PGAP

Professional Growth & Assessment Program

Cortland

Enlarged City School District

Effective 2020-2021

2020 Committee Membership

Angela Wanish
Kim Rowland
Jordan Ashley
Jennifer Spaulding
Joe Mack
Judi Riley
Zoe Walters

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Cortland Enlarged City School District
Professional Growth & Assessment Program

Philosophy

The Cortland City School District is dedicated to obtaining high standards of student achievement through excellence in professional practice. The formative element of this process acknowledges that the highest goal in staff assessment is to enable individuals to reflect upon and appraise their own work and to set new directions for professional and personal growth. Formative assessment also involves guidance and encouragement from peers, administrators and staff developers. The more formal and traditional summative element provides the basis for making justifiable decisions about tenure status and about the retention or dismissal of staff members, while meeting the goals of formative assessment whenever possible. The district recognizes that the success of this two faceted assessment process depends in large measure on the district-wide maintenance of a collegial environment sustained by mutual respect and trust among members of Cortland's educational community.

Professional Framework for Specialists – School Nurses

Domain 1 for School Nurses: Planning & Preparation

	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.

Domain 2 for School Nurses: The Environment

	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' 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.

Domain 3 for School Nurses: Delivery of Service			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
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.
Domain 4 for School Nurses: Professional Responsibility			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
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 makes a substantial contribution to school and district events and projects and assumes leadership role 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.**

Professional Framework for Specialists – School Psychologists

Domain 1 for School Psychologists: Planning & Preparation

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

Domain 2 for School Psychologists: The Environment

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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.

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Domain 3 for School Psychologists: Delivery of Service			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
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 (CSE Meetings)	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.

Domain 4 for School Psychologists: Professional Responsibility			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
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.

Professional Framework for Specialists – School Counselors

Domain 1 for School Counselors: Planning & Preparation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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.

Domain 2 for School Counselors: The Environment

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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.

Domain 3 for School Counselors: Delivery of Service

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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.

Domain 4 for School Counselors: Professional Responsibility

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

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Professional Framework for Specialists – Therapeutic Specialists

Domain 1 for Therapeutic Specialists: Planning & Preparation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	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 to 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 therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	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 procedures 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 outside 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 preventative 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 toward improving the program on an ongoing basis.

Domain 2 for Therapeutic Specialists: The Environment

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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 specialist'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 for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. 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 to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3 for Therapeutic Specialists: Delivery of Service			
UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed 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 develop treatment plans suitable for students, or plans are 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, doing 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 the plan or program, 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 they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
Domain 4 for Therapeutic Specialists: Professional Responsibility			
UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
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 an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust 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 asked to do so.	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 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 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 displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist 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.

Professional Framework for Specialists – School Social Workers

Domain 1 for School Social Workers: Planning & Preparation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of the principles of Social Work practice	Social Worker demonstrates little or no knowledge of Social Work principles and methods of practice.	Social Worker demonstrates basic knowledge of Social Work principles and methods of practice	Social Worker demonstrates thorough knowledge of Social Work principles and methods of practice	Social Worker demonstrates extensive knowledge of Social Work principles and methods of practice, and shares this knowledge with other professionals.
1b: Demonstrating planning for school social work needs	Social Worker is primarily reactive with few measures of impact.	Social Worker reviews relevant biopyschosocial data including health history, educational and family history, and intervention record.	Social Worker shares assessment information and uses the information to help design appropriate interventions.	Social Worker develops a written social plan based on school social work needs and collaboratively implements the plan.
1c: Demonstrating knowledge of Federal and State law and regulations, district policy and procedures related to students and families	Social Worker demonstrates little or no knowledge of Federal or State law and regulations, district policy or procedures.	Social Worker demonstrates basic knowledge of Federal and State regulations, district policy and procedures.	Social Worker demonstrates thorough knowledge of Federal and State law and regulations, district policy and procedures.	Social Worker demonstrates extensive knowledge of Federal and State law and regulations, district policy, and procedures, and applies this knowledge when providing services to students and families.
1d: Demonstrating a knowledge of school and community resources available to assist students and families	Social Worker demonstrates little or no knowledge of school and community resources available to assist students and families.	Social Worker demonstrates basic knowledge of school and community resources available to assist students and families.	Social Worker demonstrates thorough knowledge of school and community resources available to assist students and families.	Social Worker demonstrates extensive knowledge of school and community resources available to assist students and families, and shares knowledge of resources with colleagues.
1e: Demonstrating a knowledge of child development and cultural sensitivity	Social Worker lacks sensitivity or respect for cultural diversity and does not possess a basic knowledge of child development.	Social Worker demonstrates a beginning level of understanding of and respect for socio-economic and cultural diversity and child development.	Social Worker demonstrates understanding of and respect for socio-economic and cultural diversity and child development.	Social Worker demonstrates a comprehensive understanding of the various cultures and socio-economic groups represented in the school and community; actively assists school personnel to develop multicultural understanding and an advanced knowledge of child development.
1f: Establishing goals for the school social work program appropriate to the school and students served	Social Worker has no clear goals for the social work program or they are inappropriate to either the situation or age of the students.	Social Worker's goals for the social worker are rudimentary and are partially suitable to the situation and the age of students.	Social Worker's goals for the social work program are clear and appropriate to the situation and to the age of the students.	Social Worker'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.
1g: Planning intervention services	Recommended interventions are incongruent with student needs.	Recommended interventions are sometimes congruent with student needs.	Recommended interventions are consistently congruent with student needs.	Social Worker has planned interventions that demonstrate a superior level of clinical knowledge for educational planning.

Domain 2 for School Social Workers: The Environment

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing an environment of respect and rapport	Social Worker makes no attempt to establish rapport; interactions are consistently negative or inappropriate.	Social Worker attempts to establish rapport; interactions are generally positive and appropriate.	Social Worker actively and consistently works to establish rapport; interactions are consistently positive and appropriate.	Social Worker actively and consistently works to establish and maintain rapport; interactions are consistently positive and appropriate, demonstrating sensitivity and concern for others.
2b: Establishing a safe, welcoming and confidential environment	Social Worker fails to maintain adequate safeguards for the privacy and confidentiality of information and lacks understanding of student needs.	Social Worker has a basic knowledge of student needs and seeks further clarification of safeguards for the privacy and confidentiality of information.	Social Worker has a thorough understanding of student needs and knowledge of safeguards for the privacy and confidentiality of information and maintains adequate safeguards in everyday practice.	Social Worker has a thorough knowledge of safeguards related to privacy and confidentiality of information, uses sound judgment in everyday practice, creates an environment that reflects an understanding of student needs and promotes the importance of confidentiality among colleagues.
2c: Demonstrating a culture for productive communication with colleagues and families	Social Worker does not attempt to consult with school personnel, parents, etc.	Social Worker consults with school personnel, parents, etc. when requested.	Social Worker initiates consultation with school personnel, parents, etc.	Social Worker initiates consultation with school personnel, parents, etc.; actively engages others in problem solving process and participates in school wide initiatives.
2d: Organizing work space	The physical environment is in disarray or is inappropriate to providing services.	Social Worker's attempts to create an inviting and well-organized physical environment are partially successful.	The physical environment is inviting.	Social Worker has organized an effective work environment that is welcoming.
2e: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for services, they are not sure how to go about it.	Social Worker has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral are clear and have been developed in consultation with teachers and administrators.

Domain 3 for School Social Workers: Delivery of Service			
UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Assessing student needs, completing assessments and written reports	Social Worker conducts cursory and/or inaccurate assessments.	Social Worker conducts basic, accurate assessments with limited professional impressions and recommendations.	Social Worker conducts quality assessments that offer appropriate professional impressions and recommendations.	Social Worker conducts high quality comprehensive assessments; synthesizes data collected; offers detailed professional impressions and recommendations.
3b: Communicating goals clearly and accurately	Social Worker demonstrates little or no ability to communicate effectively.	Social Worker typically uses effective written and oral communication.	Social Worker consistently uses effective written and oral communication.	Social Worker consistently supports students and families to develop goals to maximize student achievement and to understand the impact of various educational choices; promotes the value of client self-determination.
3c: Engaging students in developing goals to maximize student achievement, while respecting client self-determination.	Social Worker does not support students in developing goals to maximize student achievement.	Social Worker typically supports students in developing goals to maximize student achievement.	Social Worker consistently supports students in developing goals to maximize student achievement.	Social Worker consistently supports students in developing goals to maximize student achievement and to understand the impact of various educational choices; promotes the value of client self-determination.
3d: Demonstrating collaboration with relevant school personnel and families	Social Worker does not participate in intra/interdisciplinary team process.	Social Worker participates in intra/interdisciplinary team process and contributes when requested.	Social Worker participates in intra/interdisciplinary team process and actively contributes.	Social Worker participates in intra/interdisciplinary team process and actively contributes, taking a leadership role when appropriate.
3e: Offering crisis intervention services as a member of an interdisciplinary team.	Social Worker lacks basic skill and/or ability to address crisis situations; or declines to offer crisis intervention services.	Social Worker demonstrates basic skill and ability in crisis intervention, and offers services as needed.	Social Worker demonstrates high level of skill and ability in crisis intervention; assists team in assessing level of crisis and planning appropriate interventions.	Social Worker demonstrates high level of skill and ability in crisis intervention; takes initiative in team planning for prevention and intervention.

Domain 4 for School Social Workers: Professional Responsibility			
UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: Maintaining accurate records and data	Social Worker does not maintain accurate records and data.	Social Worker generally maintains accurate records and data.	Social Worker consistently maintains accurate records and data.	Social Worker consistently maintains accurate records and utilizes data in planning, management and evaluation of school Social Work services.
4b: Promoting a positive school climate	Rarely supports district, department, and school mission and vision. Does not fulfill department responsibilities	Inconsistently supports district, department, and school mission and vision. Occasionally fulfills department responsibilities. Demonstrates basic knowledge of reforms in education and best practice models in School Social Work profession.	Often supports district, department, and school mission and vision. Generally fulfills department responsibilities.	Consistently and effectively supports district, department, and school mission and vision. Always fulfills department responsibilities.
4c: Advocating on behalf of students and families	Social Worker does not advocate on behalf of students and families.	Social Worker attempts to advocate on behalf of students and families.	Social Worker consistently advocates on behalf of students and families within the school and community.	Social Worker proactively advocates on behalf of students, families and groups and promotes respectful partnerships, using a multi-level systems approach.
4d: Empowering students and families to gain access to and effectively utilize school and community resources	Social Worker makes no effort to empower students and families to gain access to school and community resources.	Social Worker typically demonstrates effort to empower students and families to gain access to school and community resources.	Social Worker consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources.	Social Worker consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources; conducts follow-up to facilitate effective utilization of resources.
4e: Participating in professional development	Social Worker does not participate in professional development activities.	Social Worker participates in professional development activities when convenient or required.	Social Worker seeks out opportunities for professional development and seeks out resources for PD based on an individual and/or school wide assessment of need.	Social Worker actively participated in professional development opportunities, takes on a leadership role and makes a substantial contribution to the professional/education community.
4f: Showing commitment to the values and ethics of Social Work	Social Worker displays little commitment to the values and ethics of the Social Work profession.	Social Worker demonstrates a beginning level of commitment to the values and ethics of the Social Work profession.	Social Worker demonstrates a high level of values and ethics of the Social Work profession.	Social Worker demonstrates distinguished professional values and ethics of the Social Work profession and actively promotes values and ethical standards.

Professional Framework for Specialists – Library/Media Specialists

Domain 1 for Library/Media Specialists: Planning & Preparation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media 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 and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the library/ media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media 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.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1f: Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media 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.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Library/Media Specialists: The Environment

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist 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.	Interactions, both between the library/media specialist 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.	Interactions among the library/media specialist, individual students, and the classroom teachers 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 students in the library.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space to enable smooth flow	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

Domain 3 for Library/Media Specialists: Delivery of Service				
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Library/Media Specialists: Professional Responsibility			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media 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.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media 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	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

	Formal		Individual Support Plan
Cortland Enlarged City School District **Options for Probationary and Tenured Professionals**			
	Formal		**Individual Support Plan**
	Probationary*	**Tenured Staff**	**Probationary or Tenured Staff**
Components / Choices	**Components** **Classroom Observations:** *minimum three* completed by by March 26* *Minimum: 2 full & 1 walk-through* ▪ Pre-conference* May be mutually waived exclusive of first observation. Administrator may request additional information. ▪ Post-conference* *within five school days*	**Components** **Classroom Observation:** *minimum one* ▪ Pre-conference ▪ Post-conference* *within five school days* * *Moment in Time Observation Option Available . Moment in Time Observation removes the Pre-conference requirement. Moment in Time Observation is a the Principal's discretion	**Components** **Conference/Goal Setting:** ▪ Individual or Team and Written Verification of Selection ▪ Detailed, Specific Annual Action Plan ▪ Specific, Detailed Time Line **Formal Classroom Observation:** ▪ Announced with Pre- and Post-conferences within five school days ▪ Unannounced with Post-conference within five school days *(see Individual Support Plan)*
Mid-cycle Conference	Oral by Jan. 29	Oral by Jan. 29	Written by Jan. 29
Admin. Conference with Summary Scoring Rubric	Due by April 9	Due by close of school	Due by April 9	Due by June 4
Document deadlines may be altered by mutual agreement between teacher and building administrator			
* Occupational Therapists, Physical Therapists and Registered Nurses are licensed and serve 1 year probation through Civil Service. Probationary length for observation period for Occupational Therapists, Physical Therapists and Registered Nurses align with Civil Service Probation. If Civil Service Probation is extended, district Probationary Appointment extends to align with Civil Service.			

I. **Orientation** for Probationary Staff (either prior to start of school year or within one month of being hired)
    A. Meeting with Administrator and/or Mentor
        1. Review *Evaluation/Observation Procedures*
        2. Review *Professional Framework for Specialist* and discuss professional goals
        3. Discuss district professional development opportunities

II. **Observation/Evaluation by Administrator** (minimum of three per year for probationary staff.)
    A. Pre-conference (required first observation year one, optional thereafter by mutual agreement)
    B. Observation
    C. Post-conference (required)

III. **Mid-Year Conference**
    A. Teacher-Administrator check in on progress toward professional goals.
    B. Review of Professional Development needs and/or additional administrative support.

III. **Annual Summative Conference** (Staff Member and Administrator completed by **April 9, 2021** for probationary staff, end of year for tenured staff)
    A. Administrative Summative Scoring Rubric: Danielson Framework for Specialist Rubric Rating.
    B. Determination
        1. Recommendation for Continuance/Tenure and/or
        2. Development of Individual Support Plan or
        3. Recommendation to Discontinue

EXPLANATION:

The purpose of this option is to provide a more structured mode of supervision. This may include probationary staff who require greater specificity to meet tenure status, or a staff member whose competence is in question. The administrative supervisor will specify timelines and objectives, and may request involvement of others.

Ideally individual support is characterized by recognition on the part of the staff member and the administrator that the individual needs assistance to be successful. Observations and supervision will be frequent and all observations will be used as the basis for summative evaluation. Feedback will be immediate and specific. All available and appropriate resources will be utilized for support.

The decision about implementation of an Individual Support Plan should be collaborative, but may be directive. Individual support is intended to provide the best possible likelihood for professional growth; but it may lead to a recommendation for dismissal or non-tenure. It should maintain the supportive climate inherent in the supportive supervision process for as long as is feasible to foster growth.

STEPS IN THE PROCESS:

STEP 1: Placement

A. Based on administrative summative documentation of the lack of employee effectiveness, the administrator will assign the staff member to the *Individual Support Plan* option. A letter will be sent to the staff member to formally notify him/her of placement into the *Individual Support Plan* option. A copy of the letter will be forward to the superintendent and the personnel file.

B. The staff member will opt to have a team or one-on-one approach to the plan. A team approach is highly recommended if an *Individual Support Plan* is recommended beyond one year. The employee's selection will be verified in writing and a copy will be forwarded to the superintendent, CUT representative, team participant, and personnel file. In addition to the staff member and administrator the team will be comprised of the following:

Team Composition	Selected By	Role
Building Colleague	Staff member	Instructional support
Building CUT Representative	Staff member	Offers instructional support and monitors process
Administrator Colleague	Administrator	Offers instructional support and monitors process

STEP 2: Conference and Goal Setting

A. A conference will be held with the staff member, administrator and the review team (if selected) to develop the employee's annual goals.

B. The administrator, with input from the staff member and the review team (if selected), will write the staff member's Individual Support Plan, ISP. The ISP will be specific and detailed, and written within ten days of the conference. Copies will be distributed to team members.

C. A specific and detailed timeline will be worked out for the staff member and administrator to review progress. This should be in intervals of no longer than three to four weeks.

STEP 3:   Feedback and Review

A. Formal observations and evaluations will be conducted by the administrators.

B. Administrators will provide written feedback and specific suggestions after each set of formal observations and evaluations.

C. The administrator will share a written, mid-year progress report with staff member and the review team (if selected). The conference will be an analysis of performance and the degree of achievement of previously stated goals.

D. Copies of this document will be added to the staff member's personnel file.

E. Adjustments and refocusing of the plan can occur at anytime in response to the staff member's growth.

STEP 4:   Evaluation Report

A. Evaluations will be performance-based and will discuss the degree of attainment of the annual goals, including significant professional activities.

C. Staff member and/or administrator comments related to the observation should be attached to evaluations to form the evaluation report.

D. If it is determined that the staff member is not able to meet the district's professional standards, the administrator will share his/her recommendation with the staff member and the superintendent.

E. Copies of this evaluation report will be forwarded by the administrator to the central office and a copy given to the staff member.

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Cortland Enlarged City School District
Pre-Observation Form

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Name of Staff Member:		**Date:**	
Name of Administrator:		**Time:**	
Subject/Lesson Topic:		**School:**	
Class Observed:		**Room #:**	

Date and Time of Pre-conference: _____ _____ (*Can be waived. See Section B*)
(date)   *(time)*

Section A: To be completed by the staff member

1. What are your goals for this observation? (Please specify content and desired outcome.)

2. How will you know if the desired outcomes have been achieved?

3. What particular techniques do you want me to observe and provide feedback?

4. Other Comments

Section B: To be completed if the pre-observation conference is waived.
Pre-observation conference is mutually waived (exclusive of first observation for probationary staff). Administrator may request additional information.

_____   _____
Staff Member's Signature   *Date*

_____   _____
Administrator's Signature   *Date*

Section C: A post-conference is required.

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Cortland Enlarged City School District
Post-Observation Form

Name of Staff Member:		Date:
Name of Administrator:		Time:
Subject/Lesson Topic:		School:
Class Observed:		Room #:

Domain 1: Planning and Preparation

Domain 2: Environment

Domain 3: Delivery of Service

Domain 4: Professional Responsibility

Non-Observation Comments (Professional Qualities and Interpersonal Skills):

Staff Member's Comments on Evaluation:

Conference Held: _____

Staff Member's Signature - acknowledging review of this   *Date*
evaluation only; does not indicate agreement or disagreement
with the contents.

Administrator's Signature   *Date*

Signed original to circulate and initial as follows: **Asst. Supt. for C & I or PPS** _____ *initial*
                                                              Superintendent   _____ *initial*
                                                              Personnel Office (file) _____ *initial*

cc: **Principal**
     Staff Member
     Administrative Supervisor

Example

To be completed as a Self-Reflection by Specialist
Final Summative Scoring Rubric to be completed by Administrator

Cortland Enlarged City School District

Specialist: _____   Building: _____

Professional Role: _____

Administrator: _____

Total Rubric Points: _____

Comments:

Specialist: _____   Principal: _____

Cc: Personnel File (Cover Sheet Only)
    Full Summative Scoring Rubric – Principal File
                                    – Specialist

Individual Support Plan, ISP

Staff Name: _____   School: _____

Principal/Evaluator: _____   Initial Meeting Date: _____

Team Approach or Individual: _____

Area in Need of Improvement	
Desired Outcomes	
Activities to Support Reaching Desired Outcomes	
Timeline for Completion	
Resources to be Provided by District	
Evidence to Support Achievement of Goal	
Was Desired Outcome Achieved? Yes/No & Date	