

The Annual Professional Performance Review §3012-d

The purpose of this Annual Professional Performance Review Plan (APPR) is to improve student achievement through improved teacher performance. It is our belief that this teacher evaluation process should be authentic and reflect the real work of teachers. It should promote reflection and improve our craft, practice, and ultimately student achievement. It is based on professional trust and collaboration. This process recognizes the complexities of good teaching and the value of good professional practice. Finally, it encourages multiple forms of assessment in documenting competency and growth.

Through good faith negotiations between the District and the Croton Harmon Teachers' Association, it is agreed that the following provisions be added to the District's APPR Plan:

- I. The District and the CTA have agreed to use the Danielson 2011 Framework for Teaching Practice Rubric.
- II. **Points** - Under 3012-d, the teacher APPR Score is comprised of a teacher observation measure and a student performance measure. The District and the CTA have agreed upon the scoring methodology. For the teacher observation measure - 85% of points will come from the announced observation (building administrator) and 15% of points will come from the independent evaluator with the unannounced observation. This will make up 50% of the total point value. For the student performance measure - 50% of the total score will come from a student performance measure. For K-8 teachers, the district will use STAR data and 9-12 teachers will use the ELA Common Core Regents to determine this portion of the APPR Score, unless there is a State provided growth measure (SGP).

The Observation Process

- A. Observation Process – Probationary
 - i. 1 announced clinical observations – pre-observation, observation, post-observation. Pre-observation questions (Appendix A) submitted in written form; Post-observation questions (Appendix B) will be discussed. Teachers may submit the post observation questions in writing if they choose. The first observation will not occur before October 1st for the first two years of employment with the District. Post-observation conferences will occur no later than ten (10) days after the observation. Teachers will receive a written evaluation within ten (10) school days of the post-observation conference.
 - ii. 2 unannounced observations – the observer shall indicate the unannounced observation at the beginning of the observation.
 - iii. Length of observation – announced = minimum of 30 minutes/maximum of 1 period; unannounced observation – minimum of 20 minutes
 - iv. Unannounced observations will not occur the day before the following breaks: December, winter, spring. Every effort will be made not to conduct an unannounced observation if the teacher is engaged in NYS or classroom assessment on that day.
 - v. A new observation shall not commence until the prior observation process have been completed (observation, post-observation meeting and receipt of written report).
 - vi. After an unannounced observation, teachers have the right to request and receive another unannounced observation.

B. Observation Process – Tenured

- i. 1 announced clinical observation – pre-observation, observation, post-observation. Pre-observation questions submitted in written form; Post-observation questions will be discussed. Teachers may submit the post observation questions in writing if they so choose. Post-observation conferences will occur no later than ten (10) days after the observation. Teachers will receive a written evaluation within ten (10) school days of the post-observation conference.
- ii. 1 unannounced observation – the observer shall indicate the unannounced observation at the beginning of the observation.
- iii. Length of observation – announced = minimum of 30 minutes/maximum of 1 period; unannounced observation – minimum of 20 minutes
- iv. Unannounced observations will not occur the day before the following breaks: December, winter, spring. Every effort will be made not to conduct an unannounced observation if the teacher is engaged in NYS or classroom assessment on that day.
- v. A new observation shall not commence until the prior observation process have been completed (observation, post-observation meeting and receipt of written report).
- vi. After an unannounced observation, teachers have the right to request and receive another unannounced observation.

C. Other Measures – Probationary

- i. Portfolio Development – over probationary period (Appendix C)
- ii. End of Year - Annual Self Reflection of Domain Performance (Appendix D)

D. Other Measures – Tenured

- i. End of Year – Annual Self Reflection of Domain Performance (Appendix D)

Danielson 2011 Rubric Component Point Values	
Domain 2 (46%)	23
2a. Creating an environment of respect and rapport	6
2b. Establishing a culture for learning	6
2c. Managing classroom procedures	4
2d. Managing student behaviors	4
2e. Organizing physical space	3
Domain 3 (54%)	27
3a. Communicating with students	4
3b. Using questioning and discussion techniques	6
3c. Engaging student in learning	7
3d. Using assessment in instruction	6
3e. Demonstrating flexibility	4

HEDI Ratings (H-highly effective; E – effective; D – developing; I – ineffective)

Scores	H	E	D	I
H	H	H	E	D
E	H	E	E	D
D	E	E	D	I
I	D	D	I	I

RATING	POINTS	% STUDENTS MEETING TARGET
H	18-20	90-100
E	15-17	75-89
D	13-14	60-74
I	0-12	0-59

RATING	POINT RANGE - MINIMUM	POINT RANGE MAXIMUM
H	3.50	4.0
E	2.50	3.49
D	1.50	2.49
I	0	1.49

- III. Training – Teachers new to the Croton-Harmon Union Free School District will participate in New Teacher Training where they will be introduced to the APPR process and the Danielson Teacher Practice Rubric. Evaluators will engage in yearly training in the Practice Rubric. All teachers in the Croton-Harmon School District will be offered training and may request refresher trainings at any time prior to being observed. The District shall offer training during the summer, at the beginning of the school year, and on an “as-needed basis.”
- IV. Student Learning Objective (to set targets on assessments other than SGM) – see Appendix E
- V. Teacher Improvement Plan (TIP) – see Appendix F
- VI. Appeal Process – see Appendix G

Appendix A

Pre-Observation Conference Questions

1. What are your learning outcomes for this lesson? What do you want the students to understand
2. What essential questions/big ideas/enduring understandings does this lesson address? How will essential question/big ideas/enduring understandings be used in the lesson?
3. How will you engage the students in learning? What will you do? What will the students do? Will the students work in groups, individually or as a large group? Provide any handouts or other materials the students will be using.
4. Describe any modifications you will make to accommodate individuals or groups of students in this class.
5. During the lesson, how will you monitor student progress? How and when will you know whether the students have learned what you intend?
6. How does this lesson fit into the sequences of learning for this class?
7. Is there anything else, either about your students or your classroom, which you would like an observer to know?

*Please submit these questions in writing or electronically at the pre-observation conference.

Appendix B

Post-Observation Conference Questions

1. Were your objectives successfully met for this lesson?
2. Did you depart from your plan during the lesson? If so, how and why?
3. Reflect on student engagement (activities and assignments, grouping of students, instructional materials and resources, structure and pacing).
4. Describe any change you would make if you were to teach this lesson again to the same group of students.
5. What can the observer do to support your professional development?
6. Is there anything that you want to comment on that occurred during the lesson that you want the observer to be aware of?

**The above questions will be discussed at the post-observation conference. Teachers may submit these in writing if they so choose.*

Appendix C

Professional Portfolio for Probationary Teachers

The Professional Portfolio is intended to reflect the work, progress, and accomplishments of the individual teacher during his/her probationary period. It should represent an overview of teachers' best performance and practice during each of the two or three years of the probationary period. It is intended to be a meaningful collection of artifacts to documents teacher's skills and professional growth. The Professional Portfolio will be reviewed periodically by the building administrator and/or District Office administrators.

The development of the Professional Portfolio is not intended to be a "new" activity that will require hours to prepare. It should be a creative, organized reflection of a teachers' experience during the probationary period.

The building administrator will provide guidance to probationary teachers in the development of their portfolios. During the teacher's final year of probation, opportunities will be provided for the teachers to share their portfolios with each other and with building/district office administrators.

The Professional Portfolio shall be a collection of evidence about a teacher's practices that:

- a. Is connected to instructional outcomes;
- b. Encourages reflection, revision, and growth;
- c. Reinforces continuing effort and growth;
- d. Provides evidence of exemplary teaching.

The Professional Portfolio should contain representative works from each of the four Domains based on Charlotte Danielson's Framework for Teaching. Minimally, the portfolio should include:

1. Introduction
 - a. Cover page
 - b. Philosophy of the educator
2. Eight (8) artifacts, two from each of the four domains
3. Organization of the portfolio is up to the individual educator

Portfolios are always a work in progress and may be submitted digitally or in hard copy.

Due Date – the Professional Portfolio will be due at least 90 days before the teachers are formally granted tenure at a Board of Education meeting.

Appendix D

END OF YEAR - ANNUAL SELF REFLECTION OF DOMAIN PERFORMANCE

Provide reflections on one or more of the Domains below

Domain 1
Domain 2
Domain 3
Domain 4
Note: Your Professional Growth Log and/or Professional Portfolio found in <i>My Learning Plan</i> will help satisfy the requirements for Domain 4. These activities will automatically be uploaded to the Domain 4 box on this form.

Appendix E - New York State Student Learning Objective Template (if needed)

<i>All SLOs MUST include the following basic components:</i>	
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>
Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>

HEDI Scoring	<i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100	91-95	86-90	81-85	76-80	71-75	66-70	61-65	56-60	51-55	46-50	41-45	36-40	31-35	26-30	21-25	16-20	11-15	6-10	1-5	0
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

Appendix F – Teacher Improvement Plan (TIP)

**CROTON-HARMON SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN (TIP) FORM**

ADMINISTRATOR INITIATING THE TIP: _____

FACULTY MEMBER INITIATING THE TIP: _____

ADDITIONAL TIP PARTICIPANTS (if applicable):

DATE DEVELOPED: _____

DOMAIN(S) WHICH NEED TO BE ADDRESSED: (please refer to Danielson’s Components of Professional Practice; to provide further direction, administrator may list component(s) or sub-domain(s) as well).

- A. Describe Area(s) in Need of Improvement:

- B. The Performance Goals, Expectations, Benchmarks Standards and Timelines the Teacher must meet in order to achieve an Effective Rating.

- C. How Improvement will be Measured and Monitored (provide for periodic reviews of program and goal achievement)

- D. Anticipated Frequency and Duration of meetings of Teacher and Administrator (also mentor if assigned).

- E. The district will make available to assist the teacher appropriate Differentiated Professional Development opportunities, materials, resources and support and where appropriate, assign a mentor.

OUTCOMES

- _____ 1. AREA(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED: TIP SUCCESSFULLY RESOLVED

- _____ 2. PROGRESS NOTED; CONTINUATION ON TIP (*SEE EXPLANATION ON PAGE 3*)

- _____ 3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER ACTION TO BE DETERMINED (*SEE EXPLANATION ON PAGE 3*)

ADMINISTRATOR SIGNATURE: _____ DATE: _____

FACULTY SIGNATURE: _____ DATE: _____

EXPLANATORY NOTES OF THE ADMINISTRATOR, IF NECESSARY:

EXPLANATORY NOTES OF THE TEACHER, IF NECESSARY:

Appendix G – Appeals Process**CROTON-HARMON SCHOOL DISTRICT****APPR-TIP Appeal Procedure/Form****APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY**

Any eligible teacher who receives a final rating of developing or a final rating of ineffective (other than for a second consecutive time, see II below), or who wishes to appeal a TIP may appeal such a determination to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation reflecting such a rating or a teacher improvement plan. No ratings of effective or highly effective may be appealed. An appeal is deemed commenced when this form is completed, signed by the eligible teacher and hand delivered to the Office of the Superintendent.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeals procedures will limit the scope of appeal under Education Law 3012-d to following subjects:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews pursuant to Education Law 3012-d and subpart 3-0-3 of Commissioner's Regulations.
3. The adherence to the Commissioner's regulations as applicable to such reviews and compliance with any applicable locally negotiated procedures as required under Education Law 3012-d; and
4. The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education law 3012-d.

PROHIBITIONS AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIME FRAME FOR FILING APPEAL

All appeals must be submitted in writing no more than 15 calendar days of the date the teacher receives his or her APPR. If a teacher is challenging the issue of a teacher improvement plan, appeals must be filed within 15 days of issuance of such plan. The failure to file an appeal within these time frames shall be deemed a waiver of

the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time of the appeal is filed shall not be considered.

TIME FRAME FOR DISTRICT RESPONSE

Within fifteen (15) days of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, with the respect to the appeal. Every effort will be made to resolve the appeal in a timely and expeditious manner consistent with Education Law 3012-d. The response must include any and all additional documents or written materials specific to the point(S) of disagreement that support the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district and any and all additional information submitted with the response, at the same time that the school district filed its response.

DECISION MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such cases the board of education shall appoint another individual to decide the appeal.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and any documentary evidence submitted with such papers. Such decisions shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan if that person is different.

EXCLUSIVITY OF 3012-d APPEAL PROCEDURE

The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. a teacher may not resort to any other contractual grievance procedure for the resolution of challenges and appeals related to a professional performance review and/or improvement plan except as otherwise authorized by law.

Appendix H

Rubric for Psychologists

Criteria	Ineffective	Developing	Effective	Highly Effective
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan 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 has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

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

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

Criteria	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Appendix I

Rubric for School Counselors

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

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

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

Criteria	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies
4b: Maintaining records and submitting them in a timely fashion	Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor’s reports, records, and documentation are generally accurate but are occasionally late.	Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: Participating in a professional community	Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.nbsp;	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor’s participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in -interactions with colleagues, students, and the public; does not violate confidentiality	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Appendix J

Rubric for Speech/Language Pathologists

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

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

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

Criteria	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning, and declines to provide background material when requested.	Specialist is available to staff for questions and planning, and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining effective data management system	Specialist’s data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to treatment when needed.	Specialist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed.	Specialist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed.	Specialist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Specialist’s relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist’s relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically requested.	Specialist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Specialist’s participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality. Specialist does not meet the minimum attendance standards of the school or district.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. Specialist meets the minimum attendance standards of the school or district.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed. Specialist complies fully with the attendance standards of the school or district.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, and takes a leadership role with colleagues. Specialist takes a leadership role in seeing that Specialist and colleagues comply with school and district regulation, including attendance standards.

Appendix K

Rubric for School Nurse

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
1b: Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the nursing program appropriate to the setting and the students served	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues
1d: Demonstrating knowledge of government, community, and district regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the nursing program	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
2c: Following health protocols and procedures	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
2d: Supervising health associates	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
2e: Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

Criteria	Ineffective	Developing	Effective	Highly Effective
3a: Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
3c: Promoting wellness through classes or classroom presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
3d: Managing emergency situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3e: Demonstrating flexibility and responsiveness	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.
3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

Criteria	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
4c: Communicating with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
4d: Participating in a professional community	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.
4e: Engaging in professional development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Appendix L

Rubric for Teachers

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

<p>1f: Designing student assessment</p>	<p>Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction</p>	<p>Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
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Criteria	Ineffective	Developing	Effective	Highly Effective
<p>2a: Creating an environment of respect and rapport</p>	<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
<p>2b: Establishing a culture for learning</p>	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>Teacher’s attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.”</p>	<p>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.</p>
<p>2c: Managing classroom procedures</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>
<p>2d: Managing student behavior</p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>

2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
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Criteria	Ineffective	Developing	Effective	Highly Effective
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using assessment in instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

<p>3e: Demonstrating flexibility and responsiveness</p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
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Criteria	Ineffective	Developing	Effective	Highly Effective
<p>4a: Reflecting on teaching</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p>4b: Maintaining accurate records</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.</p>
<p>4c: Communicating with families</p>	<p>Teacher communication with families about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program as appropriate. Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</p>

<p>4d: Participating in a professional community</p>	<p>Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
<p>4e: Growing and developing professionally</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>
<p>4f: Showing professionalism</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>