EVALUATION HANDBOOK

PROFESSIONAL STAFF

July 2017

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PURPOSE

Evaluation of Teachers shall be a cooperative effort between the administrator and employee. An effective professional evaluation system is not only a means for evaluation but also a means to promote growth. It is our desire to encourage all professional persons to take an active role in the evaluation process.

Sioux Falls School District Evaluation Handbook Review Committee 2004
Sue Anderson, Counselor, Memorial Middle School
Larry Bandy, Principal, John F. Kennedy, Elementary
Dr. JoJean Callison, Assistant Principal, Axtell Park Middle School
Paul Gausman, Coordinator of Fine and Performing Arts, IPC
Steve Griffith, Principal, Edison Middle School
Dee Gulson, Principal, Oscar Howe Elementary
Jackie Hanthorn, Teacher, Axtell Park Middle School
Marcia Herr, Teacher, Patrick Henry Middle School
Pam Holloway,Teacher, Axtell Park Middle School
Dr. Pam Homan, Director Assessment, Information and Technology
Dianna Kemper, Principal, Mark Twain Elementary/Challenge Center
Bonnie Mehlbrech, Teacher, Roosevelt High School
Jamie Nold, Assistant Principal, Lincoln High School
Cheryl O'Brien, Coordinator of High School Education, IPC
Don Ryswyk, Assistant Principal, Roosevelt High School
Karen Sandager, Nurse, Whittier Middle School
Dr. Dave Scala, Assistant Superintendent
Marlys Schmidt, Counselor, Roosevelt High School
Sonja Sherburne, Teacher, Axtell Park Middle School
Gail Swenson, President, SFEA
Ann Tornberg, Teacher, Lincoln High School
Cindy Washburn, Teacher, Robert Frost Elementary

Sioux Falls School District Evaluation Handbook Review Committee 2008
Julie Aasen, Teacher, Washington High School
Dr. Fred Aderhold, Assistant Superintendent
Larry Bandy, Principal, John F. Kennedy Elementary
Lisa Brunick, Teacher, Hawthorne Elementary
Val Fox, Principal, Lincoln High School
Mike Moore, Assistant Principal, Whittier Middle School
Todd Peichel, Teacher, Hayward Elementary School
Ann Tornberg, President, SFEA
Jill Vettrus, Teacher, Patrick Henry Middle School

Sioux Falls School District Evaluation Handbook Review Committee 2011
Val Fox, Principal, Lincoln High School
Mike Moore, Assistant Principal, Whittier Middle School
Teresa Boysen, Principal, Harvey Dunn Elementary
Steve Griffith, Principal, Edison Middle School
Anne Wilson, Principal, Discovery Elementary School
Deb Merxbauer, President, SFEA
Jill Andersen, Teacher, Anne Sullivan Elementary School
Lori Stverak, Teacher, Robert Frost Elementary School
Jill Vettrus, Teacher, Axtell Park Middle School
Pam Oberembt, Instructional Coach, District-wide

Sioux Falls School District Evaluation Handbook Negotiations Committee 2013
Dr. Pam Homan, Superintendent
Sue Simons, Assistant Superintendent/HR Legal Services
Todd Vik, Business Manager
Val Fox, Principal, Lincoln High School
LaVonna Emanuel, Principal, Axtell Park Middle School
Nancy Duncan, Principal, Garfield Elementary School
Laura Raeder, Secondary Curriculum Coordinator
Deb Merxbauer, President, SFEA
Travis Dahle, Teacher, Washington High School
Jill Andersen, Teacher, Anne Sullivan Elementary School
Pat McMunigal, Teacher, Edison Middle School
Pam Oberembt, Instructional Coach, District-wide
Vickie Semmler, Teacher, Washington High School
Eric Uecker, Teacher, Washington High School

Sioux Falls School District Evaluation Handbook Negotiations Committee 2017
Jamie Nold, Assistant Superintendent of Administrative Services
Becky Dorman, Director of Human Resources
Molly Satter, Health Services Supervisor
Pam Oberembt, President, SFEA
Diane Kennedy, Principal, Lowell Elementary School
Kim Sharping, Principal, Patrick Henry Middle School
Mitchell Sheaffer, Principal, Cleveland Elementary School
Preston Kooima, Assistant Principal, Washington High School
Danyelle Cleveland, Teacher, Patrick Henry Middle School
Meredith Lind, Teacher, Harvey Dunn Elementary School
Tony Martinet, Teacher, Lincoln High School
Amanda Allison, Nurse, Horace Mann Elementary School
Nancy Peterson, Nurse, Instructional Planning Center

EVALUATION DEADLINES

1. **Prior to the completion of five (5) student contact days of school** – With input from the Teacher, the Evaluator shall place the Teacher in and beyond their fourth year of employment with the District on Cycle 1 on either Comprehensive A or Comprehensive B.

2. **September 30** – Evaluation purposes and procedures must be reviewed with Teachers.

3. **October 1** – Teachers on a Comprehensive B meet with Evaluator to discuss the Professional Growth Plan.

4. **December 1** – The first Formal Evaluation and at least two Drop-in visits must be completed for Teachers in the first year of employment and for Teachers on a Plan of Assistance in the District.

5. **December 1** – A minimum of two (2) Drop-in visits (if applicable) must be completed on all Teachers in their second and third year of employment in the District. The one required formal evaluation can be completed either semester prior to the summative evaluation.

6. **January 1** – A minimum of two (2) Drop-in visits (if applicable) must be completed on all Teachers in year four and beyond on Comprehensive A. The one required formal evaluation can be completed either semester prior to the summative evaluation.

7. **January 15** – Teachers on a Comprehensive B meet with Evaluator to review progress.

8. **April 1** – Evaluations and conferences must be completed for those on Plans of Assistance and 1st/2nd/3rd year Teachers.

9. **April 15** – Board Action must be completed to non-renew according to state law.

10. **May 1** – Summative Evaluations (Comprehensive A and/or Comprehensive B) must be completed unless Paragraph 8 applies.

CLASSROOM TEACHER
STUDENT LEARNING OBJECTIVES (SLO) PLAN DEADLINES
(ON CYCLE)

1. **Prior to the end of the last teacher working day in September:** Complete Step One (SLO Development) and Step Two (SLO Approval) of the SLO Plan

2. **October – May:** Complete Step Three (Ongoing Communication) – Progress updates with Evaluator

3. **Before first student day of following school term:** Complete Step Four – Submit written documentation/data of student growth

4. **September 15 of following school term:** On Cycle Classroom Teacher Effectiveness Rating provided to Classroom Teacher

DEFINITIONS

a. **Classroom Observation Worksheet –** a standardized worksheet that may be utilized by the Evaluator during the Formal Observation for Classroom Teachers, librarians/cybrarians and speech therapists. (Form A-CT) The information from the Worksheet should be summarized onto the Formal Evaluation Form – Comprehensive A. (Forms B-CT, G, H, I, J, K and L)

b. **Classroom Teacher** – an employee represented by SFEA who is not a counselor, speech therapist, social worker, librarians/cybrarians, psychologist, school nurses, or teacher on special assignment.

c. **Classroom Teacher Effectiveness Rating** – A combined Professional Practice Rating and Student Growth Rating according to the Summative Scoring Matrix Form. (C-CT2)

d. **Comprehensive A** – one of two formal processes of evaluating Teachers.

   First Year Teachers and Teachers on a Plan of Assistance: Consists of two (2) Formal Evaluations, four (4) Drop-in visits (if applicable), and a Summative Evaluation.

   Second Year and Beyond and Teachers with Change of Assignment: Consists of one (1) Formal Evaluation, four (4) Drop-in visits (if applicable), and a Summative Evaluation.

e. **Comprehensive B –** one of two formal processes for Teachers in 4th year of employment and beyond consisting of a Professional Growth Plan with jointly agreed upon goals to enhance specified Performance Areas from the indicators of effectiveness for the Teacher being evaluated, followed by specific action(s) to be taken and a means of determining the degree of accomplishment. (Form E or E-CT)

f. **Drop-in visits –** Drop-in visits in applicable work environments at least 10 minutes in duration. Each Drop-in visit used for evaluation will result in written feedback to the Teacher within five (5) working days of the Drop-in visit. If applicable, a summary of the Drop-in visits will be included in the Summative Evaluation. (Form C or C-CT1)

g. **Evaluation Cycle –** the Evaluation Cycle shall be as follows:

   Yearly Cycle:
   >   Teachers in years one (1) through three (3) of employment with the District – Comprehensive A, and for Classroom Teachers, an SLO Plan

   Two Year Cycle:
   >   Cycle 1: Teachers year four (4) with the District and beyond: Comprehensive A or B (individual or collaborative) (flexible order), and for Classroom Teachers, an SLO Plan
   >   Cycle 2: Off – no evaluation

   Teachers on a Plan of Assistance: Comprehensive A followed by Cycle 1
   Teachers with a Change of Assignment: Comprehensive A followed by Cycle 2

h. **Evaluator** – the building administrator, department chair, or supervisor who has been delegated the authority to act as a representative of the Superintendent.

i. **Formal Evaluation** – an observation of at least 30 minutes in length, with full knowledge of the Teacher, resulting in a written report. There shall be a Pre-Observation Conference and a Post-Observation Conference with the Teacher. Psychologists, social workers, counselors, nurses, and teachers on special assignment (non-classroom assignment) will be observed in various work environments. Classroom Teachers, librarians/cybrarians, and speech therapists will be observed in an instructional/classroom setting.

j. **Formal Evaluation Form** – Comprehensive A – a standardized form to be completed by Evaluator and Teacher after each Formal Evaluation. One copy will be sent to Human Resources for Teachers in first through third years of employment in the District and Teachers on a Plan of Assistance. (Forms B-CT, G, H, I, J, K and L)

k. **Informal Evaluation** – an observation of classroom or non-classroom duties resulting in a written report.

l. **Performance Areas** – criteria and indicators from areas identified in the indicators of effectiveness in this Handbook for the Teacher being evaluated.

m. **Personnel File** – a record of employment and evaluation that is kept on file at the IPC in Human Resources.

n. **Plan of Assistance** – a written plan for those in or beyond their fourth year of employment with the District to improve Performance Areas identified as deficient through the evaluation process. (Form D)

o. **Post-Observation Conference** – a review of the Formal Evaluation conducted between the Evaluator and Teacher in which the observation is critiqued and the summary/recommendations are discussed. The applicable evaluation form must be signed at this time or within the five (5) working day observation timeline. (Forms B-CT, G, H, I, J, K and L)

p. **Pre-Observation Conference** – a preview of the Formal Evaluation between the Evaluator and Teacher to discuss the upcoming Formal Evaluation. A one-to-one meeting is required for Teacher in the first three (3) years of employment and for those on a Plan of Assistance. The Pre-Observation Conference for staff in or beyond the fourth year may be oral, written or a combination of both by mutual consent.

q. **Professional Growth Plan** – jointly agreed upon goals to enhance specified Performance Areas for the Teacher being evaluated, followed by specific action(s) to be taken and a means of determining the degree of accomplishment.

r. **Professional Practice Rating** – an overall rating provided to a Classroom Teacher at the conclusion of a Comprehensive A or Comprehensive B evaluation cycle identified on the Summative Evaluation. (Form C-CT1).

s.   **Student Learning Objective (SLO) Plan** – a Classroom Teacher-driven goal or set of goals that established expectations for student academic growth over a period of time. These specific, measurable goals are based on student learning needs and aligned to applicable standards. A Student Growth Rating for the results of the SLO will be calculated.

t.   **SLO Template –** a standardized form to be completed by the Classroom Teacher for the SLO development, discussion, update and summary. (Form F-CT)

u.   **Summative Evaluation –** a standardized form to be completed following a Teacher's evaluation on either Comprehensive A or Comprehensive B. (Forms C and C-CT1)

v.   **Teacher** – all employees governed by this Handbook and the Collective Bargaining Agreement between the Board and SFEA.

w.   **Teacher Initiated Data –** information offered by the Teacher to the Evaluator concerning personal contributions, honors received, degrees earned, and classes taken or participated in for the benefit of personal and professional growth. This information can be documented for the purpose of recognizing the Teacher.

STEPS IN THE EVALUATION PROCESS

1. Procedures – **Formal Evaluations**

    a. A Formal Evaluation consists of an Observation which shall:
        1) be preceded by a Pre-Observation conference;
        2) be of at least thirty (30) minutes duration;
        3) occur on separate days – one each semester (if applicable);
        4) be done openly and with full knowledge of the Teacher (The use of eavesdropping, closed circuit television, public address or audio systems, and surveillance devices shall be strictly prohibited. The Teacher may request the use of such devices for the purposes of self-study and improvement)
        5) results in a written report; and
    b. A Post-Observation conference shall be held within the five (5) working day observation timeline. If a valid reason prevents the conference from taking place within the five (5) working day timeline, the reason must be handwritten beside the conference date, with both parties initialing the reason.
    c. The applicable evaluation form will be signed by both parties with a copy given to the Teacher. The Teacher's signature shall signify the Teacher has read the report and has received a copy of it.
    d. One (1) copy of the applicable performance evaluation form will be sent to Human Resources for Teachers in first through third years of employment in the District and Teachers on a Plan of Assistance (Forms B-CT, G, H, I, J, K and L) and shall be filed in the Teacher's Personnel File, one (1) copy of the evaluation form shall be retained by the Evaluator, and one (1) copy retained by the Teacher.
    e. Evaluations shall be conducted by either the building administrator or supervisor most directly responsible for the Teacher's work. In no case shall a supervisor with a part-time teaching assignment evaluate another Teacher in buildings to which the supervisor is assigned as a Teacher.
    f. The criteria on which a Teacher will be evaluated are derived from the indicators of effectiveness for the Teacher being evaluated.
    g. In the first year of employment in the District, up to one Formal Evaluation may be conducted by the Department Chair.
    h. One (1) copy of the Summative Evaluation (Forms C and C-CT1) will be sent to the Human Resources and shall be filed in the Teacher's Personnel File, one (1) copy shall be retained by the Evaluator, and one (1) copy retained by the Teacher.
    i. Formal evaluations are limited to the number outlined in the Evaluation Cycle (page 13), unless requested by the Teacher.

2. Procedures – **Informal Evaluation**

    a. An Informal Evaluation shall:
        1) consist of first-hand observation of a Teacher in his/her applicable work environment; and
        2) result in a written report.
    b. The written report of the observation shall be reviewed in a conference between the Evaluator and the Teacher within the five (5) working day observation timeline.

c. The written report of the observation will be signed by both parties with one (1) copy given to the Teacher and a copy retained by the Evaluator. The Teacher's signature shall signify the Teacher has read the report and has received a copy of it.

d. The observation shall be made by the administrator or supervisor most directly responsible for the Teacher's work and may also be made by the Superintendent, Assistant Superintendent, or Directors.

e. Informal Evaluations shall not be limited in number.

3. Procedures – **Drop-in Visits**

   a. Drop-in visits may occur at any time for all Teachers.
   b. Any Drop-in visit used as part of an evaluation will result in written feedback to the Teacher within five (5) working days of the Drop-in visit.
   c. As part of a Formal Evaluation for Classroom Teachers, librarians/cybrarians and speech therapists, four (4) Drop-in visits of at least 10 minutes in duration. Any Drop-in visit used for an evaluation will result in written feedback to the Teacher within five (5) working days of the Drop-in visit. A summary of the Drop-in visits will be included in the Summative Evaluation. (Forms C and C-CT1) *(Reference Evaluation Cycle for all evaluation deadlines)*

4. Procedures **– Evaluation of Itinerant Staff**

   a. Itinerant staff includes any Teacher with more than one building assignment.
   b. The administrator from the itinerant Teacher's home attendance center or District supervisor most directly responsible for the Teacher's work shall track the cycle and coordinate the shared evaluations of that Teacher.

5. **Plans of Assistance**

   a. When a Formal Evaluation, Informal Evaluation, or Drop-in visits reveal deficiencies that place a Teacher's continued employment in question, a written Plan of Assistance will be provided by the Evaluator and reviewed with the Teacher, for all staff who are in or beyond the fourth consecutive year of employment in the District. The Teacher shall be notified of his/her right to have an Association Representative present at the meeting during which his/her written Plan of Assistance is presented to and signed by the Teacher. (Form D)
   b. The Teacher will be placed on a Comprehensive A evaluation with a minimum of two (2) Formal Evaluations with Pre and Post Conferences. Informal Evaluations may also be utilized for the Plan of Assistance. A minimum of four (4) Drop-in visits shall occur. Each Drop-in visit will result in written feedback to the Teacher on a Plan of Assistance within five (5) working days of the Drop-in visit. A summary of the Drop-in visits, if applicable, will be included in the Summative Evaluation. (Forms C and C-CT1)
   c. A Summative Evaluation shall be completed by April 1 with at least one (1) Formal Evaluation occurring in the second semester. (Forms C and C-CT1)
   d. The Plan of Assistance shall include a statement of deficiency, the consequences of not correcting the deficiency, the program the Teacher must follow, the assistance which the supervisor must provide, the monitoring system and the evaluation provision.
   e. The Evaluator shall provide positive, supportive assistance and resources reasonably available.

f. The Evaluator or designee shall provide demonstrations of theories, techniques, and proper methods for the Teacher if necessary and/or appropriate.

g. A reasonable time (minimum of one (1) semester) shall be allowed for the Teacher to correct the deficiencies.

h. A Teacher placed on a Plan of Assistance shall receive no increase in compensation or step while the Plan is active. Movement on the schedule will begin after successful completion of the Plan.

6. General Procedures

a. In the event there is a disagreement between the Teacher and the Evaluator which may affect the Teacher's employment status, arrangements shall be made for a different administrator to evaluate the Teacher if the Teacher or administrator so requests.

b. Each school year the administration shall review the provisions of the law and this Handbook and the procedures for evaluation.

c. All evaluations shall be conducted uniformly throughout the District with respect to training provided Evaluators, evaluation forms used, and performance standards.

d. Teachers starting mid-year shall receive one (1) formal evaluation and two (2) Drop-in visits by April 1.

e. Flexibility in the evaluation process is allowed for teachers on a mid-year leave of absence.

7. Teachers in first three full years of employment in the District

a. During year one, Teachers shall be formally evaluated at least two (2) times, with additional Formal Evaluations if requested by the Teacher and provided the request is reasonable. The Classroom Teachers, librarians/cybrarians and speech therapists will receive a minimum of four (4) Drop-in visits. At least one (1) Formal Evaluation and conference shall be completed in the second semester.

b. During years two and three, Teachers shall be formally evaluated at least one (1) time each year with additional Formal Evaluations if requested by the Teacher and provided the request is reasonable. The Classroom Teacher, librarians/cybrarians and speech therapists will receive a minimum of four (4) Drop-in visits.

c. Formal Evaluations, Informal Evaluations, and Drop-in visits shall be completed by April 1.

8. Teachers in or beyond fourth full year of employment in the District:

Shall be on a Two-Year Cycle to include the following:
   a) Cycle 1: Comprehensive A or Comprehensive B (individual or collaborative) (flexible order) or
   b) Cycle 2: No evaluation.

9. Teacher in or beyond fourth full year of employment in the District with a Change of Assignment

a. A Teacher that changes buildings, subject areas, programs, or two or more grade levels (e.g. K to 2, 1 to 3, 2 to 4, or 3 to 5), will be placed on Cycle 1 – Comprehensive A.

b. This does not apply to itinerant staff whose building assignments may change but whose home attendance center, subject area, program and grade levels, or District Evaluator remains the same.

EVALUATION CYCLE

2 Year Evaluation Cycle	Teacher status				Change in Assignment
	Year 1	Years 2 and 3	Years 4 and Beyond	Plan of Assistance	
Comprehensive A Two Formals	Comprehensive A Two (2) Formal Observations with Pre and Post Conferences, four (4) Drop-in visits (if applicable) and one (1) Summative Evaluation by April 1. The first Formal Observation evaluation and conference shall be completed along with two (2) Drop-in's (if applicable) by December 1. For Classroom Teachers: An SLO Plan			Comprehensive A Two (2) Formal Observations with Pre and Post Conferences, four (4) Drop-in visits (if applicable) and one (1) Summative Evaluation by April 1. The first Formal Observation evaluation and conference shall be completed along with two (2) Drop-in's (if applicable) by December 1.	
Comprehensive A One Formal		Comprehensive A One (1) Formal Observation with Pre and Post Conference, four (4) Drop-in visits (if applicable) and one (1) Summative Evaluation by April 1. Two (2) Drop-in visits (if applicable) must be completed by December 1. For Classroom Teachers: An SLO Plan	Comprehensive A One (1) Formal Observation with Pre and Post Conference, four (4) Drop-in visits (if applicable) and one (1) Summative Evaluation by May 1. Two (2) Drop-in visits (if applicable) must be completed by January 1. For Classroom Teachers: An SLO Plan **OR**		Comprehensive A One (1) Formal Observation with Pre and Post Conference, four (4) Drop-in visits (if applicable) and one (1) Summative Evaluation by May 1. Two (2) Drop-in visits (if applicable) must be completed by January 1. For Classroom Teachers: An SLO Plan
Comprehensive B			Comprehensive B Professional Growth Plan For Classroom Teachers: An SLO Plan		

EVALUATION AND SLO PLAN FORMS

Evaluation Cycle	Classroom Teachers	Librarians/ Cybrarians	Speech & Language Therapy Staff	Psychologists	Social Workers	Nurses	Counselors
Cycle 1 **Comprehensive A**	Forms A-CT, B-CT, C-CT1, C-CT2, E-CT, & F-CT	Forms A-CT, B-CT & C or Forms C & G	Forms C & H	Forms C & I	Forms C & J	Forms C & K	Form L
Comprehensive B	Forms C-CT1, C-CT2, E-CT & F-CT	Forms C & E	Forms C & E	Forms C and E	Forms C & E	Forms C & E	Form L

RESPONSIBILITIES OF EVALUATOR AND TEACHER
(Specific Timelines are indicated on the Evaluation Deadline/Cycle)

A. EVALUATOR SHALL:

1. Shall communicate with the Teacher to review the purposes and procedures of evaluation and advise the Teacher on Cycle 1 whether the evaluation tool shall be a Comprehensive A or a Comprehensive B evaluation.

2. Must be trained with respect to evaluation procedures, evaluation forms, and indicators of effectiveness which are to be used.

3. Provide positive supportive assistance and resources that are available.

4. Provide for the demonstration of theories, techniques, and methodology for the Teacher if necessary and/or appropriate.

5. As part of a Formal Evaluation conduct a Pre-Observation conference, an observation, and a Post-Observation conference.

6. Furnish the Teacher with a written observation report no later than 5 working days after a Formal Observation.

7. Conduct observations openly and with the full knowledge of the Teacher.

8. Teachers on Plans of Assistance shall be notified of his or her right to have an Association Representative present at the meeting during which his or her written Plan of Assistance is presented to and signed by the Teacher.

B. TEACHER SHALL:

1. Meet with the Evaluator to review the purposes and procedures of evaluation and in years 4 and beyond provide input on whether the evaluation tool should be Comprehensive A or Comprehensive B.

2. Be familiar with the Evaluation Handbook and indicators of effectiveness for which the evaluation shall be based.

3. If applicable, provide the Evaluator a lesson guide during the Pre-Observation conference during a Formal Evaluation that will list the lesson objectives, teaching steps, and the evaluation of the lesson.

4. Complete the requirements of the assigned evaluation cycle.

5. Provide additional data that will be used in the Summative Evaluation, if Teacher so desires.

6. Implement all "improvement suggestions" after the Post-Observation conference.

INDICATORS OF EFFECTIVE TEACHING

SECTION 1 – PLANNING AND PREPARATION
Plans instructional tasks that are meaningful and related to learning goals
- plans for learning needs and abilities of each student
- prepares plans which correlate with specific instructional objectives
- plans instructional activities that communicate high level of expectation
- selects instructional methods (models) and learning activities that are compatible with content, learning styles, and student abilities
- constructs a variety of learning activities
- develops extended and enriched activities to challenge students beyond the required curriculum
- plans evaluation procedures consistent with instructional objectives

SECTION 2 – INSTRUCTION
A. Implements District curriculum
- uses approved District curriculum
- uses resource and supplemental materials that relate to the curriculum

B. Maintains a strong instructional focus utilizing the elements of effective instruction
- introduces the lesson
- states the lesson objective/goal
- teaches the content
- uses variation in voice, movement and pacing to focus attention during lesson
- models/demonstrates
- checks for understanding
- includes guided and/or independent practice
- summarizes lesson

C. Communicates a high level of expectation

D. Communicates clear learning goals to students

E. Adapts instruction to meet the needs of all students

F. Addresses various learning styles

G. Sequences content at an appropriate pace

H. Uses appropriate level of questioning to promote understanding
- solicits student participation
- extends student's responses/contributions or probes for deeper understanding
- provides ample time for students to respond to teacher questions and to consider content

I. Relates lesson content to prior and future learning

J. Requires students to summarize information in written and/or verbal form

K. Appropriately recognizes and reinforces individual student effort

L. Represents knowledge/information non-linguistically through a variety of methods
- Could include use of methods such as graphic organizers, physical models, mental pictures, drawings and pictographs, or kinesthetic activities

M. Organizes students in cooperative or ability groups when appropriate

N. Requires students to analyze and apply knowledge

O. Displays enjoyment, humor, and enthusiasm for teaching and expects students to enjoy learning

P. Conducts ongoing assessments for learning
- provides specific and immediate feedback related to student learning
- monitors students' performance as they engage in learning activities
- solicits responses or demonstrations from specific students for assessment purposes
- monitors and communicates student progress at regular intervals

Q. Provides re-teaching and/or interventions when appropriate

SECTION 3 – CLASSROOM ENVIRONMENT

A. Has established appropriate classroom rules and procedures that are clearly understood by all students

B. Effectively and consistently enforces rules and follows procedures

C. Redirects students naturally and immediately without disrupting others

D. Is well-organized and has all materials, equipment, etc., ready for immediate use

E. Carries out smooth and effective transitions (e.g., from one activity to another, as students enter and leave the room)

F. Maximizes time on purposeful instructional tasks

G. Begins and ends class period with focus on learning

H. Has established a positive learning environment
- respects and shows sensitivity to individual needs and concerns
- provides opportunities for the student to assume responsibility and develop independence
- avoids sarcasm and negative criticism
- establishes and maintains positive rapport with students
- establishes a trusting environment that fosters risk taking
- treats students in a professional teacher-student manner
- recognizes individual and cultural diversity of students

SECTION 4 – PROFESSIONAL RESPONSABILITES

A. Participates in ongoing professional growth
- reflects on teaching
- stays current in content and instructional strategies
- incorporates technology
- seeks and/or participates in opportunities such as Innovative and Experimental Programs, Summer Research, local, state and federal grants

B. Participates in school/professional and/or community organizations or events

C. Completes routine assigned tasks and complies with District requirements
- completes required paperwork
- monitors budget if required by position
- meets established timelines
- follows District and building policies and procedures
- demonstrates support of District goals

D. Promotes the education profession
- serves on building or District committees

- volunteers for extra duty assignments
- serves as a teacher, trainer, presenter or mentor to others
- serves as a positive role model in the school environment

E. Communicates effectively and professionally with colleagues, parents and students
- initiates communication with parents about student performance and/or behavior when appropriate
- conducts parent-teacher conferences in accordance with District policy
- reports student progress to parents and students
- maintains confidentiality unless disclosure is required by law
- develops and maintains supportive, flexible and cooperative relationships with colleagues, parents and students

INDICATORS OF EFFECTIVE SCHOOL LIBRARIANS/CYBRARIANS

The coordination of the library/media program requires leadership abilities and managerial skills. The leadership abilities and commitment of the building librarian/cybrarian are crucial factors in developing credibility for the library media program as an integral part of the teaching and learning in the school. Effective leadership articulates the vision of the school library media program. Effective management transforms the mission of the program into goals objectives and operating policies. The success of the library media program depends upon a joint partnership of the building librarian/cybrarian, staff, administration, and District library media services personnel.

To carry out the mission of the library media program, the librarian/cybrarian performs four separate but overlapping roles to link the information resources and services of the library/media program to the information needs and interests of the school's students and staff as information specialist, teacher, instructional consultant, and manager.

Through these roles the librarian/cybrarian provides access to information, formal and informal instruction, and recommendations for instructional planning to teachers.

I. Information Specialist

A. Librarians/cybrarians make resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school.
B. Access to the library collection and information resources is provided by an accurate and efficient retrieval system utilizing appropriate technology.
C. Students and staff receive assistance in identifying, locating, and interpreting information housed in and outside the library media center.
D. Teachers, students, parents, and administrators are informed of new materials, equipment, and services that meet their information needs.

II. Teacher

SECTION 1 – PLANNING AND PREPARATION
Plans instructional tasks that are meaningful and related to learning goals
- plans for learning needs and abilities of each student
- prepares plans which correlate with specific instructional objectives
- plans instructional activities that communicate high level of expectation
- selects instructional methods (models) and learning activities that are compatible with content, learning styles, and student abilities
- constructs a variety of learning activities
- develops extended and enriched activities to challenge students beyond the required curriculum
- plans evaluation procedures consistent with instructional objectives

SECTION 2 – INSTRUCTION

A. Communicates a high level of expectation
B. Communicates clear learning goals to students
C. Adapts instruction to meet the needs of all students
D. Uses appropriate level of questioning to promote understanding
- solicits student participation
- extends student's responses/contributions or probes for deeper understanding
- provides ample time for students to respond to teacher questions and to consider content

E. Relates lesson content to prior and future learning
F. Organizes students in cooperative or ability groups when appropriate
G. Requires students to analyze and apply knowledge
H. Displays enjoyment, humor, and enthusiasm for teaching and expects students to enjoy learning

SECTION 3 – CLASSROOM ENVIRONMENT

Has established a positive learning environment
- respects and shows sensitivity to individual needs and concerns
- provides opportunities for the student to assume responsibility and develop independence
- avoids sarcasm and negative criticism
- establishes and maintains positive rapport with students
- establishes a trusting environment that fosters risk taking
- treats students in a professional teacher-student manner
- recognizes individual and cultural diversity of students

SECTION 4 – PROFESSIONAL RESPONSIBILITIES

A. Participates in ongoing professional growth
- reflects on teaching
- stays current in content and instructional strategies
- incorporates technology
- seeks and/or participates in opportunities such as Innovative and Experimental Programs, Summer Research, local, state and federal grants

B. Participates in school/professional and/or community organizations or events
C. Completes routine assigned tasks and complies with District requirements
- completes required paperwork
- monitors budget if required by position
- meets established timelines
- follows District and building policies and procedures
- demonstrates support of District goals

D. Promotes the education profession
- serves on building or District committees
- volunteers for extra duty assignments
- serves as a teacher, trainer, presenter or mentor to others
- serves as a positive role model in the school environment

E. Communicates effectively and professionally with colleagues, parents and students

- initiates communication with parents about student performance and/or behavior when appropriate
- conducts parent-teacher conferences in accordance with District policy
- reports student progress to parents and students
- maintains confidentiality unless disclosure is required by law
- develops and maintains supportive, flexible and cooperative relationships with colleagues, parents and students

III. Instructional Consultant

A. Librarians/cybrarians participate in building, district, department, and grade-level curriculum development and assessment projects on a regular basis.

B. Librarians/cybrarians offer teachers assistance in using information resources, acquiring and assessing instructional materials, and incorporating information literacy into the classroom curriculum.

C. Librarians/cybrarians use effective teaching strategies in working with teachers to improve instructional activities.

D. Librarians/cybrarians provide leadership in the assessment, evaluation, and implementation of information and instructional technologies.

IV. Library/Media Program Manager

A. The mission, goals and objectives of the library/media program are clearly understood and supported by the administration, faculty, and students of the building.

B. The librarian/cybrarian exhibits energy, enthusiasm, and interpersonal skills in day-to-day interactions with all users of the library to create a positive image of the program.

C. The librarian/cybrarian develops and implements policies and procedures necessary for the effective operation of the library media program.

D. The librarian/cybrarian evaluates the library media program regularly to review goals and objectives in relation to user and instructional needs and to assess the efficiency and effectiveness of specific activities.

E. The librarian/cybrarian plans expenditures to fully utilize allocated budget funds.

F. The library media program is promoted by the library staff to demonstrate the importance of the program, publicizing available services and resources to students and staff.

G. The librarian/cybrarian assists in selection, training, and evaluation of the library media staff and volunteers as per building and District policies.

INDICATORS OF EFFECTIVE SPEECH AND LANGUAGE THERAPY STAFF

I. **Planning for Speech and Language Therapy**

   A. **Plans, evaluates, selects and modifies resources and activities consistent with instructional activities**.
- Plans for learning needs and abilities of each student.
- Prepares plans which correlate with specific instructional objectives.
- Plans instructional activities that communicate high level of expectation.
- Selects therapy methods and activities that are compatible with content, learning styles, and student abilities.
- Plans for cognitive levels of learning.
- Constructs a variety of learning activities.
- Develops extended and enriched activities to challenge students to communicate at a level commensurate with their language age.
- Plans evaluation procedures consistent with instructional goals and objectives.

   B. **Plans and demonstrates effective organizational and management skills.**
- Plans for the entire therapy session.
- Establishes an organizational system to complete routine tasks.
  - attendance
  - instruction for substitute therapist
  - lesson plans
  - daily documentation of progress
- Arranges appropriate physical environment.

II. **Implementing Instruction:**

   A. **Follows the District's Comprehensive Plan for Special Education**
- Designs and implements an approved individual educational program based on individual student needs.
- Uses materials that relate to the remediation of a specified communication disorder.

   B. **Includes Elements of an Effective Therapy Session**
- Uses an appropriate therapy model.
- Introduces the lesson.
- States the lesson goals and objectives.
- Teaches the content.
- Models/demonstrates.
- Checks for comprehension.
- Includes guided and/or independent practice.
- Summarizes and reviews presented material and concepts.

   C. **Uses Strategies and Techniques Appropriate to the Lesson Goals and Objectives.**
- Assesses student needs.
- Considers learning styles, learning stages, learning needs.
- Sequences content.
- Uses investigatory questioning to promote comprehension.
- Uses questions to promote higher level thinking skills.
- Uses appropriate responses to reinforce positive behavior.
- Provides specific and immediate feedback related to student learning.

D. Organizes the Student Environment – Facilitates the learning environment to encourage the development of positive communication skills.
- Conveys clear behavioral and language classroom expectations to students and monitors the compliance.
- Uses variations in voice, movement and positioning to focus attention during sessions.
- Manages more than one disorder at a time when necessary.
- Uses techniques and strategies to establish and maintain student motivation.
- Establishes a trusting communication environment that fosters positive skills in the area of communication.

E. Develops student self-concept – Enhances positive student self-concept and attitude toward learning.
- Instructs, models or counsels in ways to cope effectively with problem communication situations.
- Identifies and capitalizes on student interest and experiences and relates this to the re-mediation of communication disorders.
- Respects and shows sensitivity to individual needs and concerns.
- Provides opportunities for the student to assume responsibility for the development and continuation of good communication skills.
- Focuses on the development of the student rather than personality.
- Communicates praise commensurate with the needs of the individual students.
- Encourages and recognizes diversity in the overall communication process.

III. Evaluating Instruction

A. Assesses/monitors individual student progress.
- Uses techniques to check comprehension and progress of all students at regular intervals.
- Asks questions that are understood by students.
- Provides criteria that allow students to measure progress.
- Provides consistent flow of feedback on student performance.

B. Strives to meet the needs of students.
- Uses test score analysis.
- Adapts instruction to meet the needs of communicatively disabled students.

IV. Demonstrating Professionalism

A. Participates in ongoing professional growth
- stays current in content and therapeutic strategies
- seeks and/or participates in opportunities such as Innovative and Experimental Programs, Summer Research, local, state and federal grants

B. Participates in school/professional and/or community organizations or events

C. Completes routine assigned tasks and complies with District requirements
- completes required paperwork
- monitors budget if required by position
- meets established timelines
- follows District and building policies and procedures
- demonstrates support of District goals

D. Promotes the speech and language profession
- serves on building or District committees
- volunteers for extra duty assignments
- serves as a teacher, trainer, presenter or mentor to others
- serves as a positive role model in the school environment

E. Communicates effectively and professionally with colleagues, parents and students
- initiates communication with parents and students about student progress, performance and/or behavior when appropriate
- maintains confidentiality unless disclosure is required by law
- develops and maintains supportive, flexible and cooperative relationships with colleagues, parents and students

F. Portrays positive self-concept and attitudes toward the vocation
- Treats students in a professional therapist-student manner
- Displays enjoyment, humor and enthusiasm
- Recognizes individual and cultural diversity of students

INDICATORS OF EFFECTIVE SCHOOL PSYCHOLOGISTS

I. Planning for Session for School Psychologist

A. Selects appropriate assessments.
- Selects valid assessments consistent with tasks (tasks typically include consulting, interviewing, observing, and administering psychological tests).
- Selects valid and reliable assessments that are compatible and correlate to assessment objectives.
- Uses assessments in accordance with District guidelines.

B. Demonstrates effective organization to complete tasks.
- Selects proper physical environment for the tasks.
- Establishes an organizational system to complete routine tasks.
  - selects appropriate materials
  - records appropriate information
- Provides written reports to staffing teams.
  - meets timelines for submitting reports
  - covers content required for eligibility and instructional planning
  - leaves service and placement recommendations to be determined by placement committees

II. Implementing/Participation in Session

A. Adheres to appropriate professional guidelines.
- Uses tests that are valid and reliable.
- Uses guidelines similar to those of the National Association of School Psychologists.
- Follows district guidelines for special education.

B. Includes elements of an effective session.
- Gains rapport.
- States the reason for the session objectively to the student, staff, or parent.
- Uses good techniques of testing, interviewing, consulting, or observing.

C. Uses techniques appropriate to the session tasks.
- Assesses student needs.
- Uses appropriate responses to promote maximum results.
- Administers tests appropriately to promote valid results.
- Follows the exact directions in the testing manual.

D. Facilitates through proper rapport to encourage valid results.
- Conveys a clear message of acceptance and caring to the student, staff, or parents.
- Uses techniques that establish good communication.
- Establishes a trusting relationship with the student, staff, or parents.
- Uses techniques to establish and maintain student motivation.

E. Enhances session positively and constructively by use of interpersonal relating skills.
- Models and counsels in ways to cope effectively with problem situations.
- Respects and shows sensitivity to individual needs and concerns.
- Focuses on student behavior and results rather than personality.
- Communicates praise commensurate with the needs of students and teachers.
- Encourages and recognizes diverse opinions.

III. Evaluating Methodology

  A. Uses techniques that effect credibility of the evaluation.
- Uses techniques to check understanding and progress of student at regular intervals.
- Asks questions that are understood by the student.
- Scores results of tests with extreme accuracy.

  B. Determines the needs of students through assessment.
- Selects assessments for special needs students.
- Reviews assessment history.

IV. Demonstrating Professionalism

  A. Participates in ongoing professional growth
- Stays current in professional methods
- Seeks and/or participates in opportunities such as Innovative and Experimental Programs, Summer Research, local, state and federal grants
- Participates in professional and/or community organizations

  B. Participates in school/professional and/or community organizations or events

  C. Completes routine assigned tasks and complies with District requirements
- Completes required paperwork
- Monitors budget if required by position
- Meets established timelines
- Follows District and building policies and procedures
- Demonstrates support of District goals

  D. Promotes the profession
- Serves on building or District committees
- Volunteers for extra duty assignments
- Serves as a teacher, trainer, presenter or mentor to others
- Serves as a positive role model in the school environment

  E. Communicates effectively and professionally with colleagues, parents and students
- Initiates communication with parents about student performance and/or behavior when appropriate
- Reports information accurately
- Develops proper and informative reports
- Indicates student strengths and weaknesses as determined by assessment
- Maintains confidentiality unless disclosure is required by law
- Develops and maintains supportive, flexible and cooperative relationships with colleagues, parents and students

  F. Portrays positive self-concept and attitudes toward the vocation
- Treats students with a professional manner and treats them with dignity and respect
- Displays enjoyment, humor, and enthusiasm
- Recognizes individual and cultural diversity of students

INDICATORS OF EFFECTIVE SCHOOL SOCIAL WORKERS

A key to a comprehensive school social worker program is a credible system for social worker evaluation. In drawing conclusions about social worker performance, Evaluators are asked to rely on the standards of practice expected of social workers in the Sioux Falls School District. These indications of effective school social work function as a basis for social worker evaluation and also serve as a guide for self-evaluations.

Standard 1: **PLAN AND DELIVER THE SCHOOL SOCIAL WORK PROGRAM**

A. Carries out goals of the school social work program.
- Participates in planning annual social work goals.
- Cooperates as a member of a team which advocates a developmental approach to meeting the personal, academic and career planning needs of all students.
- Achieves identified annual social work goals.

B. Utilizes activities and processes appropriate to the needs of students.
- Selects and develops resources that meet the needs of students and their families.
- Adapts resources and strategies that are relevant to the needs of students.

C. Manages time efficiently and effectively in performing social work functions.
- Maximizes use of time available for social work services.
- Maintains a daily social work log of contacts with students.
- Meets regularly with school support staff.

Standard 2: **PROVIDE APPROPRIATE SERVICES TO STAFF, PARENTS AND COMMUNITY**

A. Establishes effective professional relationships and consults with staff.
- Serves as a resource person to identify school and community resources to assist students/families.
- Conducts effective student-family-school staff conferences.
- Facilitates smooth student transition from one level to the next (K through post-secondary).
- Presents in-services, workshops or in other ways promotes positive family, school, and community relationships.

B. Shares student information with staff, within the limits of confidentiality.
- When deemed to be in the best interest of students, social worker promptly communicates appropriate student information to selected staff.
- Uses discretion in handling confidential information.
- Maintains the confidence of staff and students.

C. Serves as an effective liaison between the school district and community agencies.
- Demonstrates knowledge of the roles/responsibilities of community agencies.
- Establishes and maintains ongoing liaison relationships with various individuals and agencies that play a significant role in student development.
- Establishes and maintains ongoing liaison relationship with personnel in other educational institutions.

D. Consults with parents/guardians regarding the educational, career and personal/social development of students.
- Demonstrates knowledge of, interest in, and understanding of the roles, responsibilities, and circumstances of the parent.
- Exhibits sensitivity, empathy, acceptance, and understanding necessary for establishing rapport with parents.
- Encourages parents to practice effective parenting skills.
- Communicates effectively with parents regarding student's progress and areas of difficulty and success.
- Conducts effective parent conferences.
- Presents workshops for parents when appropriate.
- Assists with forming realistic perceptions of the student's abilities, interests, and attitudes as related to the educational, career, and personal/social development of students.
- Conducts home visits.

E. Interprets the school social work program to staff, parents, and community.
- Seeks opportunities to inform the community about school social work services.
- Uses a variety of strategies to communicate to staff, parents, and community.
- Explains the philosophy and practices of school social work services.

Standard 3: USE APPLICABLE SOCIAL WORK SKILLS

A. Utilizes varied social work techniques to enhance student learning.
- Refers students/families to school, district, and community agency programs.
- Assists teachers with recognizing and providing for individual student differences.
- Communicates with parents and teachers regarding student performance.

B. Employs effective individual counseling strategies to facilitate attitude and behavior changes.
- Provides effective personal counseling to students, using some theoretical base.
- Encourages students to assume responsibility for own behaviors, choices, and relationships.
- Exhibits sensitivity, empathy, and acceptance necessary for establishing rapport.
- Holds positive regard for the worth, dignity, and uniqueness of each individual.
- Uses both verbal and nonverbal communication behaviors appropriately.
- Responds to verbal and nonverbal communications in meaningful ways.
- Uses open-ended questions and prompts.
- Reflects feelings of communicator.
- Accurately paraphrases content of communicator's message.
- Uses interpretation skills effectively.
- Is able to think of multiple options for problem solution.
- Is able to envision and relate possible consequences of various options.
- Can articulate own theoretical framework with respect to social work.
- Irrespective of counseling technique utilized, the social worker demonstrates warmth, congruency, openness, empathy, unconditional positive regard and genuineness.

C. Conducts appropriate group activities.
- Demonstrates knowledge of group dynamics.
- Forms and facilitates groups as necessary.
- Facilitates groups for students using some theoretical model.

- Keeps group on task.
- Sensitively encourages participation of each group member.
- Facilitates communication between participants.
- Interrupts destructive interaction.

D. Establishes effective rapport with students, parents and staff.
- Communicates effectively with and about students.
- Acts as student advocate appropriately and effectively.
- Exhibits sensitivity, empathy, warmth, and acceptance necessary for establishing rapport.
- Aware of students' backgrounds.
- Respects students and is considerate of their needs.
- Maintains a positive attitude and is supportive and promotes students' self-worth.
- Promptly acknowledges request to see a social worker.
- Indicates conditions under which confidentiality is provided with respect to privileged communication.

Standard 4: PERFORM IN A PROFESSIONAL MANNER

A. Accepts and uses constructive criticism to enhance self-development and job performance.
- Is open to constructive criticism.
- Sets goals and monitors performance standards which are in need of improvement.
- Enrolls in staff development sessions which relate to self-development and job performance improvement.
- Seeks out information and feedback relative to job performance.

B. Speaks and writes clearly, effectively and appropriately.
- Practices standard English usage in speaking and writing.
- Uses appropriate vocabulary.
- Uses correct spelling.
- Oral and written communication is well organized, to the point and facilitates understanding.

C. Improves performance by keeping informed of current theories, practices, issues and trends related to education and school social work.
- Applies research knowledge and seeks new ways to enhance performance.
- Attempts sound innovative and creative approaches to problems.
- Develops and implements a personal, professional growth plan.
- Attends classes/seminars/workshops appropriate to needs and interests.
- Seeks out both formal and informal experiences designed to enhance knowledge and skills of profession.

D. Is actively involved in social work professional growth activities and organizations.
- Reads and shares professional journals, newsletters and articles.
- Holds professional membership and supports the work of local chapters.
- Accepts leadership roles in professional associations.
- Participates actively in in-district in-service offerings.
- Volunteers to serve on committees or accepts other leadership opportunities as offered.

E. Is resourceful in responding to situations.
- Adapts social work techniques and methods to individual students.

- Is knowledgeable about the range of personal, educational and career resources available in the school and community to assist students and parents.
- Collaborates with others throughout the school and community when deemed to be appropriate.
- Gathers as much information as needed to consult effectively and efficiently.
- Establishes credibility by being able to suggest a variety of options, alternatives, resources, or strategies.

F. Uses one's own initiative to accomplish tasks; is self-motivated.
- Exceeds expectations which are explicitly defined.
- Initiates school social work program changes as necessary.
- Seeks creative solutions to identified problems within the school.
- Ensures that communication flows freely when working with students, parents, and teachers.
- Determines needs and priorities as perceived by students, parents, staff, and administration.
- Works well with minimum supervision.

G. Maintains confidentiality.
- Makes a commitment of primary responsibility to students while providing adequate communication to teachers, parents, administrators, and other referral sources without violating confidentiality of the relationship.
- Refrains from revealing confidential information inappropriately.
- Indicates conditions under which confidentiality is provided with respect to privileged communication.

H. Maintains high professional ethics.
- Observes ethical standards of the National Association of Social Workers.
- Adheres to district policies and legal guidelines.
- Does not impose personal value judgments on others.
- Demonstrates impartiality with respect to gender, sexual orientation, ethnicity, or ability of students.
- Is aware of own personal/emotional and professional limitations.
- Uses student records in a professional manner.

I. Promotes positive public relations.
- Assists with helping the parents as well as the students and staff understand the school social work program and its variety of activities.
- Explains the priorities and practices of the school social work program effectively.
- Strives to be available to meet the public at open houses, parent/teacher conferences and other functions.

J. Contributes ideas to improve the climate and operation of the school.
- Actively participates in committee meetings.
- Cooperates with the school administration in addressing school goals and concerns.
- Makes recommendations to the administration relative to improving the climate and operation of the school.

INDICATORS OF EFFECTIVE SCHOOL NURSES

Section 1. PLANNING FOR NURSING SERVICES

Clinical Knowledge – Utilizes a distinct clinical knowledge base for decision-making in nursing practice.

  A. Applies appropriate nursing theories to meet:
  - the unique and diverse needs of the students, staff and parents in the school community;
  - the objectives of the school health program;
  - and the mission of the education system.

Nursing Process – Uses a systemic approach to problem-solving in nursing practice.

  A. *Assessment:* Using appropriate techniques, collects and documents information regarding students, families, Teachers, health care providers, organizations, and/or the community in a systematic, continuous manner.
  B. *Diagnosis*: Analyzes assessment data to allow for arrival at conclusions which can be validated, are documented, and facilitate the development of a plan of care and acceptable outcomes.
  C. *Identify Outcomes:* Identifies measurable, appropriate, attainable and timely goals, derived from the diagnosis. Goals should be mutually formulated with client and/or client's family, and documented to provide for continuity of care.
  D. *Plan:* Develops and documents a plan of care in which the use of nursing interventions are designed to attain mutually formulated outcomes unique to the client.
  E. *Implement:* Executes, and documents interventions noted in a plan of care.
  F. *Evaluate:* Systematically and continuously appraises client responses to interventions in relation to developed outcomes. Documents and uses evaluation data to revise plan of care as appropriate.

Section 2. IMPLEMENTATION OF NURSING SERVICES

Clients with Special Health Needs - Contributes to the education of the client with special health needs by assessing the client, planning and providing appropriate nursing care, and evaluating the identified outcomes of care.

  A. Possesses knowledge of areas related to the delivery of nursing care to students with special health needs, to include, but is not limited to:
  - common and disabling conditions of childhood
  - national and state laws and judicial decisions applicable to Special Education and Section 504, and the rights of students and parents
  - school district policy and procedures related to students with special needs
  - existence and nature of local resources designed to meet the health educational needs of the
    child with special needs
  - the role of the school nurse in Special Education
  - the role of the school nurse with respect to students with special health needs
  - the roles of other members of the team assessing the student
  - the effect of chronic illness or disability on student and family

B. Conducts holistic nursing assessments of students with special health needs, to include:
- a health and physical assessment
- a health and developmental history
- observation of the child, at school or home as appropriate
- elicitation of supporting medical data as available

C. Participates in and presents findings, nursing diagnoses and recommendations at team meetings.

D. Participates in the development of the educational plan appropriate to child's needs.

E. Develops and implements nursing plan of care.

F. Monitors on-going health status of students with special health needs and uses information gathered to work with team to adjust students' educational program as needed.

G. Acts as a facilitator and advocate for the child/student with special health needs.

H. Acts as an advocate for the family of the child with special health needs as necessary and appropriate.

I. Provides education and information essential for facilitating normalization of the student's educational experiences to parents, teachers and other staff.

J. Provides information to parents of students with special health needs regarding school policy and procedures related to their child and the child's condition.

K. Performs skilled nursing procedures as necessary in a safe, competent and efficient manner.

L. Delegates and supervises others in the performance of nursing procedures where permitted by state and local law and state Nurse Practice Act.

Health Education – Assists students, families and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education.

A. Participates in the assessment of health education needs for the school community.

B. Identifies sources of, and evaluates, health curricula, instructional materials and educational activities for use in school district.

C. Acts as a resource person to school staff regarding health education and health education material.

D. Promotes and participates in the integration of health concepts within the regular school curriculum.

E. Promotes and collaborates in the application of health promotion principles within all areas of the school community.

F. Provides formal health instruction within the classroom.

G. Uses sound learning and developmental theories in the provision of formal classroom health instruction.

H. Provides individual and classroom health teaching and counseling for students, staff and families as needed.

I. Promotes student, staff and school safety through health education.

Section 3: EVALUATION OF NURSING SERVICES

Program Management – Establishes and maintains a comprehensive school health program.

A. Participates in the coordination and management of nursing, health, or health education programs and their personnel as appropriate.

B. Participates in evaluation of the efficacy of on-going health programs and

communicates findings to administrators and/or nursing supervisor as appropriate.
C. Develops and implements health policies and procedures in collaboration with school administration and/or nursing supervisor as appropriate.
D. Participates in budgeting for nursing and health services as necessary.
E. Identifies current and potential health problems for individuals and the school as a community and the need for new health programs using systematic needs assessment techniques.
F. Demonstrates knowledge of sources of funding for existing or potential school health programs.
G. Demonstrates knowledge of district policy and local and state and federal laws related to existing and potential school health programs.
H. Participates in the development and implementation of needed health programs using a program planning process.
I. Identifies alternative or supplemental funding sources for health or health-related programs, as necessary.
J. Orients, supervises and evaluates health assistants, aides, and others involved in health services delivery as appropriate.
K. Develops and/or participates in committees as appropriate.

Collaboration within the School System – Collaborates with other school professionals, parents, and caregivers to meet the health, developmental and educational needs of clients.
A. Demonstrates knowledge of the philosophy and/or mission of the school district) the kind and purpose of its curricular and extracurricular activities, and its programs and special services.
B. Demonstrates knowledge of the roles of other school professionals.   .
C. Delineates roles and responsibilities of other school professionals and adjunct personnel.
D. Demonstrates the ability to dialogue appropriately, and as necessary, regarding on-going care for students/clients.
E. Collaborates with parents or caregivers regarding self-care issues of students/clients.
F. Collaborates with other school personnel to meet student health, developmental, and educational needs, in a facilitator role.
G. Recognizes and utilizes as appropriate and necessary the expertise of other school professionals to meet the needs of students.
H. Functions as an advocate for student and family in interdisciplinary collaboration.
I. Makes home visits, as necessary, to collect data, plan, implement and/or evaluate client care.
J. Functions as school-home liaison in student/family health concerns.
K. Advises administrators of collaborative plans of care for students as necessary.

Collaboration with Community Health Systems - Collaborates with members of the community in the delivery of health and social services, and utilizes knowledge of community health systems and resources to function as a school-community liaison.
A. Identifies community agencies as resources for students and families, and evaluates each for appropriateness for clients' needs to include eligibility criteria, costs, accessibility, and other factors that may impact services to clients.
B. Communicates and networks with community health providers regarding client interventions as appropriate.
C. Functions as a liaison for the school in on-going school-community agency

cooperation and collaboration related to health issues.
- **D.** Participates in community health needs assessments as necessary.
- **E.** Participates in the assessment of the potential for the establishment of school-community collaborative health projects.

Section 4: DEMONSTRATES PROFESSIONALISM

Communication – Uses effective written, verbal and nonverbal communication skills.
- **A.** Uses communication as a positive strategy to achieve nursing goals.
- **B.** Employs effective expressive and receptive verbal skills demonstrating articulate speech and good listening ability.
- **C.** Employs clear, cogent and concise written communication.
- **D.** Employs an effective system of data storage, retrieval and analysis.
- **E.** Demonstrates sensitiveness to values of students, families and staff.
- **F.** Demonstrates understanding and clarification of professional and personal values, and the impact of such on own professional communication.   .
- **G.** Identifies and uses own interpersonal strengths.

Accepts and uses constructive criticism to enhance self-development and job performance.
- **A.** Is open to constructive criticism.
- **B.** Sets goals and monitors performance standards which are in need of improvement.
- **C.** Enrolls in staff development sessions which relate to self-development and job performance improvement.
- **D.** Seeks out information and feedback relative to job performance.

Maintains confidentiality.
- **A.** Makes a commitment of primary responsibility to students while providing adequate communication to teachers, parents, administrators, and other referral sources without violating confidentiality of the relationship.
- **B.** Refrains from revealing confidential information inappropriately.
- **C.** Indicates conditions under which confidentiality is provided with respect to privileged communication.

Maintains high professional ethics.
- **A.** Observes and demonstrates ethics in accordance with the Nursing Scope and Standards of Practice.
- **B.** Adheres to district policies and legal guidelines.
- **C.** Does not impose personal value judgments on others.
- **D.** Demonstrates impartiality with respect to gender, sexual orientation, ethnicity, or ability of students.
- **E.** Is aware of own personal/emotional and professional limitations.
- **F.** Uses student records in a professional manner.

Professional Development - Identifies, delineates and clarifies the nursing role, promotes quality of care, pursues continued professional enhancement, and demonstrates professional conduct.
- **A.** Pursues continued professional growth and development through educational programs and national certification.
  - Demonstrates sensitivity to the politics and organizational structure of the school system.
  - Conducts self-evaluation.
- **B.** Participates in school nurse professional activities at local, state and national levels.

Indicators of Effective School Counseling

Domain 1 for School Counselors: Planning and Preparation				
Level of Performance				
Component	*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 understanding of counseling theory and techniques
Possible evidence: Professional development, literature/resources, policy reviews/handbooks, situational examples, IEP's, small groups, best practices (procedure for suicidal ideation, consultation for IEP's), observations.				
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development 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 the individual students follow the general$_{patterns.}$
Possible evidence: Professional development, lesson plans, presentations, meeting agendas (senior class meetings, etc) IEP's, referrals, student activity/interaction, observations				
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 student.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and$_{to the age of}$ the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school$_{and to the}$ age of the student hand have been developed following consultation with students, parents, and colleagues.
Possible evidence: Master calendar, measurable data (DSTEP, school improvement teams, attendance, behavior, etc), pre-post assessments, climate surveys, needs assessments, school profile, create and monitor annual program goals.				
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 student 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 student is extensive, including those available through the school$_{or}$ district and in the community.
Possible evidence: Professional development, 504's/IEP's, regulations, school law, mandatory reporting, ethics, school counseling program and other resource brochures (pregnancy, violence, etc) Resources school handbook, local, government, agencies, policies. Post-secondary planning: Financial aid, admissions, military, career. Elementary school admission (immunizations, social security numbers, FERPA, etc).				
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 included 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.
Possible evidence: Master calendar/action plan, guidance curriculum (character counts, bullying programs, etc.), needs assessment, mission statement (aligned with school's mission statement), Refer to ASCA or SD Comprehensive School Counseling$_{Model}$ for sample.				
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.
Possible evidence: Portfolios, rubric, pre-post assessments for guidance units, communication with staff and administration, SD Comprehensive Counseling Model, needs assessment (parent, teachers, students, community, etc.) See 1c and 1d.				

Indicators of Effective School Counseling

Domain 2 for School Counselors: The Environment				
	Level of Performance			
Component	*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 teachers students how to engage in positive interactions.
Possible evidence: *Student request forms, surveys, visibility to students (hallways, activities), immediate interventions, school climate involvements, leadership initiative, personal statements from parents, teachers, students, thank you's, etc, student interaction observations (also informal – student activities, hallways, etc.)*				
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.
Possible evidence: *Teachers referral documentation, teacher/student mediation, presentations, committees, special programs, educate student on productive communication, conflict resolutions, etc., modeling productive communication (non-formal observations).*				
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 maintain$_{them}$.
Possible evidence: *Posted availability/daily schedule (whiteboard, posted schedule, request form), master calendar, referral procedure, informed consent (visible/documented), time on task effectiveness to program (direct services, administrative duties, etc), suggested percentages can be found within SD comprehensive school counseling model.*				
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 make 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.
Possible evidence: *Active leadership roles, committee involvement, counseling session times focused and goal oriented, session expectations and limitations, student/staff conduct (handbook, policies/procedures).*				
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.
Possible evidence: *Inviting space, files organized, overall organization of space, developmentally appropriate materials and environment, student artwork, no hazards*				

Indicators of Effective School Counseling

Domain 3 for School Counselors: Delivery of Service				
	Level of Performance			
Component	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
3a: Assessing students needs	Counselor does not assess students needs, or the assessments results 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 individual assessments of student needs to contribute to program planning.
Possible evidence: Climate survey, needs assessments, use of career, academic, personal/social planning and assessments (ACT, ASVAB, SRB, SDMyLife, Personal Learning Plans), referrals, 360 degree evaluations				
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students 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.
Possible evidence: advisory, use of career, academic, personal/social planning (see above), master calendar, classroom guidance, graduation requirements, contact log.				
3c: Using counseling techniques in individual and classroom programs.	Counselor has few counseling techniques to help students acquire skills in decision making an 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 an 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.
Possible evidence: Collaboration with other school counselors, resource officers, supervision, etc., observable situations, coordination of activities (special programs, college recruiters, etc.)				
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.
Possible evidence: Coordination of assemblies, speakers, career assessment interpretations, parent workshops, SPED, TAG, TAT, RTI, transition program, free resources (Upward bound, talent search, teaching tolerance, Great Lakes, HRSA, etc., referrals, SDMyLife				
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 make 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.
Possible evidence: Observations, contact log, time task analysis, needs assessments, crisis plan implementation, providing staff development, active professional development, active best practices, flexibility in scheduling, crises, etc.				

Indicators of Effective School Counseling

Domain 4 for School Counselors: Professional Responsibilities				
	Level of Performance			
Component	**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.
Possible evidence: *Establishing personal and professional goals, reflection (formal and informal, reviewing personal/professional goals, etc.) Document meeting administrators to review counseling goals. Staff and student meetings regarding counseling program (strengths, weaknesses, needs). Yearly review/program audit. Develop personal wellness plan (mental, physical, emotional, etc.).*				
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.
Possible evidence: *School policy paperwork and documentation. Handling confidential materials (secure). Timely referrals (DSS, CPS, agencies, etc.). Organized, logical record keeping.*				
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.
Possible evidence: *Introduction to counseling program letter (newsletter, brochure, website). Informed consent, back to school night, student handbook, verbal reminders, parent contact log (email, phone tally), parent outreach (parent/teacher conferences).*				
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.
Possible evidence: *Membership in professional organizations (local, state, national), leadership roles, volunteering.*				
4e: Engaging in professional development	Counselor does not participate in professional development activities 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.	
Possible evidence: *Presenting at conferences, active attendance at conferences and professional development opportunities, presenting or attending in-services, CEU's (webinars, etc.).*				
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.
Possible evidence: *Observations (via administration, other, etc.), communicating respectfully, maintaining confidentiality, approach to advocating for students.*				

FORMS

All observation and evaluation forms are available on the District's website.

The forms are structured so that you can type in the information.

Formal Evaluation -- Classroom Worksheet

Name: _____
Date: _____
Class/Course: _____

Observation Rubric
H – Teacher demonstrated high level of mastery on this trait
E – Teacher consistently demonstrated evidence of this trait
A – Teacher attempted to address this trait, but evidence was inconsistent
NE – Teacher demonstrated no evidence of this trait
NA – This trait was not applicable to this observation

Planning and Instruction		Classroom Environment
The way in which curriculum is planned, implemented, and evaluated in the classroom so as to address the needs of all students. The appropriate use of research-based strategies to improve student learning.		The establishment of a safe, orderly and positive learning environment.
Planning _____ Plans instructional tasks that are meaningful and related to learning goals Implementing _____ Implements District curriculum _____ Maintains a strong instructional focus utilizing the elements of effective instruction _____ Communicates a high level of expectation _____ Communicates clear learning goals to students _____ Adapts instruction to meet the needs of all students _____ Addresses various learning styles _____ Sequences content at an appropriate pace _____ Uses appropriate level of questioning to promote understanding _____ Relates lesson content to prior and future learning _____ Requires students to summarize information in written and/or verbal form	_____ Appropriately recognizes and reinforces individual student effort _____ Represents knowledge/information non-linguistically through a variety of methods _____ Organizes students in cooperative or ability groups when appropriate _____ Requires students to analyze and apply knowledge _____ Displays enjoyment, humor, and enthusiasm for teaching and expects students to enjoy learning _____ Conducts ongoing assessments for learning _____ Provides re-teaching and/or interventions when appropriate	_____ Has established appropriate classroom rules and procedures that are clearly understood by all students _____ Effectively and consistently enforces rules and follows procedures _____ Redirects students naturally and immediately without disrupting others _____ Is well-organized and has all materials, equipment, etc., ready for immediate use _____ Carries out smooth and effective transitions (e.g., from one activity to another, as students enter and leave the room) _____ Maximizes time on purposeful instructional tasks _____ Begins and ends class period with focus on learning _____ Has established a positive learning environment (e.g., supportive, collaborative, and good rapport with students)
Notes: _____	_____	_____
Recommendations: _____	_____	_____

Teacher Evaluation Rubric

H: Demonstrates high level of mastery in this area

E: Consistently demonstrates evidence in this area

A: Attempts to address this area, but evidence was inconsistent

NE: Demonstrates no evidence in this area

PLANNING AND PREPARATION

Teacher can directly reference lessons to specific standards/benchmarks/essential skills/assessments.

A variety of research-based strategies are used for differentiated instruction.

Lesson is planned for students to be engaged and active learners.

Teacher has short and long term goals for the class that are used as a guide for grade level curriculum. Goals are clearly articulated on a daily basis.

Lessons are planned with extended resources and enriched activities that communicate a high level of expectation.

Continual evaluation procedures consistent with instructional objectives included in planning.

PLANNING AND PREPARATION

Teaches from lesson plans that contain essential skills.

Uses research-based instructional strategies to teach to the large group.

Lesson is planned for students to be engaged.

Teacher has short and long term goals that are used as a guide for grade level curriculum.

Lessons use standard curriculum resources and activities that communicate what is expected.

Some evaluation procedures of instructional objectives included in planning.

PLANNING AND PREPARATION

Lesson plans are not always complete. Inconsistently follows instructional objectives.

Lesson plan incorporates only one instructional strategy that does not meet the needs of all students.

Lesson is planned.

Teacher knows goals but has not articulated them for student understanding.

Lessons use few curriculum resources and activities requiring a low level of expectations.

Few evaluation procedures of instructional objectives included in planning.

PLANNING AND PREPARATION

No evidence of constructive planning.

No evidence in plans of instructional strategies to engage students.

Lesson is not planned.

Teacher displays no evidence of short or long-term goals for the class. Plans do not connect prior or future learning.

Lesson contains resources and activities not appropriate to the lesson.

No evidence of evaluation procedures of instructional objectives in planning.

Teacher Evaluation Rubric

H: Demonstrates high level of mastery in this area

E: Consistently demonstrates evidence in this area

A: Attempts to address this area, but evidence was inconsistent

NE: Demonstrates no evidence in this area

INSTRUCTION (H)

Fully implements District curriculum.

Maintains a strong instructional focus using a broad spectrum of elements of effective instruction.

Learning goals are consistently and clearly communicated to students.

Adapts instruction to meet the needs of all students.

The teacher has a thorough understanding of the various learning styles and consistently uses research-based teaching strategies to address the various learning styles.

Sequences content at an appropriate pace. Monitors and adjusts instruction as needed.

Consistently uses appropriate level of questioning to promote understanding and higher level thinking.

Guides students to connecting lesson content to prior and future learning.

Requires student to effectively summarize information in written and/or verbal form.

Uses a variety of methods to appropriately recognize and reinforce individual student efforts.

Recognizes the most effective times to use cooperative learning groups and uses a variety of methods for forming cooperative groups.

INSTRUCTION (E)

Implements the majority of District curriculum.

Uses the elements of effective instruction.

Learning goals are communicated to students.

Adapts instruction to meet the needs of many students.

The teacher uses a variety of teaching strategies to address the various learning styles.

Sequences content at an appropriate pace.

Uses appropriate level of questioning to promote understanding.

Relates lesson content to prior and future learning.

Frequently requires students to summarize information in written and/or verbal form.

Appropriately recognizes and reinforces individual student efforts.

Organizes students in cooperative or ability groups when appropriate.

INSTRUCTION (A)

Some key elements of District curriculum are missing. Inconsistent use of District curriculum.

Inconsistent use of elements of effective instruction. Uses a limited number of instructional strategies.

Learning goals are inconsistently communicated to students.

Occasionally adapts a lesson to meet the needs of some students.

May occasionally use different teaching strategies, but relies heavily on linguistic teaching.

Does not consistently sequence content at a pace to meet the needs of students. Does not check for student understanding.

Seldom uses questioning to promote understanding.

Seldom relates lesson content to prior and future learning.

Inconsistently requires students to summarize information in written and/or verbal form.

Inconsistently reinforces individual student effort.

Cooperative learning groups are seldom and ineffectively used.

INSTRUCTION (NE)

Does not follow District curriculum.

Does not use the elements of effective instruction.

Learning goals are not communicated to students.

Does not adapt lessons to meet the needs of students.

Shows no evidence of teaching to the various learning styles.

Sequencing of content is random and does not meet the needs of students. Does not check for student understanding.

Does not use questioning to promote understanding.

Does not relate lesson content to prior and future learning.

Students do not summarize information.

Teaches to the group. Does not recognize or reinforce individual student effort.

Cooperative learning groups are not used.

Teacher Evaluation Rubric

H: Demonstrates high level of mastery in this area

INSTRUCTION

Requires students to analyze and apply knowledge.

Students enjoy learning as a result of the teacher's enthusiasm, humor and joy for teaching.

Ongoing assessment and multiple assessment practices of learning are used as a tool for teaching.

Re-teaching and/or interventions are an integral part of helping individual students succeed.

Provides specific and immediate feedback related to student learning and adjusts instructional delivery accordingly.

E: Consistently demonstrates evidence in this area

INSTRUCTION

Frequently requires students to analyze and apply knowledge.

Displays enjoyment, humor, and enthusiasm for teaching.

Conducts ongoing assessment for learning using a limited variety of assessment practices.

Provides re-teaching and/or interventions when appropriate.

Provides specific and immediate feedback related to student learning.

A: Attempts to address this area, but evidence was inconsistent

INSTRUCTION

Inconsistently requires students to analyze and apply knowledge, but does not guide students through the process.

Enjoyment and enthusiasm for teaching are rarely displayed.

Assessments are used as required. They do not guide teaching or impact student learning.

Re-teaching and/or interventions are seldom used to help students succeed.

Limited use of student feedback to adapt teaching.

NE: Demonstrates no evidence in this area

INSTRUCTION

Does not require students to analyze or apply knowledge. Repetition of facts and/or rote learning is emphasized.

Exhibits no enjoyment, humor or enthusiasm for teaching.

Regular assessment of student learning does not occur.

Does not use re-teaching and/or interventions to help students succeed.

Does not use student feedback.

Teacher Evaluation Rubric

H: Demonstrates high level of mastery in this area

CLASSROOM ENVIRONMENT

Teacher has effectively implemented rules, routines, and classroom procedures and has several strategies for adapting to individual behavior. Students know what is expected and consistently follow rules and procedures.

Students know that rules and procedures will be effectively and consistently enforced.

Students trust that the teacher will redirect students naturally and immediately without embarrassing the individual student.

Transitions are seamless with no loss of learning time.

No time is wasted. Maximizes time on purposeful instructional tasks. Begins and ends class period with focus on instruction.

E: Consistently demonstrates evidence in this area

CLASSROOM ENVIRONMENT

Teacher has effectively implemented most rules, routines, and classroom procedures and has some strategies for adapting to individual behavior. The majority of students know what is expected.

Effectively and consistently enforces rules and follows procedures.

Redirects students naturally and immediately without disrupting others.

Carries out smooth and effective transitions (from one activity to another, etc.) with minimal loss of learning time.

Maximizes time on purposeful instructional tasks the majority of the time. Begins and ends class period with focus on instruction.

A: Attempts to address this area, but evidence was inconsistent

CLASSROOM ENVIRONMENT

Rules, routines, and classroom procedures are inconsistent and the teacher does not have strategies for adapting to individual behavior. Students are confused about what is expected.

Rules and procedures are not consistently enforced or followed.

Instruction is disrupted when teacher redirects students.

Transitions are problematic. Learning time is lost.

Students are off task. Not all students are focused on instruction throughout the class period. Classroom behavior is detrimental to learning.

NE: Demonstrates no evidence in this area

CLASSROOM ENVIRONMENT

Rules, routines, and classroom procedures are not evident. Students do not know what is expected.

Does not enforce rules or follow procedures.

The entire class is disrupted when the teacher redirects students.

Transitions are not planned. Significant gaps in instruction and learning occur.

A focus on learning does not exist. Students are off task throughout the period.

Teacher Evaluation Rubric

H: **Demonstrates high level of mastery in this area**

E: **Consistently demonstrates evidence in this area**

A: **Attempts to address this area, but evidence was inconsistent**

NE: **Demonstrates no evidence in this area**

H

PROFESSIONAL RESPONSIBILITIES

Leads others in staying current in content, instructional strategies and technology. The teacher routinely reflects on his/her practices. The teacher has a habit of reading current educational journals and other professional literature.

The teacher initiates opportunities for professional growth and/or seeks opportunities such as program enhancement proposals, summer research and/or grants.

The teacher completes required paperwork, meets established timelines, and monitors budget if required by position and adheres to contractual requirements.

Demonstrates support of District goals.

Follows District and building policies and procedures and completes other duties as assigned.

Frequently and actively participates on District and/or building committees and volunteers for extra duty assignments.

The teacher leads others in collaborative efforts to improve their teaching and students' learning.

The teacher contributes ideas toward the continuing development of the school/district as a learning community and builds relationships that enable the teacher to become a valuable member of the school community.

E

PROFESSIONAL RESPONSIBILITIES

Stays current in content, instructional strategies and technology. The teacher routinely reflects on his/her practices and has a habit of reading current educational journals and other professional literature.

The teacher participates in opportunities for professional growth and sometimes seeks opportunities such as program enhancement proposals, summer research and/or grants.

The teacher completes required paperwork, meets established timelines and monitors budget if required by position and adheres to contractual requirements.

Demonstrates support of District goals.

Follows District and building policies and procedures and completes other duties as assigned.

Serves on District and/or building committees and volunteers for extra duty assignments

The teacher collaborates with others to improve their teaching and their students' learning.

The teacher contributes ideas toward the continuing development of the school/District as a learning community

A

PROFESSIONAL RESPONSIBILITIES

Seldom spends time reflecting on his/her practices or reading educational journals or other professional literature.

The teacher participates sporadically in opportunities for professional growth and is unlikely to seek opportunities such as program enhancement proposals, summer research and grants.

The teacher inconsistently completes required paperwork, meets established timelines and monitors budget if required by position. He/she inconsistently respects contractual requirements.

Inconsistently supports District goals.

Inconsistently follows District and building policies and procedures and inconsistently completes other duties as assigned.

Seldom serves on District and/or building committees or volunteers for extra duty assignments

Inconsistently collaborates with others to improve their teaching and their students' learning.

Inconsistently contributes ideas toward the continuing development of the school/District as a learning community.

NE

PROFESSIONAL RESPONSIBILITIES

Makes no attempt to stay current in content, instructional practices and technology. Does not reflect on his/her practices and does not read educational journals or other professional literature.

The teacher does not participate in professional growth opportunities and does not participate in program enhancement proposals, summer research or grants.

The teacher does not complete required paperwork, meet established timelines and monitor budget if required by position. He/she does not respect the contractual requirements of the contract.

Does not support District goals.

Does not follow District and building policies and procedures and does not complete other duties as assigned.

Does not serve on District and/or committees or volunteer for extra duty assignments.

Does not collaborate with others to improve their teaching or their students' learning.

Does not contribute ideas toward the continuing development of the school/District as a learning community.

Teacher Evaluation Rubric

H: **Demonstrates high level of mastery in this area**

E: **Consistently demonstrates evidence in this area**

A: **Attempts to address this area, but evidence was inconsistent**

NE: **Demonstrates no evidence in this area**

PROFESSIONAL RESPONSIBILITIES

The teacher values and respects others' roles in student learning and welcomes their participation in the learning process.

The teacher initiates and responds to communication with parents about student behavior when appropriate.

The teacher reports student progress to parents and students in a routine and timely fashion.

The teacher maintains confidentiality unless disclosure is required by law.

The teacher builds acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning. The teacher reaches out to others to establish constructive relationships and rapport especially in challenging situations.

PROFESSIONAL RESPONSIBILITIES

The teacher values and respects others' roles in student learning.

The teacher communicates with parents about student behavior as needed.

The teacher reports student progress to parents and students in a routine and timely fashion.

The teacher maintains confidentiality unless disclosure is required by law.

The teacher builds acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning.

PROFESSIONAL RESPONSIBILITIES

The teacher inconsistently values and respects others' roles in student learning.

The teacher inconsistently communicates about student behavior.

The teacher inconsistently reports student progress to parents and students in a routine and timely fashion.

The teacher inconsistently maintains confidentiality unless disclosure is required by law.

The teacher is inconsistent in building acceptable professional relationships with students, colleagues and families that are student-centered and conducive to learning.

PROFESSIONAL RESPONSIBILITIES

The teacher does not value and respect others' roles in student learning.

The teacher does not communicate with parents about student behavior.

The teacher does not report student progress to parents and students in a routine and timely fashion.

The teacher does not maintain confidentiality.

The teacher does not build acceptable professional relationships with students, colleagues and families that are student-centered and conducive to learning.

SIOUX FALLS SCHOOL DISTRICT 49-5
CLASSROOM TEACHER
FORMAL EVALUATION FORM
COMPREHENSIVE A

NAME: _____   SCHOOL: _____

Classroom Description:
        Grade, subject etc.: _____

        Number of students: _____

        Other relevant information: _____
CHECK ONE:

☐ Teacher in first three years of employment or on a Plan of Assistance
        Formal Observation (check one)   #1 ☐   #2 ☐

☐ Teacher in or beyond fourth consecutive year of employment
        Formal Observation #1 ☐

☐ Teacher in or beyond fourth year with an assignment change
        Formal Observation #1 ☐

        Pre-Observation Date: _____ Observation Date: _____

Professional Practice Rating Guide
        H -   Demonstrates high level of mastery in this area
        E -   Consistently demonstrates evidence in this area
        A -   Attempts to address this area, but evidence was inconsistent
        NE -   Demonstrates no evidence in this area
        NA -   This area was not applicable to this observation

RATING: AREA OF EVALUATION

_____ Section 1   PLANNING AND PREPARATION _____

_____ Section 2   INSTRUCTION _____

_____ Section 3   CLASSROOM ENVIRONMENT _____

_____ Section 4   PROFESSIONAL RESPONSIBILITIES _____

SUMMARY/RECOMMENDATIONS:

___

_____   _____
  Evaluator's Signature   Conference Date

_____   _____
  Teacher's Signature   Conference Date
(Signature indicates I have read and received a copy of this report. It does not imply
agreement with the contents.)

SIOUX FALLS SCHOOL DISTRICT 49-5
TEACHER (non-classroom)
SUMMATIVE EVALUATION

NAME: _____   SCHOOL: _____

Check One: ☐ Teacher in first three years of employment
                ☐ Teacher in or beyond fourth consecutive year of employment
                ☐ Teacher on a Plan of Assistance
                ☐ Teacher with a change of assignment

COMPREHENSIVE A :
Observation Dates: Drop-In Visit Dates (if applicable):

   Observation #1 _____   Drop-in Visit #1 _____

   Observation #2 _____ (if applicable)   Drop-in Visit #2 _____

                                          Drop-in Visit #3 _____

                                          Drop-in Visit #4 _____

The following statements are based upon one/two observations and conferences and when applicable, four (4) Drop-in visits during the current school year. Comments should include professional skill development based on the indicators of effectiveness for the appropriate assignment.

COMPREHENSIVE B: Meeting Dates: October   _____
                                            January   _____
                                            Final   _____

Recommended as follows:

    First three years of employment:
            ☐   Recommended
            ☐   Recommended, with qualifications (Specify areas to improve in
                    narrative)
            ☐   Not recommended

    In or beyond fourth year of employment:
            ☐   Recommended
            ☐   Recommended, with qualifications (A Plan of Assistance to be
                    developed for the _____ school year)
            ☐   Not recommended, following a Plan of Assistance

_____   _____
  Evaluator's Signature   Conference Date

_____   _____
  Teacher's Signature   Conference Date
(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

DISTRIBUTION:
Original: Personnel File   Copy: Teacher   Copy: Evaluator

SIOUX FALLS SCHOOL DISTRICT 49-5
CLASSROOM TEACHER
SUMMATIVE EVALUATION

NAME: _____   SCHOOL: _____

Check One: ☐ Teacher in first three years of employment
              ☐ Teacher in or beyond fourth consecutive year of employment
              ☐ Teacher on a Plan of Assistance
              ☐ Teacher with a change of assignment

COMPREHENSIVE A :
Observation Dates: Drop-In Visit Dates:

   Observation #1 _____   Drop-in Visit #1 _____

   Observation #2 _____ (if applicable)   Drop-in Visit #2 _____

                                             Drop-in Visit #3 _____

                                             Drop-in Visit #4 _____

The following statements are based upon one/two observations and conferences and when applicable, four (4) Drop-in visits during the current school year. Comments should include professional skill development based on the indicators of effectiveness for the appropriate assignment.

COMPREHENSIVE A or B:

Professional Practice Rating (Check One)
☐ **H** - Demonstrates high level of mastery
☐ **E** - Consistently demonstrates evidence
☐ **A** - Attempts to address, but evidence
        was inconsistent
☐ **NE** - Demonstrates no evidence

Recommended as follows:

     First three years of employment:
                    ☐   Recommended
                    ☐   Recommended, with qualifications (Specify areas to improve in
                         narrative)
                    ☐   Not recommended

     In or beyond fourth year of employment:

☐   Recommended
☐   Recommended, with qualifications (A Plan of Assistance to be
           developed for the _____ school year)
☐   Not recommended, following a Plan of Assistance

_____   _____
  Evaluator's Signature   Conference Date

_____   _____
  Teacher's Signature   Conference Date
(Signature indicates I have read and received a copy of this report. It does not imply
agreement with the contents.)

DISTRIBUTION:
Original: Personnel File   Copy: Teacher   Copy: Evaluator

CLASSROOM TEACHER SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

	NE UNSATISFACTORY	A BASIC	E PROFICIENT	H DISTINGUISHED
LOW (< 65% ATTAINED)				
EXPECTED (65%-85% ATTAINED)				
HIGH (86%-100% ATTAINED)				

STUDENT GROWTH RATING

SUMMATIVE CLASSROOM TEACHER EFFECTIVENESS RATING CATEGORIES KEY

BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS

PLAN OF ASSISTANCE

Date: _____

I. Background Information:

      Teacher's Name: _____
      Assignment: _____
      School: _____

II. Statement of Deficiency: _____

III. Consequences of Not Correcting Deficiency: _____

IV. Program to be Followed: _____

V. Assistance to be Offered: _____

VI. Monitoring the System: _____

The following staff will participate in the Plan of Assistance and may be furnished copies of this plan.

_____   _____
Name /Title   Name/Title

I have read and received a copy of the Plan of Assistance and have held a conference with the Principal to discuss the contents of the plan.

_____   _____
Teacher   Date

_____   _____
Principal   Date

Distribution: Original   - Personnel File
                     Copy   - Teacher
                     Copy   - Evaluator

SIOUX FALLS SCHOOL DISTRICT 49-5
TEACHER PROFESSIONAL GROWTH PLAN
COMPREHENSIVE B

NAME_____   October Date _____
                                                        January Date _____
POSITION_____   SCHOOL_____   Final Date _____

I.   Identify a minimum of four (4) goals selected from the Indicators of Effective
        Teaching that you are using for your Professional Growth Plan.
        _____ Librarian/Cybrarian   _____ Social Workers
        _____ Speech and Language Therapist   _____ Nurses
        _____ Psychologists   _____ Counselors
        _____ Integration Specialists   _____ Teacher on Special
                                                               Assignment (if not
                                                               classroom
                                                               assignment)

II.   Written reflective summary attached or on the reverse side.

III.   Evaluator's comments:

Signed   _____Date_____
                Evaluator

Signed   _____Date_____
                Teacher

Original to Human Resources.
Evaluator and Teacher each receive a copy.

SIOUX FALLS SCHOOL DISTRICT 49-5
CLASSROOM TEACHER PROFESSIONAL GROWTH PLAN
COMPREHENSIVE B

NAME_____   October Date_____
                                                                          January Date_____
POSITION_____   SCHOOL_____   Final Date_____

I.   Identify the goals in each section that are you use for your Professional Growth Plan?
     (see Indicators of Effective Teaching)

              PLANNING AND PREPARATION

              INSTRUCTION

              THE CLASSROOM ENVIRONMENT

              PROFESSIONAL RESPONSIBILITIES

II. Written reflective summary attached or on the reverse side.

        _____

III. Professional Practice Rating:

    _____ PLANNING AND PREPARATION
    _____ INSTRUCTION
    _____ CLASSROOM ENVIRONMENT
    _____ PROFESSIONAL RESPONSIBILITIES

+--+
| **Professional Practice Rating Guide** |
| |
| **H** - Demonstrates high level of mastery in this area |
| **E** - Consistently demonstrates evidence in this area |
| **A** - Attempts to address this area, but evidence was |
| inconsistent |
| **NE** - Demonstrates no evidence in this area |
| **NA** - This area was not applicable to this observation. |
+--+

IV. Evaluator's comments/recommendations:

        _____

Signed   _____Date_____
                       Evaluator

Signed   _____Date_____
                       Teacher

Original to Human Resources.
Evaluator and Teacher each receive a copy.

STUDENT LEARNING OBJECTIVE (SLO) PLAN

Teacher:	
School:	
Evaluator:	

<div align="center" style="background-color:navy;color:white">**STEP ONE: SLO DEVELOPMENT**</div>

Prioritize Student Learning Objective/Standard:	*Student Learning Objective/Standard:*

Identify/Describe the Student Population:	*How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es).*

Instructional Time Frame:	*What is the time period in which student growth is expected to occur?*

Analyze Data and Develop Baseline:	*Where are my students starting? Identify the specific data source or trend data used.*

Select/Develop an Assessment:	Describe how goal attainment will be measured. What specific assessment or instrument will be used to measure goal attainment?

Establish Student Growth Goal:	What can I expect my students to achieve?

STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the Teacher and Evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature: Date:

Evaluator Signature: Date:

DISCUSSION QUESTIONS

Rationale:	Describe how your SLO benefits student learning.

Strategies:	How will you help students attain the goal? Provide any specific actions that will lead to goal attainment.

STEP THREE: ONGOING COMMUNICATION

Progress Update: ***Date:***	*Are your students on track toward meeting the growth goal? Specify the assessment/data used to track progress.*

Strategy Modification:	*Does data suggest I need to adjust my instructional strategy?*

SLO Adjustment:	*Are there circumstances beyond the teacher's control that will impact student growth goal?*

STEP FOUR: SLO SUMMATIVE CONFERENCE

This section documents the student growth rating, which will be discussed during the SLO Summative Conference. (Attach documentation.)

STUDENT GROWTH

High Growth: *The growth goal was 86% to 100% attained.*	***Expected Growth:*** *The growth goal was 65% to 85% attained.*	***Low Growth:*** *The growth goal was less than 65% attained?*

STUDENT GROWTH RATING

STUDENT GROWTH RATING
_____ High Growth _____ Expected Growth _____ Low Growth

REFLECTION/DISCUSSION

Professional Growth:	*What worked? What should be refined? Describe the support you need to improve instruction and student learning.*

Teacher Signature: Date:

Evaluator Signature: Date:

SIOUX FALLS SCHOOLS 49-5
LIBRARIANS/CYBRARIANS PERFORMANCE FORMAL EVALUATION
COMPREHENSIVE A

NAME: _____   SCHOOL: _____

Classroom Description:
        Grade, subject etc.: _____

        Number of students: _____

        Other relevant information: _____
CHECK ONE:

☐ Teacher in first three years of employment or on a Plan of Assistance
        Formal Observation (check one)   #1 ☐   #2 ☐

☐ Teacher in or beyond fourth consecutive year of employment
        Formal Observation #1 ☐

☐ Teacher in or beyond fourth year with an assignment change
        Formal Observation #1 ☐

        Pre-Observation Date: _____ Observation Date: _____

Rating Guide:

    H -   Demonstrates high level of mastery in this area

    E -   Consistently demonstrates evidence in this area

    A -   Attempts to address this area, but evidence was inconsistent

    NE -   Demonstrates no evidence in this area

    NA -   This area was not applicable to this observation

RATING: AREA OF EVALUATION:

_____   Section 1   INFORMATION SPECIALIST _____

_____   Section 2   TEACHER _____

      _____   Planning and Preparation_____
      _____   Instruction_____
      _____   Classroom Environment_____
      _____   Professional Responsibilities_____

_____   Section 3   INSTRUCTIONAL CONSULTANT _____

_____   Section 4   MANAGEMENT OF LIBRARY/MEDIA PROGRAM _____

SUMMARY/RECOMMENDATIONS: _____

_____   _____
  Evaluator's Signature   Conference Date

_____   _____
  Teacher's Signature   Conference Date
(Signature indicates I have read and received a copy of this report. It does not imply agreement
with the contents.)

SIOUX FALLS SCHOOL DISTRICT 49-5
SPEECH/LANGUAGE STAFF FORMAL EVALUATION
COMPREHENSIVE A

NAME: _____   SCHOOL: _____

POSITION: _____

Session Description: _____

CHECK ONE:

_____ Teacher in first three years of employment or on a Plan of Assistance
          Formal Observation (check one)   #1 ☐   #2 ☐

_____ Teacher in or beyond fourth consecutive year of employment
          Formal Observation #1 ☐

_____ Teacher in or beyond fourth year with an assignment change
          Formal Observation #1 ☐

          Pre-Observation Date: _____ Observation Date: _____

Rating Guide:

    H - Demonstrates high level of mastery in this area

    E - Consistently demonstrates evidence in this area

    A - Attempts to address this area, but evidence was inconsistent

    NE - Demonstrates no evidence in this area

    NA - This area was not applicable to this observation

RATING: AREA OF EVALUATION

_____ Section 1 PLANNING FOR SPEECH AND LANGUAGE THERAPY _____

_____ Section 2 IMPLEMENTING INSTRUCTION _____

_____ Section 3 EVALUATING INSTRUCTION _____

_____ Section 4 DEMONSTRATING PROFESSIONALISM _____

SUMMARY/RECOMMENDATIONS:

_____   _____
Evaluator's Signature   Conference Date

_____   _____
Teacher's Signature   Conference Date
(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

DISTRIBUTION:
Formal Evaluation for Teacher in first three years or on a Plan of Assistance:
Original: Personnel File   Copy: Teacher   Copy: Evaluator

Formal Evaluation for Teacher in or beyond fourth consecutive year or with an assignment change:
Original: Teacher   Copy: Evaluator

SIOUX FALLS SCHOOL DISTRICT 49-5
PSYCHOLOGY STAFF FORMAL EVALUATION
COMPREHENSIVE A

NAME: _____   SCHOOL: _____

POSITION: _____

Session Description: _____

CHECK ONE:

☐ Teacher in first three years of employment or on a Plan of Assistance:
    Formal Observation (check one) #1 ☐   #2 ☐

☐ Teacher in or beyond fourth consecutive year of employment
    Formal Observation #1 ☐

☐ Teacher in or beyond fourth year with an assignment change
    Formal Observation #1 ☐

    Pre-Observation Date: _____   Observation Date: _____

Rating Guide:

    H -   Demonstrates high level of mastery in this area

    E -   Consistently demonstrates evidence in this area

    A -   Attempts to address this area, but evidence was inconsistent

    NE -   Demonstrates no evidence in this area

    NA -   This area was not applicable to this observation

RATING: AREA OF EVALUATION

_____ Section 1 PLANNING FOR THE SESSION _____

_____ Section 2 IMPLEMENTING/PARTICIPATION IN THE SESSION _____

_____ Section 3 EVALUATING METHODOLOGY _____

_____ Section 4 DEMONSTRATING PROFESSIONALISM _____

SUMMARY/RECOMMENDATIONS: _____

_____   _____
  Evaluator's Signature   Conference Date

_____   _____
  Teacher's Signature   Conference Date
(Signature indicates I have read and received a copy of this report. It does not imply
agreement with the contents.)

DISTRIBUTION:
Formal Evaluation for Teacher in first three years or on a Plan of Assistance:
Original: Personnel File   Copy: Teacher   Copy: Evaluator

Formal Evaluation for Teacher in or beyond fourth consecutive year or with an assignment change:
Original: Teacher   Copy: Evaluator

SIOUX FALLS SCHOOL DISTRICT 49-5
SOCIAL WORKER FORMAL EVALUATION FORM
COMPREHENSIVE A

NAME: _____   ASSIGNMENT: _____

Observation Activity:
      Type of Activity/Intervention: _____

      Student/Parent/Group/Community: _____

      Other relevant information: _____

CHECK ONE:

_____ Teacher in first three years of employment or on a Plan of Assistance
      Formal Observation (check one)   #1 ☐ #2 ☐

_____ Teacher in or beyond fourth consecutive year of employment
      Formal Observation #1 ☐

_____ Teacher in or beyond fourth year with an assignment change
      Formal Observation #1 ☐

      Pre-Observation Date: _____ Observation Date: _____

Rating Guide:

    H - Demonstrates high level of mastery in this area

    E - Consistently demonstrates evidence in this area

    A - Attempts to address this area, but evidence was inconsistent

    NE - Demonstrates no evidence in this area

    NA - This area was not applicable to this observation

RATING: AREA OF EVALUATION:

_____ Standard 1 PLAN AND DELIVER THE SCHOOL SOCIAL WORK PROGRAM _____

_____ Standard 2 PROVIDE APPROPRIATE SERVICES TO STAFF, PARENTS AND COMMUNITY _____

_____ Standard 3 USE APPLICABLE SOCIAL WORK SKILLS _____

_____ Standard 4 PERFORM IN A PROFESSIONAL MANNER _____

SUMMARY/RECOMMENDATIONS: _____

_____   _____
Evaluator's Signature   Conference Date

_____   _____
Teacher's Signature   Conference Date
(Signature indicates I have read and received a copy of this report. It does not imply
agreement with the contents.)

DISTRIBUTION:
Formal Evaluation for Teacher in first three years or on a Plan of Assistance:
Original: Personnel File   Copy: Teacher   Copy: Evaluator

Formal Evaluation for Teacher in or beyond fourth consecutive year or with an assignment change:
Original: Teacher   Copy: Evaluator

SIOUX FALLS SCHOOLS 49-5
NURSING STAFF SITE FORMAL EVALUATION

NAME: _____   SCHOOL: _____

ASSIGNMENT:

Observation Activity:
       Type of Activity: _____

       Other relevant information: _____
CHECK ONE:

☐ Staff member in first three years of employment
       Comprehensive Evaluation - Observation (check one) #1 ☐ #2 ☐

☐ Staff member in or beyond fourth consecutive year of employment
       Comprehensive Evaluation - Observation (check one) #1 ☐

☐ Staff member in or beyond fourth year with an assignment change
       Annual Evaluation - Observation #1 ☐

       Pre-Observation Date: _____ Observation Date: _____

Rating Guide:

     H -   Demonstrates high level of mastery in this area

     E -   Consistently demonstrates evidence in this area

     A -   Attempts to address this area, but evidence was inconsistent

     NE -   Demonstrates no evidence in this area

     NA -   This area was not applicable to this observation

RATING: AREAS OF EVALUATION:

_____   Section 1   PLANNING FOR NURSING SERVICES _____

_____   Section 2   IMPLEMENTING NURSING SERVICES _____

_____   Section 3   EVALUATING NURSING SERVICES _____

_____   Section 4   DEMONSTRATING PROFESSIONALISM _____

SUMMARY/RECOMMENDATIONS: _____

_____   _____
 Evaluator's Signature   Conference Date

_____   _____
 Teacher's Signature   Conference Date
(Signature indicates I have read and received a copy of this report. It does not imply
agreement with the contents.)

DISTRIBUTION:
Formal Evaluation for Teacher in first three years:
Original: Personnel File   Copy: Teacher   Copy: Evaluator

Formal Evaluation for Teacher in or beyond fourth consecutive year:
Original: Teacher   Copy: Evaluator

SIOUX FALLS SCHOOLS 49-5
COUNSELING FORMAL EVALUATION
COMPREHENSIVE A

NAME: _____   SCHOOL: _____

POSITION: _____

☐   Teacher in first three years of employment (Observation and/or Meeting)
    ☐#1: Date of Meeting: _____
    ☐#2: Date of Meeting: _____

☐   Teacher beyond fourth consecutive year of employment (Observation and/or Meeting)
    ☐#1: Date of Meeting: _____

☐   Teacher in or beyond fourth year with assignment change (Observation and/or Meeting)
    ☐#1: Date of Meeting: _____

School Counselors Level of Performance

Unsatisfactory: The professional performing at the Unsatisfactory level does not yet understand the concepts underlying the components of an effective school counselor. Working on the fundamental practices associated with the elements will enable the school counselor to grow and develop in this area.

Basic: The professional performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful. Additional ready, discussion, collaboration with other school counselors and experience will enable the school counselor to become proficient in this area.

Proficient: The professional performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced capable school counselors will regard themselves and be regarded by others as performing at this level.

Distinguished: The professional performing at the Distinguished level is a master school counselor and makes a contribution to the field, both in and outside of their school. Their programs operate at a qualitatively different level from those of other school counselors. Such school counselors actively promote, highly motivated, and engaged student involvement assuming considerable responsibility for student's academic, personal/social and career development.

Counselors will be ranked as:
"U"   **Unsatisfactory**
"B"   **Basic**
"P"   **Proficient**
"D"   **Distinguished**

Please refer to School Counselors Level of Performance Rubric on Pages 37-41 for guidelines.

RATING: <u>AREA OF EVALUATION</u>:

_____   Domain 1 PLANNING AND PREPARATION

_____   Domain 2 THE ENVIRONMENT

_____   Domain 3 DELIVERY OF SERVICE

_____   Domain 4 PROFESSIONAL RESPONSIBILITIES

SUMMARY/RECOMMENDATIONS: _____

_____   _____
  Evaluator's Signature   Conference Date

_____   _____
  Teacher's Signature   Conference Date
(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

<u>DISTRIBUTION</u>:
Formal Evaluation for Teacher in first three years:
Original: Personnel File   Copy: Teacher   Copy: Evaluator

Formal Evaluation for Teacher in or beyond fourth consecutive year:
Original: Teacher   Copy: Evaluator