVERVIEW OF DANIELSON FRAMEWORK

Introduction

The *SOWIC Psychologist Appraisal System* currently focuses on evidence collected on the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition*, by Charlotte Danielson (see description below) and her discussion of appraisals of Counselors and Social Workers.

The Appraisal Committee recognizes the role student growth and teacher value added can play in the appraisal process and reviewed recent legislation enacted in the State of Illinois calling for student growth to be included in teacher evaluation by 2016.

Currently, student growth is not part of the *SOWIC Teacher Appraisal System*.

Danielson Framework

Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, by Charlotte Danielson shall be the basis for the *SOWIC Appraisal System*. The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of performance.

The framework will serve as the foundation of SOWIC's recruitment and hiring, mentoring, coaching, professional development, and teacher appraisal processes, thus linking all these activities together and helping teachers become more thoughtful practitioners.

The actions teachers and professional staff members can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components that further refine our understanding of what teaching is all about, with four levels of performance for each element.

The Framework for teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service, National Board for Professional Teaching Standards (NBPTS) and is compatible with INTASC standards.

SECTION 3: APPRAISAL PROCESS BELIEFS – COMMITMENTS AND COMMON THEMES

Belief	Aligned Commitments
SOWIC believes that the Professional Appraisal process must support...	In order to embed this Professional Staff Appraisal process belief into professional practice, SOWIC commits to...
A Positive Professional Learning Environment where the teaching outcome is continuous improvement.	<ul style="list-style-type: none"> ○ Developing a district and school culture that fosters trust among all staff members.
A Collaborative Culture that values honest and respectful dialogue with the ultimate goal of improving learning for students and staff members.	<ul style="list-style-type: none"> ○ Ongoing dialogue focused on improving instruction centered upon commonly defined and understood learning goals.
Self-Reflection which contributes to the continuous growth and development of a professional's ongoing practice.	<ul style="list-style-type: none"> ○ Developing professional staff self-reflection skills through collegial conversations and review of artifacts of student learning/teaching practices that will be used to guide future instruction. ○ Embed reflective practices into professional learning processes in the district.
An Ongoing Process with clear language and consistent expectations for administrators and professional staff members.	<ul style="list-style-type: none"> ○ Training for all administrators to obtain inter-rater reliability ○ Training for professional staff in order to understand the expectations of proficient teaching in correlation with their level of expertise ○ Scheduled conferences and formal/informal observations at reasonable times and frequencies throughout the year ○ Setting goals for future professional teaching growth through review of current progress ○ Create a professional growth plan to achieve agreed upon goals
Identified Teaching Behaviors and Skills needed to deliver high quality instruction.	<ul style="list-style-type: none"> ○ Facilitating opportunities for staff to become familiar with expected professional behaviors and skills focused upon in <i>The Framework for Teaching</i> ○ Assessing professional staff member's use and success with research based strategies and processes
Structured, Predictable, Supportive Procedures to meet the specific needs of tenured and non-tenured professional staff members.	<ul style="list-style-type: none"> ○ Creating and implementing appraisal procedures that differentiates between tenured and non-tenured professional staff members.
Consistency of measurement through an objective assessment that is evidence based and is implemented reliably and validly in every setting (i.e., unbiased and dependable methods in every building). The appraisal tool should be part of a connected system from recruitment and hiring, to completion of probationary status and eventual continued success as a tenured professional staff member.	<ul style="list-style-type: none"> ○ Developing a professional learning process for all stakeholders throughout the ongoing implementation of <i>The Framework for Teaching</i> priorities (i.e. focus upon the science and craft of education's professional practice; common appraisal priorities and language; consistent levels of performance expertise; and ongoing improvement based upon evidence collection and collaborative conversation) ○ Providing appropriate training for all stakeholders

SECTION 4: APPRAISAL SYSTEM DEFINITIONS

Best Practices – Research based methods that are effective in improving student achievement

Differentiated Process – An evaluation process that is responsive to different variations in job assignments, responsibilities and years of experience at SOWIC

Documentation – Evidence/information that supports or explains a position

Effective Systems – Quality assurance and continuous learning that lead to improved achievement

Effective Teaching – Instructional/Professional practices that result in increased student growth, as defined in the practices outlined at the *proficient* and *excellent* levels of the *SOWIC Framework for Teaching*

FfT– Danielson’s *Framework for Teaching*

Individual Growth Plan (IGP) - A plan jointly developed by the evaluator, teacher/professional staff member, and/or mentor (non-tenured only), which results in the continuous improvement of student learning. The evaluator and mentor shall be available to provide assistance to the teacher/professional staff in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the teacher/professional staff member. In the unlikely event that the evaluator and the teacher/professional staff member do not reach mutual agreement, the evaluator shall be responsible for establishing the goals.

Observation (Formal) – Observing classroom instruction/professional performance is one of the most powerful practices in which evaluators engage to improve teaching/professional performance and student learning. Formal observations provide valuable opportunities for the teacher/professional staff member and evaluator to discuss the planning process, collect evidence on the teacher/professional staff member’s instruction and classroom environment, and dialogue with the teacher/professional staff member after the observation is complete.

Formal observations shall be at least 30 minutes in length. Formal observations shall be preceded by a planning conversation and followed by a wrap-up conversation. 1st and 2nd year non-tenured teachers/professional staff member will be formally observed at least two times during the school year. 3rd and 4th year non-tenured teachers/professional staff members will be formally observed at least one time, with additional observations at the discretion of the evaluator or a documented request by the non-tenured teacher.

Tenured certified staff with an overall rating of Proficient or Excellent will be formally observed within a two year Individual Growth Plan cycle, with an additional formal observation at the discretion of the evaluator. One documented request by the tenured teacher will be granted.

Tenured certified staff with an overall rating of Needs Improvement will be formally observed at least one time within a one year Professional Development Plan cycle, with additional formal observations at the discretion of the evaluator. Additional observations may be granted with a documented request by the tenured teacher/professional staff member pending agreement between the evaluator and teacher/professional staff member.

Observation (Informal) – Informal observations provide the opportunity to reflect on the entire professional performance of a teacher/professional staff member both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extra-curricular functions or community sponsored activities.

Observing classroom instruction/professional performance and teacher/staff member's professional interactions is one of the most powerful practices in which evaluators engage to improve teaching and learning. Informal observations provide valuable opportunities for more frequent interaction between the evaluator and the teacher/professional staff member. Evidence of teaching, aligned with the Framework for Teaching, will be collected by the evaluator and shared in writing with the teacher/professional staff member. The informal observation and follow-up conversations are important job-embedded opportunities for individual professional development because the data collected provides fertile ground for ongoing discussions about teaching and learning, in addition to overall professional performance.

Informal observations that are included in an evaluation are to be documented and shared with the teacher/professional staff member. Examples of documentation include a written memo, e-mail or other writing that memorializes the observation and is shared with the teacher/professional staff member.

Performance Ratings (Domain) – Judgment of teacher/professional staff member job performance on each of the four domains based upon evidence collected during informal and formal observations. According to state requirements, teacher/professional staff member performance shall be rated as: *excellent, proficient, needs improvement* or *unsatisfactory*.

Performance Ratings (Summative) – Overall judgment of teacher/professional staff member job performance based on the ratings earned on each of the four domains. According to state requirements, teacher performance shall be rated as: *excellent, proficient, needs improvement* or *unsatisfactory*.

Professional Development Plan (PDP) – The Performance and Evaluation Reform Act includes the language regarding the creation of a Professional Development Plan for a teacher in contractual continued service (tenured) who is rated —needs improvement. This Professional Development Plan (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the —needs improvement rating
- is to be developed by the evaluator in consultation with the teacher/professional staff member and take into account the tenured certified staff member's on-going professional responsibilities including her/her regular teaching/performance assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan can last until the teacher/professional staff member is evaluated in the next school year)

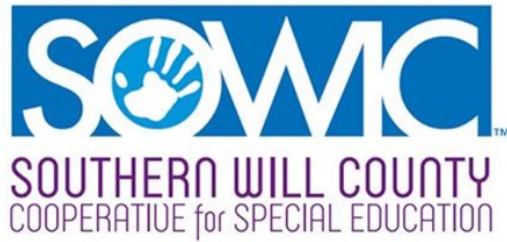
SECTION 5: ROLES OF ADMINISTRATORS AND PSYCHOLOGIST IN APPRAISAL PROCESS

Evaluator's Responsibilities

- Communication with teacher including FfT aligned feedback
- Meeting to discuss expectations based on the FfT, district and school goals
- Review school improvement plan
- Provide training in administering relevant standardized testing
- Conduct informal observations and provide written feedback
- Communicate with mentor to align support for teacher
- Conduct formal observation (minimum of 30 minutes in classroom) including pre and post conferences
- Continuously provide feedback to teacher regarding FfT
- Conduct summative conference and notify teacher of continued employment

Professional Staff Member's Responsibilities

- Understand and implement the FfT
- Meet with evaluator and mentor to ensure adherence to FfT
- Take personal responsibility for attaining proficient performance



Mentoring Program

6 Key Components of Mentor Program:

1. Contact Time
2. Quality of Interaction
3. Quality of Relationship
4. Focus on Student Outcomes
5. School Culture
6. Best Practice

Overview:

Target Group: All 1st year certified employees

Length of Program: One school year

Formal Meetings with Facilitator: Introduction Meet and Greet, then one per quarter

Informal Mentor/Mentee Meetings: Every other week with required documentation

Mentor Tips of the Week: Facilitator will provide Mentors with tips and suggestions based on the phases of first-year

Mentor/Mentee Journal Activities

Self-Assessment (focused on 6 key components)

Lessons: Pre-planning, observation, and feedback of lessons observed by Mentor using evaluation tools. Also provide Mentee opportunity to observe Mentor instructing.

SECTION 6: APPRAISAL RATING SYSTEM

Operating Principles

Domain Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

Overall Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

Non-Tenured Teacher/Professional Staff Member Contract Renewal - Each non-tenured teacher/professional staff member will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that non-tenured teachers/professional staff members in years 1 and 2 may receive a final summative rating of *Needs Improvement* as they are emerging towards proficiency. Non-tenured teachers in years 3 and 4 are expected to maintain a final summative rating of *Proficient* or higher.

Tenured Teachers/Professional Staff Members are expected to maintain an overall Summative Rating of *Proficient* or higher. If a Tenured Teacher/Professional Staff Member receives an overall Summative Rating of *Needs Improvement*, a Professional Development Plan will be developed as defined in Section 10. See, Section 10 for details.

If a Tenured Teacher/Professional Staff Member exhibits evidence of *Unsatisfactory* practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law. See, Section 11 for details.

An example of how to arrive at domain and summative ratings can be found on the following page.

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

Domain Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

Domain 2 for Teachers- Classroom Environment				
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
2a			X	
2b		X		
2c		X		
2d			X	
2e				X
Final Domain Rating		X		

Overall Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

Final Summative Rating				
Domain	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
Domain 1			X	
Domain 2		X		
Domain 3			X	
Domain 4				X
Overall Rating			X	

SECTION 7: OVERVIEW OF THE APPRAISAL PROCESS

CERTIFIED STAFF	NON-TENURED	TENURED	
PURPOSE	<ul style="list-style-type: none"> -Promote student learning through the highest quality of teaching -Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth) and collective inquiry -Develop each individual's capacity for professional contribution to the team, building and district levels Induct new certified staff into the culture, mission, and vision of SOWIC -Support new certified staffs' growth through a formative process within clearly defined expectations -Build relationships between administrator(s) and new professional staff members -Validate the hiring/selection process 	<ul style="list-style-type: none"> -Promote student learning through the highest quality of performance -Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth), and collective inquiry -Develop each individual's capacity for professional contribution to the team, building and District levels -Support the SOWIC's culture, vision, and mission -Support tenured professional staff members growth through a formative process that promotes collective inquiry and examination of practice -Foster collaborative relationships among colleagues and administrators 	
WHO	Non-tenured All first, second, third, and fourth year non- tenured certified staff	Tenured – Proficient & Excellent All tenured, certified staff who receive an overall rating of Proficient or Excellent (See Section 6)	Tenured – Needs Improvement All tenured, certified staff who receive an overall rating of Needs Improvement (See Section 6)
WHAT	<ul style="list-style-type: none"> • Formative process focused upon a collaboratively developed Individual Growth Plan based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities • Ongoing conversations based upon evidence gathered by both teacher and administrator (e.g. logs, teacher reflection, lesson planning, student work, formal and informal observations) • Identification of teaching practice areas of celebrations and concentration based upon Formative Feedback Summaries, formative conversations, and Summative Evaluation • Areas outside of the Individual Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the administrator for the benefit of the teacher's professional improvement • Teacher driven progress monitoring data collection and reflection in collaboration with the administrator • Evidence of growth in professional contributions at team, building and/or district level • Identification of growth focus for the following year based on the Danielson <i>Framework for Teaching</i> 	<ul style="list-style-type: none"> • Formative process focused upon a collaboratively developed Individual Growth Plan based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities • Areas outside of the Individual Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the administrator for the benefit of the professional staff member's professional improvement • Ongoing conversations based on evidence gathered by both professional staff member and administrator • Professional staff member driven progress monitoring data collection and reflection in collaboration with the administrator • Evidence of growth in professional contributions at team, building and/or district level • Identification of growth focus for the following year based on the Danielson <i>Framework for Teaching</i> • Individual Goal Plan may be developed in collaboration with other 	<ul style="list-style-type: none"> • Formalized process focused upon improving identified areas of professional practice through a Professional Development Plan (—PDP) based upon the Danielson <i>Framework</i>. The PDP is to be created within 30 days after the completion of an evaluation resulting in the overall —Needs Improvement rating • The PDP is developed by the evaluator in consultation with the professional staff member and takes into account the tenured professional staff member's on-going professional responsibilities including her/her regular performance assignments • PDP includes evidence of progress/achievement of goal & supports that the district will provide to address the performance areas identified as needing improvement • PDP will typically run for 1 year, but does not have a required minimum or maximum length of time
SUMMATIVE EVALUATION	Annual •	• Triannual	• Annual

SECTION 8: NON-TENURED APPRAISAL PROCESS CHART

(SEE APPENDIX FOR RELATED FORMS)

EVALUATION TIMELINE FOR YEAR 1 NON-TENURED		
TIME OF YEAR/ COMPONENTS	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
SEGMENT 1 August - September	<ul style="list-style-type: none"> Review of the District Expectations of FfT of Year One Informal Observation(s) 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence
SEGMENT 2 September - November	<ul style="list-style-type: none"> Informal Observation(s) Formal Observation Review Professional Progress in Segment 1 & 2; Preview Segment 3 & 4 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre-Observation All Segments Formal Observation Summary Form 2. Post-Observation Conversation
SEGMENT 3 December	<ul style="list-style-type: none"> Informal Observation(s) 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence
SEGMENT 4 January-February	<ul style="list-style-type: none"> Informal Observation(s) Formal Observation Review Professional Progress in Segment 1-4 Summative Evaluation that is the summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 6. 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre-Observation All Segments Formal Observation Summary Form 2. Post-Observation Conversation Form 3. Final Summative Evaluation
SEGMENT 5 January - June	<ul style="list-style-type: none"> Informal Observation(s) Individual Self-Reflection of Domain Areas for Celebrations and Concentration developed by Psychologist with support from Mentor and an Administrator 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 4. Self-Reflection for Professional Growth Document 2. IGP SMART Goal Template Reference Document. Form 5. IGP Plan Template

SECTION 9: TENURED APPRAISAL PROCESS CHART for PROFICIENT & EXCELLENT

(SEE APPENDIX FOR RELATED FORMS)

EVALUATION TIMELINE FOR TENURED – PROFICIENT AND EXCELLENT		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
By Sept. 30 th of the first year of 3-year Individual Growth Plan (IGP)	<ul style="list-style-type: none"> Review of the Tenured District Priorities: FFT Rubrics, and Appraisal Individual Growth Plan developed, reviewed, and confirmed 	<ul style="list-style-type: none"> Document 1: FFT Rubrics Form 4. Self-Reflection for Professional Growth (optional) Document 2. IGP SMART Goal Template Reference Document Form 5. Individual Growth Plan developed in previous year; review action steps.
During Year 1 & 2 of 3-year Individual Growth Plan	<ul style="list-style-type: none"> 2 or more Informal Observation(s) Optional- Formal Observation (at discretion of the administrator) 	<ul style="list-style-type: none"> Document 1: FFT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre-Observation All Segments** Formal Observation Summary** Form 2. Post-Observation Conversation** <p>**If Formal Observation performed</p>
During Year 1 & 2 of 3-year Individual Growth Plan, Before end of each year	<ul style="list-style-type: none"> Mid-Plan Meeting to confirm Areas of Celebration and Concentration; Identify additional support if needed Optional-If continuing concerns exist in more than one domain at the end of the Year 1 of the Individual Growth Plan, a Summative Evaluation would be conducted that includes a summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 6 After a Summative Evaluation, Tenured Certified Next Steps <ul style="list-style-type: none"> Overall Rating of <i>Proficient</i> or <i>Excellent</i>- develop Individual Growth Plan, <i>see relevant parts of Section 11</i> Overall Rating of <i>Needs Improvement</i>- develop Professional Development Plan, <i>see section 12.</i> Overall Rating of <i>Unsatisfactory</i>- develop Remediation Plan, <i>see section 11</i> 	<ul style="list-style-type: none"> Form 6. Tenured Mid-Plan Meeting Form Form 3. Final Summative Evaluation, if this option is exercised
During Year 1 and Year 2 of 3-year Individual Growth Plan	<ul style="list-style-type: none"> 1 or more Informal Observation(s) Optional- Formal Observation (at discretion of the administrator) 	<ul style="list-style-type: none"> Document 1. FFT Rubrics Informal Observation Documentation Other documentation of Informal Observations Form 1. Pre-Observation All Segments** Formal Observation Summary** Form 2. Post-Observation Conversation** <p>*If Formal Observation performed</p>
30 calendar days before the end of Year 3 of 3-year Individual Growth Plan	<ul style="list-style-type: none"> Summative Evaluation that is the summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Rating determining the Overall Rating in accordance with Section 6 Tenured Certified Next Steps: <ul style="list-style-type: none"> Overall Rating of <i>Proficient</i> or <i>Excellent</i>- develop Individual Growth Plan, <i>see relevant parts of Section 19.</i> Overall Rating of <i>Needs Improvement</i>- develop Professional Development Plan, <i>see section 10</i> Overall Rating of <i>Unsatisfactory</i>- develop Remediation Plan, <i>see Section 11</i> 	<ul style="list-style-type: none"> Form 3. Final Summative Evaluation

SECTION 10: TENURED APPRAISAL PROCESS CHART for NEEDS IMPROVEMENT

(SEE APPENDIX FOR RELATED FORMS)

EVALUATION TIMELINE FOR TENURED – NEEDS IMPROVEMENT DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT PLAN (PDP)		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
Within 30 calendar days of Teacher receiving an Overall Rating of Needs Improvement	<ul style="list-style-type: none"> Review of the Tenured District Priorities: FfT Rubrics, Appraisal Operating Principles and Summative Evaluation. Develop Professional Development Plan (PDP) with Psycholgist 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Form 7. Tenured Professional Development Goal Plan Form
By September 1st of School Year	<ul style="list-style-type: none"> Confirm implementation of Professional Development Plan with Psychologist, Evaluator, and any Certified Staff that will be providing support for the plan 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Form 7. Tenured Professional Development Goal Plan Form
By Winter Break of the School Year	<ul style="list-style-type: none"> One (1) or more Formal Observation(s) Informal Observation(s) Mid-Plan Meeting 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre Observation All Segments Formal Observation Summary. Form 2. Post-Observation Conversation Form 6. Tenured Mid-Plan Meeting Form.
After Winter Break of School Year	<ul style="list-style-type: none"> One (1) or more Informal Observation(s) Optional - Formal Observation (at discretion of the administrator) 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre Observation All Segments** Formal Observation Summary.** Form 2. Post-Observation Conversation.** <p>**If formal observation performed</p>
30 calendar days before the end of School Year of the Professional Development Plan	<ul style="list-style-type: none"> Summative Evaluation that is the summation of informal/formal observations and ongoing conversations as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 6 Tenured Certified Next Steps <ul style="list-style-type: none"> Overall Rating of Proficient or Excellent – develop Individual Growth Plan, see <i>relevant parts of Section 9</i>. Failure to attain the overall rating of Proficient or Excellent after completion of a PDP period, will result in the rating of Unsatisfactory Overall Rating of Unsatisfactory – develop Remediation Plan, see <i>Section 11</i>. 	<ul style="list-style-type: none"> Form 3. Final Summative Evaluation

SECTION 11: TENURED APPRAISAL PROCESS CHART for UNSATISFACTORY

EVALUATION TIMELINE FOR TENURED – UNSATISFACTORY DEVELOPMENT OF A REMEDIATION PLAN in accordance with Chapter 105ILCS 5/24A et seq.,		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
Within 30 calendar days of Teacher receiving an Overall Rating of Unsatisfactory	<ul style="list-style-type: none"> Review of the Tenured District Priorities: FFT Rubrics, Appraisal Operating Principles and Summative Evaluation. Develop Remediation Plan with Psychologist to address deficiencies cited, provided that the deficiencies are remediable Assign a Consulting Psychologist to support Remediation Plan 	<ul style="list-style-type: none"> Document 1: FFT Rubrics
At the beginning of the 90 day Remediation Plan	<ul style="list-style-type: none"> Confirm implementation of Remediation Plan with Teacher, Evaluator, and Consulting Psychologist 	<ul style="list-style-type: none"> Document 1: FFT Rubrics
By the midpoint of the Remediation Plan, and throughout the remainder of the Remediation Period	<ul style="list-style-type: none"> One (1) or more Informal Observation(s) Formal Observations (at discretion of the administrator) 	<ul style="list-style-type: none"> Document 1: FFT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre Observation All Segments** Formal Observation Summary. ** Form 2. Post-Observation Conversation. ** <p>**If formal observation performed</p>
At the midpoint of the Remediation Plan	<ul style="list-style-type: none"> Summative Evaluation is conducted and reviewed with the Psychologist 	<ul style="list-style-type: none"> Form 3. Summative Evaluation
At the conclusion of the Remediation Plan period	<ul style="list-style-type: none"> Summative Evaluation that is the summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 6 Tenured Certified Next Steps <ul style="list-style-type: none"> Overall Rating of Proficient or Excellent – Individual Growth Plan through reinstatement to the district’s evaluation schedule. <i>See Section 9.</i> Overall Rating of Needs Improvement or Unsatisfactory– Recommendation for Dismissal (Section 11). 	<ul style="list-style-type: none"> Document 1: FFT Rubrics Form 3. Final Summative Evaluation

Note: A Remediation Plan must be created in accordance with the requirements of the Illinois School Code. Should any provision of this document contradict statutory requirements, the statute will be followed. In that event, the remaining provision of this document that continue to be consistent with law will remain in full force and effect.

Psychologist Appraisal System

Appendix A: Standards of Professional Practice

The Framework for Teaching: Domains-Components-Elements (FfT)

<p>Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</p> <p>1b: Demonstrating knowledge of child and adolescent physical, social and cognitive development</p> <p>1c: Establishing goals for remediation strategy/intervention services appropriate to the setting and the students served.</p> <p>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school, district and cooperative</p> <p>1e: Planning remediation strategy/intervention services, integrated with the regular school program, to meet the needs of individual students</p> <p>1f: Developing a plan to evaluate remediation strategy/intervention services</p>	<p>Domain 2 –Environment</p> <p>2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety</p> <p>2b: Promote a culture of collaboration with other professionals in each building and throughout the district. (Colleagues and Administration)</p> <p>2c: Establishes and maintains clear procedures for problem solving referrals, meetings, and consultations. Practice includes ability to prioritize, meet deadlines and complete documentation.</p> <p>2d: Establishing standards of conduct for all Interactions with students</p> <p>2e: Organizing physical space for testing of students and storage of materials in each building across the district.</p>
<p>Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on practice</p> <p>4b: Communicating with Problem Solving and IEP teams so they understand the psychological findings</p> <p>4c: Maintaining accurate records</p> <p>4d: Participating in a Professional Learning Community – emphasis on the positive and supportive interactions while demonstrating leadership</p> <p>4e: Engaging in professional development</p> <p>4f: Showing professionalism</p>	<p>Domain 3 – Delivery of Service</p> <p>3a: Responding appropriately and readily to referrals, consults with teachers and administrators, and accurately evaluating students’ needs</p> <p>3b: Evaluating student needs in compliance with best practices guidelines that are appropriate and available</p> <p>3c: Facilitating students’ determination of eligibility for special education and subsequent development of the Individual Education Plan (I.E.P.)</p> <p>3d: Supporting intervention planning and monitoring as part of the District’s Response to Intervention Plan</p> <p>3e: Collaborating, communicating, and acting as a liaison with outside service providers and community agencies to improve services and outcomes for students</p> <p>3f: Demonstrating flexibility and responsiveness</p>

The Framework’s Common Themes:

Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students, Appropriate Use of Technology, and Student Assumption of Responsibility

Document 1: FfT Rubrics

Psychologist Professional Practices Domain 1: Planning and Preparation.

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</i>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist inconsistently employs psychological instruments to evaluate students.	Psychologist consistently uses a range of psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> Psychologist does not utilize psychological instruments to evaluate students Psychologist does not follow standardized administration directions of psychological instruments Psychologist scores psychological instruments incorrectly Psychologist is unable to interpret test results and make suggestions regarding programming based on those results 	<ul style="list-style-type: none"> Psychologist utilizes psychological instruments to evaluate students at times Psychologist sometimes utilizes measures that are not appropriate to the referral problem Psychologist follows standardized administration directions, but does so in a slow and awkward manner Psychologist provides interpretation of scores, but is unable to relate that interpretation to recommendations for programming 	<ul style="list-style-type: none"> Psychologist utilizes an array of psychological instruments to evaluate students Psychologist follows standardized administration rules fluidly and with ease Psychologist provides thorough interpretation of scores and recommendations for programming 	<ul style="list-style-type: none"> Psychologist has an array of psychological instruments available and chooses the most appropriate measure given the referral question/problem Psychologist follows standardized administration directions fluidly and with ease Psychologist provides thorough interpretation of scores and recommendations for programming
<i>1b: Demonstrating knowledge of child and adolescent physical, social and cognitive development.</i>	Psychologist demonstrates little or no knowledge of child and adolescent physical, social, and cognitive development.	Psychologist demonstrates basic knowledge of child and adolescent physical, social, and cognitive development.	Psychologist demonstrates thorough knowledge of child and adolescent physical, social, and cognitive development.	Psychologist demonstrates extensive knowledge of child and adolescent development, physical, social, and cognitive development.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> Psychologist has expectations of a student that are not developmentally appropriate Psychologist is unable to detect atypical development or psychopathology in a student 	<ul style="list-style-type: none"> Psychologist is aware of some typical child and adolescent developmental stages, but not all Psychologist demonstrates knowledge of atypical child development; however, he/she does not easily distinguish those characteristics in a student 	<ul style="list-style-type: none"> Psychologist promotes developmentally appropriate expectations of students Psychologist is able to determine typical or atypical development in children using multiple methods of assessment and/or observation 	<ul style="list-style-type: none"> Psychologist is able to recognize atypical development of varying degrees in students Psychologist informs other school staff on variations of typical and atypical child development

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>1c: Establishing goals for remediation strategy/intervention services appropriate to the setting and the students served.</i>	Psychologist has no clear goals for the remediation strategies/interventions, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the remediation strategies/interventions are rudimentary, and are partially suitable to the situation and the age of the students.	Psychologist's goals for the remediation strategies/interventions are thorough and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the remediation strategies/interventions 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, administrators and colleagues.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Psychologist provides little or no input on intervention programs/strategies • Psychologist develops goals for remediation strategies/intervention that are inappropriate to either the situation or age of the student 	<ul style="list-style-type: none"> • Psychologist has knowledge of intervention strategies/programs, but makes no effort to obtain or implement them • Psychologist goals for remediation strategies/intervention are general, over simplistic, not consistently suitable to the situation or age of student 	<ul style="list-style-type: none"> • Psychologist can define and discuss current remediation strategies/interventions in place • Psychologist can translate currently available resources into remediation strategies/intervention that are appropriate to situation and student. • Psychologist provides training to staff and parents on intervention implementation 	<ul style="list-style-type: none"> • Psychologist can define and discuss current remediation strategies/interventions in place • Psychologist can translate currently available resources into remediation strategies/intervention that are appropriate to situation and student. • Psychologist provides training to staff and parents on intervention implementation • Psychologist gathers input from students, parents, administrators, and school staff regarding current and future interventions • Psychologist makes recommendation for changes to improve available remediation strategies/interventions

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>Id: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school, district and cooperative.</i>	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school, district, or cooperative.	Psychologist displays awareness of governmental regulations and resources for students available through the school, district, or cooperative, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and resources for students available through the school, district or cooperative, and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Psychologist does not demonstrate awareness of special or alternate programs within the school district • Psychologist demonstrates insufficient knowledge of state and federal regulations 	<ul style="list-style-type: none"> • Psychologist is aware of school district programs, but does not demonstrate knowledge of any outside programs • Psychologist is unable to provide additional resources beyond what is currently available within the school building and/or district • Psychologist demonstrates sufficient knowledge of state and federal regulations 	<ul style="list-style-type: none"> • Psychologist demonstrates awareness of school district programs and the procedures through which to access them. He/She demonstrates awareness of cooperative and/or community resources, but is not aware of procedures to follow to gain access to such programs. • Psychologist demonstrates knowledge of some intervention programs outside of the school building/district and is able to recommend program appropriate to the needs of students at times • Psychologist demonstrates sufficient knowledge of state and federal regulations 	<ul style="list-style-type: none"> • Psychologist is aware of programs available to students depending on their need and the proper procedure for accessing such programs • Psychologist demonstrates knowledge of a variety of intervention programs outside of the school building/district and is able to recommend program appropriate to the needs of students • Psychologist take a leadership role with members of the IEP team and/or other school staff in communicating to ensure compliance with state and federal regulations.
<i>Ie: Planning remediation strategy/intervention services, integrated with the regular school program, to meet the needs of individual students</i>	Intervention program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist applies knowledge of best practices and current strategies in developing a plan appropriate to the setting incorporating school district and cooperative philosophy, school mission and department goals.	Psychologist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program including incorporation of school district philosophy, school mission and department goals.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Psychologist does not utilize interventions based on student need • Psychologist utilizes prescribed interventions unrelated to the problem 	<ul style="list-style-type: none"> • Psychologist utilizes some interventions matched to student need • Psychologist develops insufficient plan to address student needs 	<ul style="list-style-type: none"> • Psychologist analyzes available data to determine most appropriate intervention to meet student needs • Psychologist develops plan utilizing all available school, district, or cooperative resources. • Psychologist develops plan aligned with goals of assigned program or district 	<ul style="list-style-type: none"> • Psychologist collaborates with teachers and other school staff to incorporate interventions/strategies into core instruction to prevent need for more intensive interventions • Psychologist analyzes available data to determine most appropriate intervention to meet student needs • Psychologist develops plan utilizing all available school, district, or cooperative resources. • Psychologist develops plan aligned with goals of assigned program or district

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>If: Developing a plan to evaluate remediation strategy/intervention services</i>	Psychologist has no plan to evaluate the remediation strategies/interventions, or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the remediation strategies/interventions that are assigned to students.	Psychologist's plan to evaluate the remediation strategies/interventions is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with multiple sources of evidence, and a clear path towards improving the program on an ongoing basis.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Psychologist does not develop an evaluation plan after being asked to do so • Psychologist can demonstrate no plan to evaluate intervention effectiveness 	<ul style="list-style-type: none"> • Follow up problem solving occurs at irregular intervals • Goals are not measurable • Data collection strategies are insufficient to measure goal progress 	<ul style="list-style-type: none"> • Follow up occurs at regularly scheduled intervals • Clear, concise, and measurable goals have been developed • Data collection strategies effectively measure goal progress 	<ul style="list-style-type: none"> • Psychologist facilitates fidelity checks to ensure accurate intervention implementation • Clear, concise, and measurable goals have been developed for the intervention services • Follow up problem solving occurs at regularly scheduled intervals • Progress monitoring occurs using multiple methods to measure the specific area of focus

Psychologist Professional Practices for Domain 2: The Environment

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety</i>	Psychologist’s interactions with students are negative or inappropriate; students appear uncomfortable in the psychologist work space.	Psychologist’s interactions are a mix of positive and negative; the psychologist’s efforts at developing rapport are partially successful.	Psychologist’s interactions with students are positive and respectful; students appear comfortable in the psychologist’s work space.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Psychologist does not initiate or reciprocate interaction with the student • Psychologist appears anxious and apprehensive with the students • Psychologist uses negative language • Psychologist’s verbal communication is not age appropriate to student • Psychologist’s nonverbal communication is negative 	<ul style="list-style-type: none"> • Psychologist inconsistently reciprocate student’s initiated interactions • Psychologist interacts with students, but appear apprehensive and anxious at times • Psychologist verbal communication at times is not age appropriate to student • Psychologist non-verbal communication is a combination of positive and negative 	<ul style="list-style-type: none"> • Psychologist easily and effectively establishes rapport with students • Students appear comfortable with the psychologist • Psychologist uses appropriate language when speaking to students (no slang terms or educational jargon) • Psychologist communicates clearly and is easily understood by students 	<ul style="list-style-type: none"> • Psychologist demonstrates warm and caring interactions with students that utilize authority in a manner that is readily accepted by students. • Psychologist rapport with students reflect a high degree of trust and comfort in the working relationship • Students demonstrate trust in the psychologist by disclosing sensitive or confidential information • Psychologist exhibits positive verbal and non-verbal communication with students
<i>2b: Promote a culture of collaboration with other professionals in each building and throughout the district. (Colleagues and Administration)</i>	Psychologist makes no attempt to promote a culture of collaboration in the school as a whole.	Psychologist’s is inconsistent in his/her attempts to promote a culture of collaboration throughout the school.	Psychologist consistently attempts to promote a culture of collaboration in the school, which is successful.	The culture of collaboration in the school is successful among staff and administrators, while guided by the psychologist, is maintained by staff and students.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Psychologist completes work in a solitary way with no input from or consultation with others • Psychologist does not attempt to initiate interaction with students, teachers, or administrators 	<ul style="list-style-type: none"> • Psychologist makes some attempt to collaborate with teachers and/or administrators, but does so at inconvenient times or in an ineffective way • Teachers and administration appear apprehensive or uncomfortable seeking help from psychologist 	<ul style="list-style-type: none"> • Psychologist frequently collaborates with teachers, administrators, and other school staff • Psychologist meets with teachers and administrators when the need arises • Teachers and administration appear comfortable interacting with psychologist 	<ul style="list-style-type: none"> • Psychologist promotes an open-door policy, making himself/herself available to staff and students on a regular basis • Psychologist meets and/or offers times to meet with teachers and administrators at regularly scheduled times to maintain consistent collaboration • Teachers and administration seek out input from the psychologist
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<p>Component</p>	<p>Unsatisfactory (Unsatisfactory)</p>	<p>Needs Improvement (Emerging)</p>	<p>Proficient (Proficient)</p>	<p>Excellent (Distinguished)</p>
<p><i>2c: Establishes and Maintains Clear Procedures for Problem Solving Referrals, Meetings, and Consultations. Practice includes ability to prioritize, meet deadlines and complete documentation.</i></p>	<p>No procedures for referrals have been utilized; when teachers want to refer a student for any support, they are not sure how to go about it. Evidence indicates poor ability to prioritize work activities and meet deadlines.</p>	<p>Psychologist has utilized procedures for referrals, but the details are not always clear. There is a lack of evidence for prioritization for meeting deadlines and completing documentation.</p>	<p>Psychologist procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. Evidence indicates ability to prioritize, meet deadlines and complete documentation.</p>	<p>Procedures for all aspects of Problem Solving, referral and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators. Evidence indicates exemplary organizational skills around setting priorities and meeting deadlines.</p>

<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Psychologist does not communicate to staff how to obtain assistance from the school psychologist regarding student concerns • Psychologist consistently does not complete reports, evaluations, and/or paperwork in a timely fashion • Psychologist consistently reschedules meetings due to conflicts arising from disorganization and/or incomplete work 	<ul style="list-style-type: none"> • Psychologist does not consistently communicate to staff procedures for problem solving, referral, consultation, and psychological testing • Psychologist at times does not complete reports, evaluations, and/or paperwork in a timely fashion • Psychologist at times reschedules meetings due to conflicts arising from disorganization and/or incomplete work 	<ul style="list-style-type: none"> • Psychologist consistently communicates to staff the procedure for problem solving, referral, consultation, and psychological testing • Psychologist consistently completes any paperwork and/or reports that he/she is responsible for in a timely manner • Psychologist does not reschedule meeting due to conflicts arising from disorganization and/or incomplete work 	<ul style="list-style-type: none"> • Psychologist is pro-active in identifying staff for which referral procedures are unclear • Procedures for problem solving, referral, and testing were established in consultation with teachers and administration and are clearly defined for staff utilization • Psychologist schedules meetings consistent with procedures and/or regulations • Psychologist does not reschedule meeting due to conflicts arising from disorganization and/or incomplete work • Psychologist proactively monitors staff completion of tasks related to problem solving
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Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>2d: Establishing standards of conduct for all Interactions with Students</i>	No standards of conduct have been established and communicated to students. Psychologist disregards or fails to address negative student behavioral interactions.	Standards of conduct appear to have been established and communicated to students. Psychologist's attempts to monitor and correct student negative behavior during any interactions are partially successful.	Standards of conduct have been established and communicated to students. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established and communicated to students. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> • There is no evidence of established behavior expectations in student interactions with the psychologist • Psychologist does not demonstrate control of student behavior • Students behave negatively with the psychologist without consequence 	<ul style="list-style-type: none"> • Behavior expectations during interactions with the psychologist are sometimes clear • Psychologist inconsistently attempts to redirect negative student behavior • Psychologist too often defers to other school staff to address negative behaviors 	<ul style="list-style-type: none"> • Behavior expectations during interactions with the psychologist are clear • Psychologist consistently attempts to redirect negative student behavior appropriately and respectfully. • Psychologist seeks additional assistance when needed, after attempting to address negative student behavior independently 	<ul style="list-style-type: none"> • Behavior expectations during interactions with the psychologist are clear and students are responsive • Students monitor their own behavior with minimal redirection from the psychologist
2e: Organizing physical space for testing of students and storage of materials in each building across the district.	School Psychologist's work spaces are disorganized. Materials are not stored in a secure location, and are difficult to find when needed.	Materials in School Psychologist's work spaces are stored securely, but rooms are not completely well organized, and materials are difficult to find when needed.	The School Psychologist's work spaces are well organized; materials are stored in a secure location and are available when needed.	The School Psychologist's work spaces are highly organized and inviting to students. Materials are stored in a secure location and are convenient when needed.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Student files are not secure • Materials are disorganized • Psychologist has difficulty finding necessary materials 	<ul style="list-style-type: none"> • Student files are kept in secure location • Materials are somewhat disorganized and there is no clear indication of where materials are located 	<ul style="list-style-type: none"> • Student files are kept in a secure location • Materials are neat, organized, clearly marked, and easily accessible 	<ul style="list-style-type: none"> • Work space is made to be inviting to students through the use of age appropriate materials. • Student files are kept in a secure location. • Materials are neat, organized, clearly marked, and easily accessible

Psychologist Professional Practices for Domain 3: Delivery of Service

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>3a: Responding Appropriately and Readily to Referrals, Consults with Teachers and Administrators, and Accurately Evaluating Students' Needs.</i>	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Psychologist does not respond to referrals • Psychologist does not consult with colleagues regarding an evaluation • Psychologist does not tailor evaluations to address questions presented with the referral 	<ul style="list-style-type: none"> • Psychologist does not respond to referrals within mandated timelines • Psychologist consults with colleagues regarding an evaluation at times • Psychologist tailors evaluations to address questions presented with the referral at times 	<ul style="list-style-type: none"> • Psychologist responds to referrals within mandated timelines and communicates with parents and staff members involved • Psychologist consults with colleagues regarding an evaluation • Psychologist addresses questions raised in the referral 	<ul style="list-style-type: none"> • Psychologist responds to referrals within mandated timelines and ensures that parents and staff members have a thorough understanding of the process • Psychologist consults with colleagues regarding an evaluation • Psychologist addresses questions raised in the referral and seeks to address any other information deficiencies that may present themselves
<i>3b: Evaluating student needs in compliance with best practices guidelines that are appropriate and available</i>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow standardized administration procedures.	Psychologist attempts to administer appropriate and/or available evaluation instruments to students, but does not always follow standardized administration procedures.	Psychologist administers appropriate and/or available evaluation instruments to students, according to standardized administration procedures.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate and/or available to the referral questions and administered according to standardized administration procedures. Psychologist conducts information sessions with colleagues to ensure that the psychologist completely understands student needs

Critical Attributes	<ul style="list-style-type: none"> Psychologist does not administer evaluations Psychologist does not select appropriate evaluation instruments relevant to age of student and referral Psychologist does not follow standardized administration procedures. 	<ul style="list-style-type: none"> Psychologist sometimes administers appropriate evaluation instruments that are relevant to age of student and referral Psychologist does not always follow standardized administration procedures. 	<ul style="list-style-type: none"> Psychologist administers appropriate evaluation instruments that are relevant to age of student and referral Psychologist follows standardized administration procedures. 	<ul style="list-style-type: none"> Psychologist administers appropriate evaluation instruments that are relevant to age of student and referral and seeks out additional assessment tools when needed Psychologist always follows standardized administration procedures. Psychologist seeks out input from those staff members who have relevant knowledge of the student's needs.
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Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
3c: Facilitating students' determination of eligibility for special education and subsequent development of the Individual Education Plan (I.E.P.)	Psychologist declines to actively participate on the evaluation team or in the IEP process.	Psychologist actively participates on the evaluation team when directed to do so, preparing adequate evaluation reports and limited facilitation of the IEP process.	Psychologist actively participates on the evaluation team as a standard expectation; prepares detailed evaluation reports and actively participates in team development of IEP.	Psychologist actively participates on the evaluation team and takes initiative in assembling materials for meetings. Reports are prepared in an exemplary manner and directly facilitates IEP goal development
Critical Attributes	<ul style="list-style-type: none"> Psychologist does not participate on the evaluation team Psychologist delivers inaccurate information to the evaluation team Psychologist does not prepare evaluation reports Psychologist does not contribute to IEP goal development 	<ul style="list-style-type: none"> Psychologist only participates on the evaluation team when requested Psychologist prepares evaluation reports that contain minimum information to address referral question Psychologist does not make consistent effort to share evaluation information with staff members to contribute to IEP goal development 	<ul style="list-style-type: none"> Psychologist always participates on the evaluation team Psychologist prepares evaluation reports that thoroughly outline information sought out in the referral questions Psychologist shares evaluation information with staff members to contribute to IEP goal development 	<ul style="list-style-type: none"> Psychologist is an integral participant on the evaluation team and takes responsibility for necessary paperwork components Psychologist's reports are consistently without errors, thoroughly address referral questions, and provide new insight to problems Staff members routinely utilize psychologist's reports to facilitate IEP goal development
3d: Supporting intervention planning and monitoring as part of the District's Response to Intervention Plan	Psychologist fails to support the planning of interventions suitable to students, or supports a planning process that is mismatched with the findings of the assessments. Psychologist lacks knowledge of academic and behavioral interventions to improve student learning.	Psychologist's support for the plan indicates limited knowledge of academic and behavioral interventions to improve student learning. Limited facilitation of data driven decision making processes.	Psychologist's plans for students are suitable for them, and are aligned with identified needs. Psychologist demonstrates knowledge of and application of academic and behavioral interventions for improving student learning based on data driven decision making. Psychologist facilitates modification of practices in response to student data.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. Data driven decision making is fully integrated into practice.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> Psychologist does not demonstrate support regarding the intervention plan Psychologist supports an intervention plan that does not take into account students' needs Psychologist has no knowledge of academic interventions Psychologist has no knowledge of behavioral interventions Psychologist does not utilize data for decision-making 	<ul style="list-style-type: none"> Psychologist shows neutral support for the intervention plan Psychologist does not share alternative thoughts for an intervention plan when it does not align with students' needs Psychologist has minimal knowledge of academic interventions Psychologist has minimal knowledge of behavioral interventions Psychologist does not utilize data in developing intervention plans 	<ul style="list-style-type: none"> Psychologist shows positive support for the intervention plan Psychologist offers alternative suggestions for intervention plans that align with students' needs Psychologist has adequate knowledge of academic interventions Psychologist has adequate knowledge of behavioral interventions Psychologist utilizes data in developing intervention plans Psychologist advocates for modifications to intervention plans, when necessary, based on data-based decision making practices 	<ul style="list-style-type: none"> Psychologist has thorough understanding of academic interventions Psychologist has thorough understanding of behavioral interventions Psychologist utilizes data in developing intervention plans Psychologist is creative with alternative suggestions for intervention plans that do not meet students' needs
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Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>3e: Collaborating, communicating, and acting as a liaison with outside service providers and community agencies to improve services and outcomes for students.</i>	Psychologist declines to maintain contact with outside service providers and community agencies.	Psychologist maintains inconsistent contact with outside service providers and community agencies.	Psychologist maintains ongoing contact with outside service providers and community agencies.	Psychologist maintains ongoing contact with outside service providers and community agencies and initiates contacts when needed.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> Psychologist does not accept or make contacts with outside service providers and community agencies Psychologist does not take necessary measures to ensure that contact with outside service providers and community agencies is in compliance utilizing consent for release of information documents 	<ul style="list-style-type: none"> Psychologist sometimes accepts and/or makes contact with outside service providers and community agencies Psychologist does not always take necessary measures to ensure that contact with outside service providers and community agencies is in compliance utilizing consent for release of information documents 	<ul style="list-style-type: none"> Psychologist regularly accepts and/or makes contact with outside service providers and community agencies Psychologist takes necessary measures to ensure that contact with outside service providers and community agencies is in compliance utilizing consent for release of information documents 	<ul style="list-style-type: none"> Psychologists regularly accepts and/or makes contact with outside service providers and community agencies Psychologist always ensures that the necessary measures are taken to ensure compliance with sharing information to/with outside service providers and community agencies Psychologist shares information obtained from outside service providers and community agencies with the necessary involved individuals
<i>3f: Demonstrating flexibility and responsiveness</i>	Psychologist adheres to his or her methods of service delivery in spite of evidence of its inadequacy.	Psychologist makes modest changes in the service delivery when confronted with evidence of the need for change.	Psychologist makes revisions in the service delivery when it is needed.	Psychologist is continually seeking ways to improve service delivery, and makes changes (as needed) in response to student, parent, teacher or administrative input.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Psychologist does not change methodology of service delivery when proven to be inadequate • Psychologist ignores indications of inadequate service delivery 	<ul style="list-style-type: none"> • Psychologist sometimes makes changes in the methodology of service delivery when posed with a need for change • Changes made to service delivery are only partially successful 	<ul style="list-style-type: none"> • Psychologist makes changes in the methodology of service delivery when posed with a need for change • Psychologist ensures changes made to service delivery are successful 	<ul style="list-style-type: none"> • Psychologist seeks out ways to make improvement in the methodology of service delivery even when the current method seems to be effective and ensures that the changes are successful • Psychologist takes into account input from other involved parties regarding feedback of service delivery methodology
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Psychologist Professional Practices for Domain 4: Professional Responsibilities

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>4a: Reflecting on practice</i>	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 service delivery program might be improved.	Psychologist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> Psychologist does not self-reflect on his/her current practices Psychologist only takes into account reflections that are self-serving or that include inaccurate information 	<ul style="list-style-type: none"> Psychologist does not identify specific suggestions for self-improvement Psychologist self-reflects on current practices, but does not always utilize accurate information or use meaningful examples 	<ul style="list-style-type: none"> Psychologist accurately assesses his/her practice and takes into account both positive and negative characteristics Psychologist identifies specific suggestions for self-improvement 	<ul style="list-style-type: none"> Psychologist accurately assesses his/her practices utilizing both positive and negative characteristics in a thoughtful manner Psychologist identifies specific suggestions for self-improvement utilizing an extensive repertoire
<i>4b: Communicating with Problem Solving and IEP teams so they understand the psychological findings</i>	Psychologist fails to communicate to the Problem Solving and IEP teams the appropriate psychological findings or communicates in an insensitive and/or ineffective manner.	Psychologist inconsistently communicates with the Problem Solving/IEP Teams by asking insensitive questions or by demonstrating a lack of follow through for requests for additional or clarifying information.	Psychologist communicates with the Problem Solving and IEP teams and does so in a manner that supports shared communication, ongoing questions and information sharing.	Psychologist communicates with Problem Solving and IEP teams in a manner highly supportive of collaborative sharing and problem-solving regarding psychological findings. Psychologist reaches out to families of students to enhance trust between the service team and the family members.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> Psychologist does not communicate with the Problem Solving and IEP teams Psychologist uses insensitive and/or ineffective means to communicate with the Problem Solving and IEP teams 	<ul style="list-style-type: none"> Psychologist sometimes communicates with the Problem Solving and IEP teams Psychologist sometimes follows through with requests for additional or clarifying information 	<ul style="list-style-type: none"> Psychologist effectively communicates with the Problem Solving and IEP teams in an on-going manner Psychologist consistently follows through with requests for additional or clarifying information 	<ul style="list-style-type: none"> Psychologist effectively communicates with the Problem Solving and IEP teams in a collaborative manner Psychologist regularly initiates interaction with families to establish and maintain positive relationships
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Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>4c: Maintaining accurate records</i>	Psychologist's records are in disarray; they may be missing or illegible.	Psychologist's records are not always accurate, legible, and/or organized.	Psychologist's records are accurate, legible and well organized.	Psychologist's records are accurate and legible, well organized. They are written to be understandable to another qualified professional and/or parents.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> Psychologist's system for maintaining accurate records is nonexistent or psychologist's system for maintaining accurate records is in disarray, which may result in errors and confusion 	<ul style="list-style-type: none"> Psychologist has an ineffective system for maintaining accurate records Maintained records are not always legible and accurate 	<ul style="list-style-type: none"> Psychologist has an effective system for maintaining accurate records Records are easily found through an organizational system Records are legible and accurate 	<ul style="list-style-type: none"> Psychologist has an effective system for maintaining accurate records Records are easily found through an organizational system Records are legible and accurate Records can be accessed by others and are understandable to another qualified professional and/or parents.

<p><i>4d: Participating in a Professional Learning Community – emphasis on the positive and supportive interactions while demonstrating leadership.</i></p>	<p>Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.</p>	<p>Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.</p>	<p>Psychologist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>	<p>Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.</p>
<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Psychologist’s relationships with colleagues are characterized by negativity or combativeness • Psychologist purposely avoids contributing to activities within the district 	<ul style="list-style-type: none"> • Psychologist has pleasant relationships with colleagues • When asked/requested, the psychologist participates in district events 	<ul style="list-style-type: none"> • Psychologist has supportive and collaborative relationships with colleagues • Psychologist regularly participates in district events/projects 	<ul style="list-style-type: none"> • Psychologist has supportive and collaborative relationships with colleagues • Psychologist takes a leadership role in district events/projects • Psychologist regularly contributes to district events/projects

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<p><i>4e: Engaging in professional development</i></p>	<p>Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.</p>	<p>Psychologist participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Psychologist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the school, district and cooperative by implementing and/or training colleagues on learned information.</p>

<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Psychologist does not participate in professional development activities • Psychologist purposely resists participating in any needed development of skills 	<ul style="list-style-type: none"> • Psychologist participates in professional development activities when they are required • Psychologist professional development does not always address specific deficiencies. 	<ul style="list-style-type: none"> • Psychologist seeks out opportunities for professional development to enhance his/her knowledge base and/or address deficiencies 	<ul style="list-style-type: none"> • Psychologist seeks out opportunities for professional development to enhance his/her knowledge base and/or address deficiencies • Psychologist takes an active leadership role in implementing and/or training colleagues in professional development activities
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Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
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<p>4f: Showing Professionalism</p>	<p>Psychologist displays dishonesty in interactions with colleagues, students, and the public. Psychologist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Psychologist makes decisions and recommendations based on self-serving interests. Psychologist does not comply with school, district and/or cooperative regulations.</p>	<p>Psychologist is honest in interactions with colleagues, students, and the public. Psychologists' attempts to serve students are inconsistent and do not knowingly contribute to some students being ill served by the school. Psychologists' decisions and recommendations are based on limited though genuinely professional considerations. Psychologist complies minimally with school, district and/or cooperative regulations, doing just enough to get by.</p>	<p>Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Psychologist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Psychologist maintains an open mind in team or departmental decision making. Psychologist complies fully with school, district and/or cooperative regulations.</p>	<p>Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Psychologist is highly proactive in serving students, seeking out resources when needed. Psychologist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Psychologist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Psychologist complies fully with school, district and/or cooperative regulations, taking a leadership role with colleagues.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Psychologist is dishonest • Psychologist does not notice the needs of students • Psychologist engages in practices that are self-serving • Psychologist willfully rejects school, district and/or cooperative regulations 	<ul style="list-style-type: none"> • Psychologist is honest • Psychologist notices the needs of students but is inconsistent in addressing them • Psychologist does not notice that some school practices result in poor conditions for students • Psychologist makes decisions professionally, but on a limited basis • Psychologist complies with school, district and/or cooperative regulations. 	<ul style="list-style-type: none"> • Psychologist is honest and known for having high standards of integrity • Psychologist actively addresses student needs • Psychologist actively works to provide opportunities for student success • Psychologist willingly participates in team and departmental decision making • Psychologist complies completely with school, district and/or cooperative regulations 	<ul style="list-style-type: none"> • Psychologist is considered a leader in terms of honesty, integrity and confidentiality • Psychologist is highly proactive in serving students • Psychologist makes a concerted effort to ensure opportunities are available for all students to be successful • Psychologist takes a leadership role in team and departmental decision making • Psychologist takes a leadership role regarding school, district and/or cooperative regulations

Psychologist Appraisal System

SOWIC

Appendix B:

Forms and Documents

FORM 1: SOWIC Psychologist Appraisal System

Pre-Observation Conversation

Psychologist:
Grade Level(s):
Observer:

School:
Subject(s):
Date:

Conversation Components		Observable Components	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Delivery of Service</i>
<p>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</p> <p>1b: Demonstrating knowledge of child and adolescent physical, social and cognitive development.</p> <p>1c: Establishing goals for remediation strategy/intervention services appropriate to the setting and the students served.</p> <p>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school, district and cooperative.</p> <p>1e: Planning remediation strategy/intervention services, integrated with the regular school program, to meet the needs of individual students</p> <p>1f: Developing a plan to evaluate remediation strategy/intervention services</p>	<p>4a: Reflecting on practice</p> <p>4b: Communicating with Problem Solving and IEP teams so they understand the psychological findings</p> <p>4c: Maintaining accurate records</p> <p>4d: Participating in a Professional Learning Community – emphasis on the positive and supportive interactions while demonstrating leadership.</p> <p>4e: Engaging in professional development</p> <p>4f: Showing Professionalism</p>	<p>2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety</p> <p>2b: Promote a culture of collaboration with other professionals in each building and throughout the district. (Colleagues and Administration)</p> <p>2c: Establishes and Maintains Clear Procedures for Problem Solving Referrals, Meetings, and Consultations. Practice includes ability to prioritize, meet deadlines and complete documentation.</p> <p>2d: Establishing standards of conduct for all Interactions with Students</p> <p>2e: Organizing physical space for testing of students and storage of materials in each building across the district.</p>	<p>3a: Responding Appropriately and Readily to Referrals, Consults with Teachers and Administrators, and Accurately Evaluating Students' Needs.</p> <p>3b: Evaluating student needs in compliance with best practices guidelines that are appropriate and available</p> <p>3c: Facilitating students' determination of eligibility for special education and subsequent development of the Individual Education Plan (I.E.P.)</p> <p>3d: Supporting intervention planning and monitoring as part of the District's Response to Intervention Plan</p> <p>3e: Collaborating, communicating, and acting as a liaison with outside service providers and community agencies to improve services and outcomes for students.</p> <p>3f: Demonstrating flexibility and responsiveness</p>

Questions for Discussion between Psychologist and Evaluator:

- Briefly describe the students in your class. What have you learned about your students this year that has gone into planning for this lesson? (1b)
- Describe how you planned and prepared for this lesson, including how you organized the structure, pacing, and materials to engage students. How did you differentiate instruction and adjust your teaching to meet diverse needs, and how do you plan to formatively assess student progress toward the lesson's goals? (1a, 1b, 3c, 3d, 3e)

The learning environment is key to helping students be successful learners. How have you organized the classroom to promote a respectful learning environment? How do your classroom procedures and the physical arrangement of the classroom help students be successful in your classroom? How have you changed your organizational procedures / arrangement based on previous feedback. (Links to 2a, 2d, and 2e)

How has your professional practice been influenced by collaboration with your team? How has involvement in different professional activities helped you to develop this lesson? (Links to 4a, 4d, 4e)

7. During the observation, I'll be collecting evidence related to your instructional communication such as directions, procedures, explanations, discussion techniques, and learning expectations. Is there any specific information you'd like me to focus on, or anything additional you'd like to share about the lesson that would provide helpful context??

FORM 2: SOWIC Psychologist Appraisal System

Post-Observation Conversation

Psychologist:

School:

Grade Level(s):

Subject(s):

Observer:

Date:

Attendance:

Conversation Components		Observable Components	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Delivery of Service</i>
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students 1b: Demonstrating knowledge of child and adolescent physical, social and cognitive development. 1c: Establishing goals for remediation strategy/intervention services appropriate to the setting and the students served. 1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school, district and cooperative. 1e: Planning remediation strategy/intervention services, integrated with the regular school program, to meet the needs of individual students 1f: Developing a plan to evaluate remediation strategy/intervention services	4a: Reflecting on practice 4b: Communicating with Problem Solving and IEP teams so they understand the psychological findings 4c: Maintaining accurate records 4d: Participating in a Professional Learning Community – emphasis on the positive and supportive interactions while demonstrating leadership. 4e: Engaging in professional development 4f: Showing Professionalism	2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety 2b: Promote a culture of collaboration with other professionals in each building and throughout the district. (Colleagues and Administration) 2c: Establishes and Maintains Clear Procedures for Problem Solving Referrals, Meetings, and Consultations. Practice includes ability to prioritize, meet deadlines and complete documentation. 2d: Establishing standards of conduct for all Interactions with Students 2e: Organizing physical space for testing of students and storage of materials in each building across the district.	3a: Responding Appropriately and Readily to Referrals, Consults with Teachers and Administrators, and Accurately Evaluating Students' Needs. 3b: Evaluating student needs in compliance with best practices guidelines that are appropriate and available 3c: Facilitating students' determination of eligibility for special education and subsequent development of the Individual Education Plan (I.E.P.) 3d: Supporting intervention planning and monitoring as part of the District's Response to Intervention Plan 3e: Collaborating, communicating, and acting as a liaison with outside service providers and community agencies to improve services and outcomes for students. 3f: Demonstrating flexibility and responsiveness

After reflecting upon the lesson, the Psychologist will respond to the following questions and bring this form to the Post-Observation Conversation between the Psychologist and the Evaluator.

1. In general, how successful was the session?
 - a. Describe the key components of your session that helped or hindered your students' overall engagement (i.e. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility etc)? (Domain 3: Instruction)
 - b. What evidence do you have that the student learning targets were met during small group or classroom setting? (Domain 3: Instruction)
2. How did the environment you established facilitate or hinder student learning? (Domain 2: The Classroom Environment)
3. After reflecting on this session:
 - a. What went well in this session that you will incorporate into future sessions? What did not go well that you do not plan to incorporate into future sessions? (Component 4a: Professional Responsibilities)

- b. What did you learn from this session that will help you improve your teaching in the future? (Component 4a: Professional Responsibilities)
 - c. What do you hope to be able to share with your colleagues after this teaching session?
4. Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students? (Component 3e)

FORM 3: Final Summative Evaluation

Psychologist Name: _____

Location: _____

School Year: _____

Evaluator: _____

Years of Service in SOWIC: _____

Observation dates included in the basis of this summative evaluation:	
Formal Observation Dates:	_____
Informal Observation Dates:	_____
Psychologist's Attendance:	_____

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Domain 2 –Environment	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Domain 3 – Delivery of Service	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Overall Rating	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>

We have conducted a conversation on the rubrics. The Psychologist has the right to attach written comments within (10) school days of completion of this form for inclusion in their personnel file maintained in the Human Resources Department.

Psychologist Signature: _____

Date: _____

Signature indicates only that the psychologist has read and understands the evaluation.

Evaluator Signature: _____

Date: _____

FORM 4: Self-Reflection for Professional Growth: Domains 1-4

Name:

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
	<p>Domain 1 Planning and Preparation</p> <p>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</p> <p>1b: Demonstrating knowledge of child and adolescent physical, social and cognitive development.</p> <p>1c: Establishing goals for remediation strategy/intervention services appropriate to the setting and the students served.</p> <p>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school, district and cooperative.</p> <p>1e: Planning remediation strategy/intervention services, integrated with the regular school program, to meet the needs of individual students</p> <p>1f: Developing a plan to evaluate remediation strategy/intervention services</p>	
Next Steps:		
	<p>Domain 2: Environment</p> <p>2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety</p> <p>2b: Promote a culture of collaboration with other professionals in each building and throughout the district. (Colleagues and Administration)</p> <p>2c: Establishes and Maintains Clear Procedures for Problem Solving Referrals, Meetings, and Consultations. Practice includes ability to prioritize, meet deadlines and complete documentation.</p> <p>2d: Establishing standards of conduct for all Interactions with Students</p> <p>2e: Organizing physical space for testing of students and storage of materials in each building across the district</p>	
Next Steps:		

Strengths	Domains/Components	Growth Opportunities
	<p>Domain 3: Delivery of Service</p> <p>3a: Responding Appropriately and Readily to Referrals, Consults with Teachers and Administrators, and Accurately Evaluating Students' Needs.</p> <p>3b: Evaluating student needs in compliance with best practices guidelines that are appropriate and available</p> <p>3c: Facilitating students' determination of eligibility for special education and subsequent development of the Individual Education Plan (I.E.P.)</p> <p>3d: Supporting intervention planning and monitoring as part of the District's Response to Intervention Plan</p> <p>3e: Collaborating, communicating, and acting as a liaison with outside service providers and community agencies to improve services and outcomes for students.</p> <p>3f: Demonstrating flexibility and responsiveness</p>	
Next Steps:		
	<p>Domain 4: Professional Responsibilities</p> <p>4a: Reflecting on practice</p> <p>4b: Communicating with Problem Solving and IEP teams so they understand the psychological findings</p> <p>4c: Maintaining accurate records</p> <p>4d: Participating in a Professional Learning Community – emphasis on the positive and supportive interactions while demonstrating leadership.</p> <p>4e: Engaging in professional development</p> <p>4f: Showing Professionalism</p>	
Next Steps:		

*FORM 5: Individual Growth Plan (IGP)	Year:	School:
Psychologist Name:		Certified Position:
SMART Individual Growth Goal Statement (refer to IGP Document 2):		What Framework for Teaching Domains/ Component(s) are addressed in this IGP:
How does this IGP support the Program Mission or District Strategic Plan?		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?):		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Timelines (Timeframe that Action Steps/Activities will be Completed, Across 2 years)	Resources (Staff, Professional Development, or Materials)

I have reviewed the above Individual Growth Plan:

Psychologist's Name: _____

Psychologist's Signature: _____

Administrator's Signature: _____ **Date:** _____

**If Tenured, mark if this is a Collaborative Plan:* Yes No *If yes, list colleagues*

FORM 6: Tenured Mid-Plan Meeting Conversation Record

Certified Staff Member(s):

School Year:

Building:

Administrator:

Conversation Date:

Topics from Certified Staff Member(s):

Topics from Administrator:

Notes from meeting:

What's working:

Identified areas for growth:

Challenges/Concerns (if any):

Follow-up (if any):

Certified Staff Signature:

Date:

Administrator Signature:

Date:

FORM **7**: Professional Development Plan

Name:

Supervisor/Evaluator:

Date of PDP:

Within 30 Days of above rating

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Expectations for Effective Teaching:			
Limit to 3 components	Taken from a review of the <i>Framework for Teaching</i> and District Indicators of effective practice			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date:	Date of Completion:
Specific and directed actions taken to address the areas identified as needing improvement		<i>Human/Material/ Time/Prof Development/other</i>		

*Note: This plan does not have a minimum or maximum length of time. The plan can last until the psychologist is evaluated in the next school year.

Domain/Component:	Indicator of Progress:
Taken and repeated from above	Data/artifacts/observation records/other sources appropriate to the improvement area

Evaluator:		Teacher:	
Date:		Date:	

*Signatures above indicate the plan above was developed by the evaluator in consultation with the psychologist.

Psychologist completion of Professional Development Plan: Yes No

Evaluator:		Teacher:	
Date:		Date:	

*The Psychologist's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that I received a copy of this professional development plan.

Document 2: Guidelines for Developing an Individual Growth Plan (IGP)

Individual Growth Plans should be developed to address an identified need related to student learning and teacher skill improvement. Professional goals should represent new learning for the teacher and go beyond implementation of district curriculum or initiatives. Each form in the Individual Growth Plan (IGP) represents a critical component for developing new learning skills and supporting student learning improvement.

FORM 4: To develop a SMART professional goal, certified staff are encouraged to **reflect on data regarding past professional skills and student needs**, i.e., past evaluations, self-assessment based on Framework for Teacher, SIP goals, District Goals, grade level data wall, classroom assessments (both formative and summative) and feedback from others. Using the FFT Rubrics Document 1 will support certified staff to determine an area of new learning to be used in Document 3 IGP SMART Goal Template.

Document 3: Based upon the Document 1 FFT Rubrics, develop a **SMART Professional Growth Goal** using the following word formula:

- o**When:** Provide time frame for goal process.
- o**Who:** List the students or staff that will be involved in the goal.
- o**What:** List specific area of teaching/learning that needs to be improved
- o**Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check-sheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 (**WHEN**), the 6th Grade Cross-Disciplinary Team (**WHO**) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) —high interest|| Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (**DATA SOURCE**).

FORM 4:

Based upon Self Reflection FORM 4 & Document 3, develop IGP SMART Action Plan for implementing the SMART goal. Complete the following parts of the action plan:

- o**SMART Professional Goal:** Transfer from Document 3 IGP SMART Goal Template
- o**District or School Improvement Goal:** List any district and/or school goal that links to your Individual Growth Plan goal in —District/School Improvement Goal|| Box.
- o**Indicators of Success:** Please describe or list what will change in your professional practice because of this goal. Describe how this goal will improve student learning. **Example:** Student's Monitoring other student's transition behaviors; shifts in Individual Classroom and Professional Team Monthly Reflections of What Works/What Needs to Improve with Transitions, Teacher Records of Bell Work Completed
- o**Action Steps/Activities:** Describe specific, aligned action steps that will be implemented to support the Goal; **Example:** Complete Rules in School book study as a professional development team. Draft 6th Grade Transitions *Rules of the 6th Grade Transition Highway*, share with individual classrooms to get student input, finalize Transition rules at team meeting, determine transition training drills each Monday during the first 6 weeks of school and on a monthly basis starting in October.
- o**Timelines:** Align timelines to the specific actions listed in Action Steps
- o**Resources:** Brainstorm resources that align to the activities; **Example:** Rules in School book; 6th Grade Team *Rules of the 6th Grade Transition Highway* Student Made Hall Posters; 6th Grade Yellow Tardy Slip Tally Sheet
- o**Signatures:** An Administrator should review and sign IGP to confirm that they have read and have conferenced with the individual teacher about the plan. If Tenured, please mark yes or no if this is a Collaborative plan. If it is a Collaborative Plan, please list the names of the colleagues.

Document 3: Developing Components of a SMART Professional Growth Goal

SMART Goal Template

Directions: Based upon the FFT Rubrics-Document 1, use Form 4 Self Reflection form, to determine and develop a SMART Goal Individual Professional Growth Plan (IGP) Goal by using SMART Goal Criteria and the Word Formula.

SMART Goal Template SMART Professional Growth Goal Criteria		
S	Specific Standards-Based	<ul style="list-style-type: none"> o Clearly focused on what is to be accomplished and why this is important o Based on the <i>Framework for Teaching</i> (or <i>Framework for Specialist Practice</i>)
M	Measurable	<ul style="list-style-type: none"> o Can this goal be measured? o Will I be able to collect evidence of achievement? o Is this goal based upon multiple sources of data?
A	Aligned and Attainable	<ul style="list-style-type: none"> o Is this goal aligned to district and school improvement goals? o Will resources be available to achieve this goal?
R	Relevant	<ul style="list-style-type: none"> o How will this goal enhance teaching/professional practice/craft? o How will this goal enhance learning opportunities for students?
T	Time Bound	<ul style="list-style-type: none"> o Can this goal be attained within the required timeframe?

Use the SMART Professional Growth Goal criteria to guide the development of your Individual Professional Growth goal using the following word formula:

- o**When:** Provide time frame for goal process.
- o**Who:** List the students or staff that will be involved in the goal.
- o**What:** List specific area of teaching/student learning that needs to be improved
- o**Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check sheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 (WHEN), the 6th Grade Cross-Disciplinary Team (WHO) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) —high interest|| Core Content bell work (WHAT), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (DATA SOURCE).

My Individual Growth Plan’s SMART Goal (include when, what, who, data source):

Document **4**: Psychologist Sample of Self Reflection

FORM **4**: Self-Reflection for Professional Growth: Domains 1-4

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
<p><i>Basic Knowledge of writing process</i></p> <p><i>Exploration of Daily 5 and Café</i></p> <p><i>Realistic and student friendly learning targets</i></p>	<p>Domain 1: Planning and Preparation</p> <p>1a. Knowledge of content/ pedagogy</p> <p>1b. Knowledge of students</p> <p>1c. Setting instructional outcomes</p> <p>1d. Knowledge of resources</p> <p>1e. Designing coherent instruction</p> <p>1f. Designing student assessments</p>	<p><i>Identify essential grade level outcomes for writing process</i></p> <p><i>Become more aware of students' instructional levels</i></p>
<p>Next Steps:</p> <p><i>Develop formative assessments to guide instruction and determine mastery level of writing outcomes</i></p> <p><i>Use MAP data to guide differentiated instruction</i></p>		
<p><i>Implement morning meeting</i></p> <p><i>Collaborate with students to formulate class rules and procedures</i></p> <p><i>Manage transitions</i></p>	<p>Domain 2: Classroom Environment</p> <p>2a. Creating an environment of respect/ rapport</p> <p>2b. Establishing a culture for learning</p> <p>2c. Managing classroom procedures</p> <p>2d. Managing student behavior</p> <p>2e. Arrangement of furniture and use of physical space</p>	<p><i>Improve the management and content of center activities</i></p>
<p>Next Steps:</p> <p><i>Partner with the DI Coaches to improve center activities</i></p> <p><i>Observe a teacher who facilitates the Daily 5 efficiently and effectively</i></p>		

Strengths	Domains/Components	Growth Opportunities
<p><i>technology for student engagement</i></p> <p><i>Web-based parent & student communication to enhance instruction and access resources</i></p>	<p>Domain 3: Instruction</p> <p>3a. Communication with students</p> <p>3b. Using questioning and discussion techniques</p> <p>3c. Engaging students in learning</p> <p>3d. Using assessment in instruction</p> <p>3e. Demonstrating flexibility and responsiveness</p>	<p><i>Use questioning techniques that promote higher level thinking</i></p> <p><i>Create and implement assessments that are aligned to instructional targets</i></p>
<p>Next Steps:</p> <p><i>Use Bloom’s Taxonomy Question chart on a daily basis to promote deeper student thinking.</i></p> <p><i>Develop aligned formative assessments that guide instruction.</i></p> <p><i>Utilize MAP data for targeted and specific instruction.</i></p>		
<p><i>Participate in PLC and ongoing professional development</i></p> <p><i>Reflective tools for improving teaching and learning</i></p>	<p>Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on teaching</p> <p>4b. Maintaining accurate records</p> <p>4c. Communicating with families</p> <p>4d. Participating in a professional community</p> <p>4e. Growing and developing professionally</p> <p>4f. Showing professionalism</p>	<p><i>How do I track student writing progress (e.g. record keeping in addition to a portfolio)?</i></p> <p><i>Teach parent volunteers how to coach student thinking-instead of providing the answers</i></p>
<p>Next Steps:</p> <p><i>Research different models of student portfolios</i></p> <p><i>Work with BLT to design and organize parent volunteer training</i></p>		

*FORM 5: Individual Growth Plan (IGP)	Year: 2010-11	School: SAMPLE: SOWIC GRADE SCHOOL
Teacher Name: SAM SAMPLE		Certified Position: 3 RD Grade Teacher
SMART Professional Growth Goal Statement (refer to IGP Form 2): During 2010-11, I will improve my classroom procedures by reducing transitional times by 2 minutes, as measured by a 5% increase in Instructional minutes.		What Framework for Teaching Domains/ Component(s) are addressed in this IGP: 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior
How does this IGP support the Program Mission or District Strategic Plan? There is a climate of high academic and social expectations for student success.		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?): Student scores will increase by 5% due to increase of instruction time. Documentation from peer observer who records transition times by using the Observational Tool Kit.		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Timelines (Timeframe that Action Steps/Activities will be completed)	Resources (Staff, Professional Development, or Materials)
Pre-observation to record current transition times. Brainstorm strategies to reduce transition times with peer observer Implement 1 strategy Follow up observation If strategy worked, goal met. If strategy did not decrease transitional times, try strategy 2 and repeat.	Within first 6 weeks of school Within a week of the observation Within a week of brainstorming session Within 3-4 weeks of implementation of strategy 1	Observation Book Staff member/mentor/peer observer who conducted observation and Observation Tool Kit Tools associated with strategy Staff member/mentor/peer observer who conducted observation and Observation Tool Kit

I have reviewed the above Individual Growth Plan:

Teacher's Name: _____

Teacher's Signature: _____

Administrator's Signature: _____ **Date:** _____

**If Tenured, mark if this is a Collaborative Plan: _____ Yes _____ No If yes, list colleagues*

Document 5: Guide Sheet for Creating a Professional Development Plan for a Tenured Psychologist Rated “Needs Improvement”

The Performance and Evaluation Reform Act includes the language regarding the creation of a **Professional Development Plan** for a Psychologist in contractual continued service (tenured) who is rated —“needs improvement”.

This **Professional Development Plan** (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the —needs improvement|| rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher’s on-going professional responsibilities including her/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan can last until the teacher is evaluated in the next school year)

Tenured psychologist must be evaluated at least once in the school year following the Professional Development Plan. Tenured psychologist who are evaluated equal to or better than “satisfactory” or “proficient” must be reinstated to the regular tenured teacher evaluation cycle.

For tenured psychologists who are evaluated less than “satisfactory” or “proficient”, the school district may rate the psychologist’s performance as “unsatisfactory” and start a remediation plan period.