



**Garden City Public Schools  
Ancillary Professional Evaluation  
Performance Handbook**

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**\*Note:** For purposes of clarity, the term “ancillary professional” is utilized throughout this document for purposes of simplicity and brevity, and is used as a means to refer to school behavior specialists, nurses, occupational therapists, physical therapists, psychologists, speech-language pathologists, and social workers. Additionally, the term “assigned evaluator” is utilized as a means to refer to the administrator who will serve as the lead evaluator for a given “ancillary professional.”

## GCPS Ancillary Professional Performance Evaluation Process Timeline for 2016-2017

	<u>PROCESS GUIDED DATE</u>
Pre-evaluation meeting completed with entire staff.	October 7
Goal Submission OR Individual Development Plan (IDP) Goal Setting Conference and Submission	October 21
Review and Approval by Evaluator (by email)	November 4
Midyear Progress Report/Evaluation and Meeting Completed with Probationary Ancillary Professionals or Ancillary Professionals on an IDP	January 27
Observations, including walkthrough and formal observations, And Post-Observation Meetings Completed*	March 17
Secondary Student Growth Indicators (SGIs) are due	April 13
Elementary and Burger Secondary Student Growth Indicators (SGIs) are due	May 1
Final Evaluation Meetings and Evaluation Score Submission to Human Resources	May 15

\*If additional observations are required for a given ancillary professional, they may be scheduled after March 17.

## **Ancillary Professional Performance Evaluation Overview**

### **Criteria for Evaluation**

In accordance with Section 1249 of the Revised School Code, GCPS elects to evaluate an ancillary professional receiving three consecutive Highly Effective ratings on a biennial basis, unless otherwise determined by administration. As stipulated in Section 1249, “. . . if [an ancillary professional] is rated as Highly Effective on three (3) consecutive annual year-end evaluations, the school district may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as Highly Effective on one of these biennial year-end evaluations, the [ancillary professional] shall again be provided with annual year-end evaluations.” As noted within this handbook, ancillary professionals who are not being evaluated during any given year are still responsible for submitting annual professional goals and, when applicable, as outlined, Student Growth data.

All ancillary professionals who have not received three consecutive Highly Effective ratings will be evaluated on an annual basis.

### **Ancillary Professional Performance Evaluation Process**

Consistent with the steps provided in the *GCPS Ancillary Professional Performance Evaluation Process Timeline* on page 3 of this handbook, described below are the steps of the Ancillary Professional Performance Evaluation Process. These steps will apply to all ancillary professionals. However, additional steps will be facilitated for probationary ancillary professionals as well as ancillary professionals who received a Minimally Effective or Ineffective rating on their previous ancillary professional performance evaluation. Those additional steps are further specified on page 6 of this handbook.

### **Pre-Evaluation Meeting**

A Pre-Evaluation Staff Meeting will be conducted with all ancillary professionals. The purpose of this meeting will be to introduce the evaluation process for the given school year, including expectations and timelines. An ancillary professional may request to schedule a separate meeting to discuss the evaluation process with his/her building principal or assigned evaluator. In such instances, the building principal or assigned evaluator will seek to schedule such a meeting at a mutually agreeable time.

### **Annual Professional Goal Setting and Submission**

All ancillary professionals will set and submit annual professional goals. In alignment with the applicable Charlotte Danielson Evaluation Framework, ancillary professionals will set at least two annual professional goals, consistent with the following guidelines:

- One goal must be related to one of the components from Domain 1 or Domain 4 of the applicable Charlotte Danielson Evaluation Framework for the given individual
- One goal must be related to one of the components from Domain 2 or Domain 3 of the applicable Charlotte Danielson Evaluation Framework for the given individual

While a professional goal setting conference is not necessary or required, an ancillary professional may request such a conference with his/her building principal or evaluating administrator. Professional goals will be submitted digitally through the District designed electronic template. Individuals are encouraged to keep a digital and/or paper copy of their annual performance goals.

Upon submission of annual professional goals, assigned evaluators will review annual professional goals and provide feedback via email. Feedback will include either approval/acceptance of the annual professional goals, as submitted, or recommendations regarding how the ancillary professional's annual

professional goals need to be revised. Depending upon the circumstances, the assigned evaluator or the ancillary professional may request to meet to further discuss the recommended revisions.

### **Observations**

During the annual evaluation process, at least two observations, including one walkthrough and one formal observation, will be conducted by the assigned evaluator.

- **Walkthrough Observation:** A walkthrough observation is an unscheduled observation that is typically conducted in a ten to fifteen minute timeframe, although depending upon the circumstances, may be shorter or longer in length. Written feedback will be provided by the assigned evaluator within five school days, typically provided in an ancillary professional's mailbox. The assigned evaluator may request a meeting with the ancillary professional to provide additional feedback. Likewise, the ancillary professional may request to meet with the assigned evaluator to discuss the observation.
- **Formal Observation:** A formal observation is a scheduled observation between the ancillary professional and the ancillary professional's assigned evaluator. Formal observations are typically conducted in a 30 to 60 minute timeframe, depending upon the circumstances. Consistent with walkthrough observations, feedback will be provided by the assigned evaluator in written format. Such feedback will be discussed during a post-observation meeting between the ancillary professional and the assigned evaluator. During the post-observation meeting, the ancillary professional and assigned evaluator will also discuss indicators associated with Domains 1 and 4 from the applicable Charlotte Danielson Evaluation Framework for the given ancillary professional, using the reflective questions, based upon an individual's given position/area, as provided in Appendices A through D, to drive the discussion.

Additional observations, both walkthrough and formal, may be facilitated by administration as deemed necessary and to the extent that they are possible.

### **Student Growth Indicators (SGIs)**

Student Growth Indicators (SGIs) are further defined later in the GCPS Ancillary Professional Evaluation Performance Handbook. Only certain ancillary professionals are required to provide annual Student Growth data, depending upon their given position, and the appropriateness of student assessment data, as it applies to the given position of the ancillary professional. For those ancillary professionals required to submit Student Growth Indicators, Student Growth Indicators must be submitted annually, regardless of whether the ancillary professional is being evaluated during the given school year. The Student Growth Indicator will consist of 25% of an ancillary professional's overall evaluation score/rating.

### **Final Evaluation Meeting**

A final evaluation meeting will be scheduled and conducted between the ancillary professional and assigned evaluator prior to the submission of the evaluation score/rating to the District's Human Resources Office. During this meeting, the final evaluation will be reviewed and discussed.

## **Individual Development Plan (IDP) for Probationary and/or Ancillary Professionals Receiving a Minimally Effective or Ineffective Rating on the Previous Year's Evaluation**

Probationary ancillary professionals or those ancillary professionals who received a Minimally Effective or Ineffective rating on the previous school year's evaluation will have an Individual Development Plan. While this process has many similarities to the process outlined on pages 4 and 5 of this handbook, it is intended to be a more intensive process for the purpose of promoting professional growth and development. The process for those ancillary professionals on an Individual Development Plan includes the following components, some of which were defined on pages 4 and 5.

### **Pre-Evaluation Meeting**

For those ancillary professionals on an Individual Development Plan, a Pre-Evaluation Meeting must be scheduled and occur between the ancillary professional and the assigned evaluator. During this meeting, the following will occur:

- Identify two (2) Student Growth Indicator assessments for the purposes of SGI data collection, if applicable to the ancillary professional's position
- Provide evidence of curriculum alignment, IEP goals alignment, Behavioral Plan development/implementation, and/or IEP accommodations/modifications

### **Observations**

Observations are defined on pages 4 and 5 of this handbook. In the case of an ancillary professional who has an Individualized Development Plan, at least three observations will occur, each followed by a post-observation conference and written or oral feedback, within five (5) business days of each observation. Additional observations may occur as necessary, again, each followed by a post-observation meeting that provides feedback to the ancillary professional. Following a scheduled formal observation, the ancillary professional and assigned evaluator will also discuss indicators associated with Domains 1 and 4 from the *applicable* Charlotte Danielson Evaluation Framework, using the reflective questions, as provided in Appendix B, to drive the discussion.

### **Midyear Progress Report/Evaluation**

Occurring some time prior to the conclusion of the first semester, a Midyear Progress Report/Evaluation shall be provided to **all first-year probationary ancillary professionals and/or ancillary professionals receiving a Minimally Effective or Ineffective rating on the previous year's evaluation**, by the assigned evaluator during a Midyear Progress Report/Evaluation Meeting. Through this process, the ancillary professional's Student Growth data, to date, if applicable, will be reviewed, as will the ancillary professional's annual performance goals, including progress toward these identified goals. Additionally, depending upon the circumstances, recommended professional development, intended to assist the ancillary professional in meeting his/her annual performance goals, may be identified by the assigned evaluator. A written improvement plan that includes these goals and recommended professional development will be designed with the intent of supporting continued growth and development for the ancillary professional.

### **Final Evaluation Meeting**

The Final Evaluation Meeting for ancillary professionals who are on an Individual Development Plan will be consistent with the Final Evaluation Meeting defined on pages 4 and 5, but also include the following:

- Discussion of Minimally Effective and/or Ineffective areas
- Discussion of Student Growth Indicator results, if applicable

- Discussion of progress toward identified professional goals
- Discussion of annual professional goals and ancillary professional performance evaluation for the forthcoming school year
- NOTE: The Individual Development Plan (IDP) process may be initiated immediately with reasonable and justifiable cause.

## **Charlotte Danielson’s Evaluation Frameworks**

The Ancillary Professional Performance Evaluation Process is designed to promote continuous assessment and improvement of ancillary professional performance. Objectives for this process are as follows:

- To provide the best possible professional staff for the students of Garden City Public Schools;
- To provides a basis for improvement through productive ancillary professional performance appraisal and professional growth, and
- To support growth for ancillary professionals by providing opportunity for collegial collaboration which will lead to improvements in student learning and growth

To achieve these objectives, Garden City Public Schools utilizes Charlotte Danielson’s Evaluation Framework standards. Each framework, appropriate and applicable to the ancillary professional’s given position, effectively captures the complexity of the ancillary professional’s position through research-based best practices.

Each Charlotte Danielson Evaluation Framework contains the following four domains:

- I. Planning and Preparation
- II. The Environment
- III. Delivery of Service
- IV. Professional Responsibilities

Each of the four domains contain five components or characteristics.

Each of the four domains are detailed in each of the Charlotte Danielson Evaluation Framework rubrics, as provided in the appendices (please see Appendices A through D). Elements and characteristics found within domains 2 and 3 are readily observable during observations, while domains 1 and 4 may not always be visible or apparent during observation periods. Therefore, ancillary professionals will need to demonstrate evidence to support the components defined in Domains 1 and 4 through additional means, including within the dialogue that occurs during the Post Observation Meeting, scheduled after an ancillary professional’s Formal Observation. While not exhaustive in nature, a list of indicators that may support components within domains 1 and 4, depending upon a given individual’s position/area, are provided below:

### **Domain 1 Indicators**

- Lesson plans that include some or all of the following components:
  - Essential Questions
  - Activating Strategies (identification of important pre-requisites, relationships, concepts, terms, etc.)
  - Grouping/Pacing
  - Use of Graphic Organizers
  - Summarizing Strategies
  - Extended Thinking Strategies
  - Essential Vocabulary
  - Expected Outcomes/Standards
- Interest Surveys, Pre-assessments in a variety of forms
- Examples of written feedback provided to students to improve understanding

- Differentiated Instruction Examples (may include samples of student work, evidence of student choice)
- Lists of various resources used for teaching and planning a unit and examples of those resources when applicable and reasonable
- Notes of accommodations made for various students (reading tests to students, allowing students with disabilities or special needs to use special resources, etc.)
- Formative assessment results with reflections on how the information was used to plan instruction

#### **Domain 4 Indicators**

- Reflections on lessons that include the evaluation and assessment of the effectiveness of the plan as it was implemented; suggestions for how the lesson can be adjusted to better meet the needs of the students and/or improve student understanding of concepts presented
- Artifacts of student self-assessments and reflections
- Zangle/MiStar documents and other records demonstrating student progress
- Copies of letters to parents
- Log of calls and emails sent to parents
- Parent surveys
- Curriculum Documents designed for parents
- List of opportunities used to engage family in student learning
- List of memberships in professional organizations
- List of leadership roles within the school/district/county/state
- List of professional development sessions attended
- Presentations for fellow educators at school/district/county/state meetings
- Documentation/Videos/Reflections on own practice or practice of colleagues (peer observation)
- Behavior review meetings/documents
- Documentation pertaining to consultation with staff and/or parents

## Student Growth

### Student Growth Indicators (SGIs)

An ancillary professional's Student Growth Indicator (SGI) will include multiple measures. An ancillary professional must select at least two indicators for his/her Student Growth Indicator, when applicable. As noted on page 5 of this handbook, not all ancillary professionals are required to submit Student Growth Indicators, as each ancillary position does not necessarily monitor student growth for various reasons. For purposes of evaluation, the following ancillary professionals **are required** to submit Student Growth Indicators annually: school behavior specialists, occupational therapists, and speech-language pathologists. School nurses, psychologists, and social workers **are not required** to submit Student Growth Indicators.

When selecting a Student Growth Indicator, the following items should be considered:

- Student Growth Indicators (SGIs) may include the following forms of assessment:
  - IEP Goals
  - Standardized Assessments, as applicable to an ancillary professional's given position/area
- Student Growth Indicators (SGIs) may include the same assessment, but assess different sets of students, provided that the number of students included within the data set comprises of at least 25% of the ancillary professional's caseload. As an example, an assessment administered to students for one subset of a caseload may count as one SGI, while the same assessment administered to students in a second subset from a caseload may count as a second SGI.

### Submission of Student Growth Indicator Data

Ancillary professionals, when applicable, must submit Student Growth Indicators to their evaluating administrator by the date specified in the GCPS Ancillary Professional Evaluation Process Timeline. For each SGI submitted, an ancillary professional must complete a Student Growth Indicator Effectiveness form (see Appendix B). In completing this form, the following information should either be included on the form or attached to the form:

- Ancillary professional's signature
- Written rationale clearly defining how student growth has been exhibited, while recognizing that growth must be based upon criteria used for dismissing students from service, as it pertains to the ancillary professional's given position/area.
- A copy of the assessment and/or rubric used to measure student growth
- Assessment data, including, when applicable, pre and post assessment data for every student included in the data set
- Names of students who have been excluded in the data set, based upon the following criteria:

- Data for students who have been absent 15% or more of the class attendance days may be excluded from the SGI data set.

Following submission of the SGIs, the evaluating administrator will review the information provided and complete the area of the Student Growth Effectiveness form entitled, "Student Growth Indicator Administrative Approval" and score the SGI accordingly.

### **Supplemental Information Required for Teacher Evaluation**

In November of 2016, MCL 380.1248 was signed into legislation. As a result of this addendum to educator evaluation, the items listed below must be documented on each ancillary staff member's individual evaluation. These items are supplemental information to the evaluation tool and will not impact the performance rating an individual receives via the evaluation process. The items, taken directly from the legislation, are as follows:

- The ancillary staff member's attendance and disciplinary record, if any.
- Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- Relevant special training.

NOTE: As provided in the *Annual Year-End Ancillary Performance Evaluation*, Appendices C - F, individual attendance will be documented for the individual ancillary staff member, as will discipline, if any. Attendance will be documented as the number of leave days taken by the individual. Professional Development, Other School Business, or any absences that are work-related will not be counted toward this total.

As a result of time constraints and the necessity to complete the annual evaluation process with each ancillary staff member by the end of the given school year, attendance and discipline, if any, will be documented in the *Annual Year-End Ancillary Performance Evaluation*, through April 30 of the given evaluation year. In the event attendance and/or discipline issues arise with an individual employee between May 1 and the last day of the school year, the individual's annual performance evaluation will be amended to document such issue(s).

## Final Rating and Effectiveness Labels on Year-End Teacher Performance Evaluation

### Domain Ratings for the Ancillary Professional Framework Rubric

Individuals will be provided a rating in each of the four domains within the Ancillary Professional Framework rubric. Criteria for determining an effectiveness rating for each individual domain is provided below. As noted below, the criteria differs for Domains 1 and 4 versus Domains 2 and 3 due to the fact there are six components in Domains 1 and 4 compared to five components in Domains 2 and 3.

	Domains Containing Six Components	Domains Containing Five Components
Highly Effective	<ul style="list-style-type: none"> <li>• At least four Highly Effective component ratings</li> <li>• No Minimally Effective component ratings</li> <li>• No Ineffective component ratings</li> </ul>	<ul style="list-style-type: none"> <li>• At least three Highly Effective component ratings</li> <li>• No Minimally Effective component ratings</li> <li>• No Ineffective component ratings</li> </ul>
Effective	<ul style="list-style-type: none"> <li>• A combination of at least four Highly Effective and Effective component ratings</li> <li>• No more than one Ineffective component rating</li> </ul>	<ul style="list-style-type: none"> <li>• A combination of at least three Highly Effective and Effective component ratings</li> <li>• No more than one Ineffective component rating</li> </ul>
Minimally Effective	<ul style="list-style-type: none"> <li>• No more than two Ineffective component ratings</li> </ul>	<ul style="list-style-type: none"> <li>• No more than two Ineffective component ratings</li> </ul>
Ineffective	<ul style="list-style-type: none"> <li>• Three or more Ineffective component ratings</li> </ul>	<ul style="list-style-type: none"> <li>• Three or more Ineffective component ratings</li> </ul>

### Rating of the Ancillary Professional Framework Rubric

The following criteria will be applied to determine the overall Framework rating based on the results of individual domain ratings:

**Ineffective:** An overall ineffective rating in any of the four domain areas from the Ancillary Professional Framework rubric will result in an overall Framework rating of ineffective.

**Minimally Effective:** An overall minimally effective rating will result if two or more domain areas from the Ancillary Professional Framework rubric are rated minimally effective and no domain areas are rated ineffective.

**Effective:** An overall effective rating will result if at least three domain areas from the Ancillary Professional Framework rubric are rated effective, and no areas are rated ineffective.

**Highly Effective:** An overall highly effective rating will result if all domain areas from the Ancillary Professional Framework rubric receive a highly effective rating.

### Rating of the Student Growth Score

Twenty-five percent (25%) of the ancillary professional evaluation will be based upon student growth, for those individuals required to provide Student Growth Indicators. For those ancillary professionals required to submit SGIs, as specified on page 10 of this handbook, a portion of the Student Growth Score will be comprised of an All School Student Growth Score. For those ancillary professionals assigned to one school building, their All School Student Growth Score will result from the assigned school building in which they are assigned. In the event an ancillary professional is assigned to service more than one school building, the building to which he/she is assigned that has the highest All School Student Growth Score will be factored in his/her individual Student Growth Score.

Twenty-five percent (25%) of the teacher evaluation will be based upon student growth. The twenty-five percent weight for the Student Growth Component will be subdivided into two parts, as follows:

- Twenty percent (20%) of the twenty-five percent (25%), or four-fifths, of the total Student Growth Score, will be based upon individual teacher local measures and assessments (SGIs).
- Five-percent (5%) of the twenty-five percent (25%), or one-fifth, of the total Student Growth Score, will be based upon a collective building aggregate, or All School Student Growth Score, on a State or National standardized assessment.

Before calculating an overall Student Growth Score, each Student Growth Indicator, including, where applicable, the All School Student Growth Score, will be provided a numeric score. Each of the ancillary professional's Student Growth Indicators will be provided a numeric score based upon the scoring rubric provided on the *Student Growth Effectiveness* form (Appendix B) and outlined below:

90-100% of students demonstrating growth	4.0 (Highly Effective)
75-89% of students demonstrating growth	3.0 (Effective)
50-74% of students demonstrating growth	2.0 (Minimally Effective)
49% and below of students demonstrating growth	1.0 (Ineffective)

In school buildings with an All School Student Growth Score, the school score will account for 5%, or one-fifth, of a teacher's total Student Growth Score, while each of the ancillary professional's two submitted Student Growth Indicators will account for a total of 20%, or four-fifths, of the total Student Growth Score. In school buildings where an All School Student Growth Score is not available, the ancillary professional's two Student Growth Indicators submitted by him/her will each account for 12.5%, or one-half, of the total Student Growth Score.

The numeric score received for each of the two individual Student Growth Indicators, in addition to the numeric score given for the All School Student Growth Score (where appropriate), will be weighted as described above, and in accordance with the graphic on the next page, to determine a rating for the Student Growth Indicator.

**Student Growth Indicator with All School Student Growth Score**

		Individual SGI Total Score								
All School Student Growth Score		1	2	3	4	5	6	7	8	
	1									
	2									
	3									
	4									

**Student Growth Indicator without All School Student Growth Score**

Individual SGI Total Score							
1	2	3	4	5	6	7	8

<b>Student Growth Score Key</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
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**Final Ancillary Staff Performance Rating**

Final ancillary staff performance ratings are determined by calculating a weighted rating based upon the overall effectiveness rating from the Ancillary Professional Framework rubric (75%), as defined above, as well as student growth (25%).

Student Growth (25%)	Charlotte Danielson Ancillary Professional Framework Rubric (75%)			
Rating	Ineffective	Minimally Effective	Effective	Highly Effective
Ineffective				
Minimally Effective				
Effective				
Highly Effective				

Based upon the total weighted rating, each teacher is provided a final teacher performance rating of Highly Effective (HE), Effective (E), Minimally Effective (ME), or Ineffective (I), using the following key:

<b>Overall Final Teacher Performance Rating Key</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
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Appendix A

**Garden City Public Schools  
Tenured and Non-Tenured Ancillary Professionals  
Annual Performance Goals**

**Every individual is required to submit two annual professional goals. One goal should be related to one of the components found in Domain 1 or 4, while a second goal should be related to one of the components found in Domain 2 or 3.**

The following performance goals represent the goals for my professional field:

**Professional Goal**

#1 \_\_\_\_\_

---

With what domain is the goal associated? (Circle)                      Domain 1/Domain 4

Why did you choose this goal? \_\_\_\_\_

How do you plan to address this goal? (steps taken, resources utilized, supports needed)

How will you know when you have achieved this goal? \_\_\_\_\_

**Professional Goal #2**

---

With what domain is this goal associated? (Circle)                      Domain 2/ Domain 3

Why did you choose this goal? \_\_\_\_\_

\_\_\_\_\_

How do you plan to address this goal? (steps taken, resources utilized, supports needed)

\_\_\_\_\_

\_\_\_\_\_

How will you know when you have achieved this goal? \_\_\_\_\_

\_\_\_\_\_

Signatures

\_\_\_\_\_

Date Ancillary Professional

\_\_\_\_\_

Date Administrator

**Appendix B (General Education Setting)**

**Student Growth Effectiveness**

This form must be completed by the individual for each Student Growth Indicator that is submitted. Included with this form must be the following items:

- Written rationale clearly defining how student growth has been exhibited, while recognizing that growth must be based on a set of State standards or Common Core Standards appropriate to the content and/or grade level that was assessed
- A copy of the assessment and/or rubric used to measure student growth
- Assessment data, including, when applicable, pre and post assessment data for every student included in the data set
- Names of students who have been excluded in the data set, based upon the following criteria:
  - Data for students with disabilities in a given subject area may be excluded from a given SGI, but not to exceed 5% of the total number of students in the data set. (e.g., in a mathematics class of 100 students, the data from no more than 5 students, who have a certified disability related to mathematics, may be excluded from the data set.)
  - Data for students who have been absent 15% or more of the class attendance days may be excluded from the SGI data set.

Individual Signature:

Subject and/or Grade Level of Assessment:

**Student Growth Indicator Administrative Approval:**

\_\_\_\_\_

Administrator

\_\_\_\_\_

Date

Student Growth Indicator Effectiveness Score (Please circle):

90-100% of students demonstrating growth	4.0 (Highly Effective)
75-89% of students demonstrating growth	3.0 (Effective)
50-74% of students demonstrating growth	2.0 (Minimally Effective)
49% and below of students demonstrating growth	1.0 (Ineffective)

Evaluator Comments:

**Appendix B (Burger Autistic Impaired Setting)**

**Student Growth Effectiveness for Burger**

Teachers from the Burger Autistic Impaired Program must show evidence of student academic growth for each student in their classroom/learning environment. Student growth can be exhibited through the use of data from STAR Literacy, SAS, IXL, MLPP, Brigance, pre/post assessment based on unit of study, behavioral data, IEP goals, student portfolios, or work samples. Included with this form must be the following items:

- Written rationale clearly defining how student growth has been exhibited, while recognizing that growth must be based on a set of State standards or Common Core Standards appropriate to the content and/or grade level that was assessed
- A copy of the assessment and/or rubric used to measure student growth
- Assessment data, including, when applicable, pre and post assessment data for every student included in the data set
- Names of students who have been excluded in the data set, based upon the following criteria:
  - Data for students with disabilities in a given subject area may be excluded from a given SGI, but not to exceed 5% of the total number of students in the data set. (e.g., in a mathematics class of 100 students, the data from no more than 5 students, who have a certified disability related to mathematics, may be excluded from the data set.)
  - Data for students who have been absent 15% or more of the class attendance days may be excluded from the SGI data set.

Individual Signature:

Name of Student or Class:

**Student Growth Indicator Administrative Approval:**

---

Administrator

---

Date

The SGI is worth a total of 30 points. Those points will be divided by the number of students in the class, and then by the 2 types of evidence provided by the teacher.

Example A:

6 students in a class

30 points divided by 6 in a class = 5 points per student toward the individual's SGI score.

5 points for each student divided by two pieces of evidence = 2.5 points for each type of evidence demonstrating growth.

Example B:

5 students in a class

30 points divided by 5 students in a class = 6 points per student toward the individual's SGI score.

6 points for each student divided by two pieces of evidence = 3 points for each type of evidence demonstrating growth.

Student Growth Indicator Effectiveness Score (Please circle):

90-100% of students demonstrating growth	4.0 (Highly Effective)
75-89% of students demonstrating growth	3.0 (Effective)
50-74% of students demonstrating growth	2.0 (Minimally Effective)
49% and below of students demonstrating growth	1.0 (Ineffective)

Evaluator Comments:



**Garden City Public Schools**  
**Annual Year-End Occupational Therapist/Nurse/Physical Therapist Performance Evaluation**

Date & Year: \_\_\_\_\_

Ancillary Professional Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Content: \_\_\_\_\_ Probationary/Tenured (Circle): P T

Evaluator \_\_\_\_\_

<b>Framework for Occupational Therapists, Nurses, &amp; Physical Therapists</b>				
<b>Domain 1: Planning &amp; Preparation</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
1a. Demonstrating knowledge and skill in school-based occupational therapy				
1b. Establishing goals for the therapy program appropriate to the setting and the students served				
1c. Demonstrating knowledge of district, state, and federal regulations and guidelines				
1d. Demonstrating knowledge of resources, both within and beyond the school and district				
1e. Planning occupational therapy services, integrated with the general education curriculum, to meet the needs of students being served in a school-based program				
<b>Domain 2: The Environment</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
2a. Establishing rapport with students				
2b. Organizing time effectively				
2c. Managing therapy procedures including the groupings of students, materials/supplies, provision of consultative supports and transitions				
2d. Establishing standards of conduct for the students receiving therapy				
2e. Utilizing available space for testing of students and providing therapy				

**Appendix C.2**

<b>Framework for Occupational Therapists, Nurses, &amp; Physical Therapists</b>				
<b>Domain 3: Delivery of Service</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
3a. Responding to referrals and evaluating student needs				
3b. Developing and implementing treatment goals to maximize students' successes				
3c. Engaging students in therapeutic services				
3d. Collecting information and writing reports				
3e. Demonstrating flexibility and responsiveness				
<b>Domain 4: Professional Responsibilities</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
4a. Reflecting on practice				
4b. Maintaining an effective and organized data management system				
4c. Communicating with parents, staff and administrators				
4d. Growing and developing professionally				
4e. Showing professionalism				

Appendix C.2

	Highly Effective	Effective	Minimally Effective	Ineffective
Domain 1: Planning & Preparation				
Domain 2: The Environment				
Domain 3: Delivery of Service				
Domain 4: Professional Responsibilities				
Framework for OTs, Nurses, & PTs				
Student Growth Indicator				
Overall Rating				

**Administrative Recommendation**

Additional Comments (if necessary):

\_\_\_\_\_ Recommended for continuing probationary employment

\_\_\_\_\_ Recommended for continuing tenured employment

\_\_\_\_\_ Not recommended for continuing employment

Administrator

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein.*

Signature of

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix C.2

<b>Attendance</b>		
How many absences did the employee have during this school year?		
<b>Discipline</b>		
Did the employee receive any discipline during this school year?	Y	N
Comments regarding employee discipline, if necessary:		
<b>Significant, Relevant Accomplishments</b>		
If not applicable, please notate "N/A." Otherwise, please note the significant, relevant accomplishments of the employee.		
<b>Relevant Special Training &amp; Integration of Such Training into Instruction</b>		
If not applicable, please notate "N/A." Otherwise, please note relevant special training, which does not include professional development or continued education required by Garden City Public Schools or by statute and law. In the event, relevant special training exists, please also discuss how the training has been integrated into practice in a meaningful way.		

**Questions for Occupational Therapist/Physical Therapist/Nurse Levels of Effectiveness Rubric**

**Domain 1: Planning and Preparation**

1a:

- What best practices for OT/PT/Nursing in school systems do you most frequently utilize?
- How does that affect your plans for treatment?

1b:

- How does your therapeutic intervention tie into IEP goals?
- How do you know when/how to modify goals/intervention?
- Tell me when/how you collaborate?

1c:

- How are you demonstrating a leadership role in knowledge of WRESA Guidelines?
- How are you involved in revising district practices?

1d:

- How do you provide parents with resources?
- How do you outline/highlight more appropriate resources for students/parents?

1e:

- How do you determine most appropriate environments for students?
- Tell me how you support within different educational program environments?

**Domain 2: The Environment**

2a:

- How do you establish/demonstrate positive respectful interactions with students?
- How do you establish a rapport?

2b:

- What is your system of organization/time management?
- What does your schedule look like? How do you prioritize activities? How do you meet mandated timelines?

2c:

- How do you decide your student grouping?
- How do you prepare your materials for your therapy sessions?
- How do you consult and/or train staff/student/parents in the strategies you use?

### Appendix C.3

2d:

- How do you collaborate with teacher on following Rules of Conduct?
- How do you set clear and concise rules for therapy sessions?
- Can you explain your approach to school rules of conduct? How are they taught to, reviewed with students?

2e:

- How do you organize availability of treatment space for student testing/individual therapy?
- Why do you develop alternative spaces in the classroom? How do you seek out additional materials?

### **Domain 3: Delivery of Service**

3a:

- How do you keep track of your referral/evaluation responsibilities?
- In what ways do you take a leadership role in the HELP team or special ed evaluation process?
- How do you provide evidence of clear explanation of interventions/assessments?
- Describe your leadership role in developing/monitoring progress toward curriculum goals.

3b:

- How do you decide what goals are appropriate?
- How do you keep data on progress towards goals?

3c:

- How do you engage your students in treatment?
- How does the treatment you provide work towards the goals set for the student/relate to the grade level curriculum?

3d:

- How do you collect information you include in your reports?
- Describe how you incorporate relevant diagnostic information which compares results to normally developing peers in your reports.
- How are your reports professionally written? Explain what you typically include in reports and the format and standard you utilize for report writing.

### Appendix C.3

3e:

- Why would an OT/PT/Nurse complete an IEP Amendment and what do you include in the amendment?
- Explain how you utilize WRESA Guidelines in determining service eligibility or making adjustments?

### **Domain 4: Professional Responsibilities**

4a:

- How do you reflect upon your therapeutic interventions? Give an example of a strategy you utilized that wasn't successful and how and when you changed it.

4b:

- Describe your data management system?
- How do you use your data to communicate with all stakeholders?

4c:

- In what ways do you communicate with parents/staff/administrators and how do you record this?
- What types of information do you feel is important to communicate?

4d:

- How do you assume a role as a mentor for new staff or take on leadership roles in your building?
- How and when do you collaborate with colleagues on professional growth or things that you have learned?

4e:

- Do you maintain student confidentiality across all environments? Give examples
- How do you follow OT Code of Ethics including: Beneficence, Non-Maleficence, Autonomy, Confidentiality, Duty, Procedural Justice, Veracity, and Fidelity and district policies and WRESA guidelines?

**Garden City Public Schools**  
**Annual Year-End School Psychologist and Behavior Specialist Performance Evaluation**

Date & Year: \_\_\_\_\_

Ancillary Professional Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Content: \_\_\_\_\_ Probationary/Tenured (Circle): P T

Evaluator \_\_\_\_\_

<b>Framework for School Psychologist &amp; Behavior Specialist</b>				
<b>Domain 1: Planning &amp; Preparation</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
1a. Demonstrating knowledge and skill in the implementation of assessment instruments to evaluate students				
1b. Demonstrating knowledge of child and adolescent development in order to establish goals for student programming				
1c. Establishing goals for the psychological services appropriate to the settings and students served				
1d. Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district				
1e. Planning and integrating the program to meet the needs of individual students, including prevention				
<b>Domain 2: The Environment</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
2a. Establishing rapport with students				
2b. Establishing a culture that promotes pro- social behaviors among the students across educational settings				
2c. Establishing and maintaining clear procedures for referrals				
2d. Establishing standards of conduct across settings				
2e. Organizing physical space				

**Appendix D.2**

<b>Framework for School Psychologist &amp; Behavior Specialist</b>				
<b>Domain 3: Delivery of Service</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
3a. Responding to referrals and evaluating student needs				
3b. Evaluating student needs in compliance with state and federal guidelines, inclusive of RTI systems that are educationally relevant and diagnostically sound				
3c. Actively participating on the educational/evaluation teams				
3d. Planning interventions to maximize students' academic and/or behavioral successes				
3e. Maintaining professional relationships with community service providers to support student performance across settings				
<b>Domain 4: Professional Responsibilities</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
4a. Reflecting on practice				
4b. Maintaining accurate and effective data management system				
4c. Communicating with parents, staff and administrators				
4d. Participating in a professional community				
4e. Showing professionalism				

**Appendix D.2**

	Highly Effective	Effective	Minimally Effective	Ineffective
Domain 1: Planning & Preparation				
Domain 2: The Environment				
Domain 3: Delivery of Service				
Domain 4: Professional Responsibilities				
<b>Framework for School Psychologist &amp; Behavior Specialist</b>				
Student Growth Indicator				
<b>Overall Rating</b>				

**Administrative Recommendation**

Additional Comments (if necessary):

\_\_\_\_\_ Recommended for continuing probationary employment

\_\_\_\_\_ Recommended for continuing tenured employment

\_\_\_\_\_ Not recommended for continuing employment

Administrator

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein.*

Signature of

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix D.2

Attendance		
How many absences did the employee have during this school year?		
Discipline		
Did the employee receive any discipline during this school year?	Y	N
Comments regarding employee discipline, if necessary:		
Significant, Relevant Accomplishments		
If not applicable, please notate "N/A." Otherwise, please note the significant, relevant accomplishments of the employee.		
Relevant Special Training & Integration of Such Training into Instruction		
If not applicable, please notate "N/A." Otherwise, please note relevant special training, which does not include professional development or continued education required by Garden City Public Schools or by statute and law. In the event, relevant special training exists, please also discuss how the training has been integrated into practice in a meaningful way.		

## Questions for School Psychologists Levels of Effectiveness Rubric

### **Domain 1: Planning and Preparation**

1a:

- What assessment instruments do you use to assess performance?
- How do you determine which instruments to use in the myriad of available tests?
- How do you use the assessment instruments to inform teachers of academic interventions?
- How do you use the assessment instruments to assist teachers with the development of goals/objectives in a student's area(s) of weaknesses?

1b:

- How do you provide leadership in the planning and organization of IEPs?
- How do you provide training to staff in order to appropriately execute IEPs?

1c:

- How do you determine diagnostic relevance in the school setting?
- How do you explain the diagnostic relevance to stakeholders?
- Explain the collaborative consultation model/process you use.

1d:

- In what way(s) do you use community resources?
- How do you network within the district?
- Are your community resources up-to-date and when/how do you share them with your colleagues?

1e:

- How are you using classroom data to guide preventative techniques or strategies?
- How do you use classroom data and preventative strategies/techniques to meet student goals?

### **Domain 2: The Environment**

2a:

- In what ways do you establish rapport with students?
- How do student benefit from your social/emotional supports provided through service delivery?
- How do you show respectful and positive relationships with students?

2b:

- Describe your collaborative process?
- Describe your role in SWPBIS.
- In what way do you demonstrate the effectiveness of the school's PBIS plan?

### **Appendix D.3**

2c:

- Describe your leadership role in the HELP team/Student Assistance Team process?
- How are you involved in any revision or training in/made to this process?

2d:

- In what ways have the standards of conduct been clearly established?
- How have you helped students monitor and self-correct their behaviors?

2e:

- In what ways is the physical space arranged and organized to accommodate a variety of activities?
- Describe your alternative space and how this is arranged in advance?
- How do you acquire and manage/organize materials?

### **Domain 3: Delivery of Service**

3a:

- Describe your leadership role in monitoring student performance with grade level teams?
- Describe how you collaboratively work with staff and parents on the referral process?

3b:

- How do you determine which assessments most appropriately address the referral question(s)?
- How do you collaborate with colleagues to ensure they fully understand and comply with established timelines and/or procedures?

3c:

- Describe how you incorporate relevant diagnostic information which compares student results to typically developing peers?
- How do you take a leadership role in the educational/evaluation teams?

3d:

- How do you plan interventions to maximize student achievement?
- How do you plan interventions to decrease or increase behavior?
- Describe when you would utilize additional resources to maximize student behavior or academic functioning?
- How would they be conveyed to stakeholders?

### Appendix D.3

3e:

- Describe a specific incident in which you have utilized additional community resources to improve student performance across settings?
- Describe a specific incident in which you have utilized additional resources or collegial collaboration to improve student performance across settings?

### **Domain 4: Professional Responsibilities**

4a:

- Give an example of a strategy you tried that was unsuccessful and how you changed it to improve performance.
- Describe your repertoire of evidence based strategies.

4b:

- How is your data used as a foundational component?
- How is your data shared with stakeholders?

4c:

- In what ways do you seek out stakeholder's perspectives on students or needs?
- How do you assist and collaborate with stakeholders to get appropriate data that addresses individual student's needs?

4d:

- Describe your substantial contribution to school and district events? What event committees do you participate on or chair?
- Describe your leadership role in school and district events.

4e:

- How do you maintain ethical standards and confidentiality during interactions with stakeholders?
- Describe a time when you have advocated for students and taken a leadership role with colleagues.
- Describe how you handled an ethical dilemma this year.
- How do you stay informed about your state organizations and districts positions, policies, expectations?

**Garden City Public Schools**  
**Annual Year-End School Speech-Language Pathologist Performance Evaluation**

Date & Year: \_\_\_\_\_

Ancillary Professional Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Content: \_\_\_\_\_ Probationary/Tenured (Circle): P T

Evaluator \_\_\_\_\_

Framework for Speech-Language Pathologist				
Domain 1: Planning & Preparation	HE	E	ME	I
1a. Demonstrating knowledge and skill in the delivery of speech-language therapy practices				
1b. Establishing speech-language pathology plan aligned to the identified needs of students served through a school-based program				
1c. Demonstrating knowledge of district, state, and federal regulations and guidelines for speech-language pathology				
1d. Demonstrating knowledge of resources, both within and beyond the school and district				
1e. Formulating a diagnostic plan for the therapy services to meet the needs of students in a school-based program				
Domain 2: The Environment	HE	E	ME	I
2a. Establishing rapport with students				
2b. Utilizing therapeutic time effectively				
2c. Managing therapy procedures including instructional groups, materials/supplies, and transitions				
2d. Establishing standards of conduct in therapy sessions				
2e. Organizing physical space for testing of students and providing therapy				

**Appendix E.2**

<b>Framework for Speech-Language Pathologist</b>				
<b>Domain 3: Delivery of Service</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
3a. Responding to referrals and evaluating student needs				
3b. Developing and implementing goals and benchmarks to maximize students' successes				
3c. Engaging students in therapeutic services				
3d. Collecting information and writing reports				
3e. Demonstrating flexibility and responsiveness				
<b>Domain 4: Professional Responsibilities</b>	<b>HE</b>	<b>E</b>	<b>ME</b>	<b>I</b>
4a. Reflecting on practice				
4b. Maintaining effective documentation of student progress				
4c. Communicating with families as allowed by confidentiality laws and social work practices within a school setting				
4d. Growing and developing professionally				
4e. Showing professionalism, including integrity, advocacy, and maintaining confidentiality				

Appendix E.2

	Highly Effective	Effective	Minimally Effective	Ineffective
Domain 1: Planning & Preparation				
Domain 2: The Environment				
Domain 3: Delivery of Service				
Domain 4: Professional Responsibilities				
Framework for Speech-Language Pathologist				
Student Growth Indicator				
Overall Rating				

**Administrative Recommendation**

Additional Comments (if necessary):

- \_\_\_\_\_ Recommended for continuing probationary employment
- \_\_\_\_\_ Recommended for continuing tenured employment
- \_\_\_\_\_ Not recommended for continuing employment

Administrator  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein.*

Signature of  
Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix E.2

<b>Attendance</b>		
How many absences did the employee have during this school year?		
<b>Discipline</b>		
Did the employee receive any discipline during this school year?	Y	N
Comments regarding employee discipline, if necessary:		
<b>Significant, Relevant Accomplishments</b>		
If not applicable, please notate "N/A." Otherwise, please note the significant, relevant accomplishments of the employee.		
<b>Relevant Special Training &amp; Integration of Such Training into Instruction</b>		
If not applicable, please notate "N/A." Otherwise, please note relevant special training, which does not include professional development or continued education required by Garden City Public Schools or by statute and law. In the event, relevant special training exists, please also discuss how the training has been integrated into practice in a meaningful way.		

## Questions for School Speech-Language Pathologist Levels of Effectiveness Rubric

### **Domain 1: Planning and Preparation**

1a:

- How do you demonstrate expertise? Give an example of a therapeutic practice you use and explain how you determine which strategy to use.

1b:

- The following is how we diagnose identified needs of the student: How do you develop a therapeutic plan?
- How do you determine which tools to use when evaluating students?
- How do you keep progress monitoring data?

1c:

- How do you show knowledge of governmental regulations?
- How do you show a leadership role in reviewing and revising district practices?

1d:

- How do you demonstrate knowledge of resources available in and out of district?
- How often is your list of resources updated?
- How do you advise parents which resources may be right for their child?

1e:

- What makes the planned sessions coherent and supportive for the student?
- How do you generalize the lessons across the educational community?

### **Domain 2: The Environment**

2a:

- How do you show positive and respectful interactions with students?
- How do you establish a rapport?
- Give an example of an activity or lesson that you used to improve rapport?

2b:

- How do you meet required deadlines?
- How do you utilize your time effectively for other duties?
- How do you prioritize job related activities?

2c:

- What methods are used to determine therapy groups?
- How does the student demonstrate understanding of their goals?

### Appendix E.3

2d:

- How do you set clear and concise rules for behavior in therapy?
- How are rules accessible to students?

2e:

- How is your physical space organized to meet the needs of the student?
- How do you seek out additional materials?

### **Domain 3: Delivery of Service**

3a:

- How do you organize your records and activities to mandated caseload time lines?
- How and when do you demonstrate collaboration with all stakeholders?

3b:

- How are student goals determined?
- How is student progress measured?
- How are progress monitoring records kept?

3c:

- How do you plan appropriate lessons to meet the needs of the student?
- How do your activities/lessons relate to classroom curriculum?
- How does the student demonstrate improved performance?
- How do you determine the level of progress to record on goals/progress notes?
- What assessments, if any, are used for progress monitoring?

3d:

- How do you collect information and write reports?
- What do you typically include in eligibility evaluations/reports?

3e:

- Give examples of flexibility and responsiveness.

### **Domain 4: Professional Responsibilities**

4a:

- How do you reflect on practice?
- Give an example of a lesson that didn't go as expected and how you reacted or changed the lesson.
- Give an example of alternative strategies that incorporate evidenced based practices.

4b:

- What is your data collection system?
- How do you communicate to all stakeholders?

### Appendix E.3

4c:

- How do you communicate student needs or progress with all stakeholders?

4d:

- How do you make a substantial contribution to school/district events/projects?
- What events, activities, committees, etc. do you participate on/in?
- How do you assume a leadership role with colleagues?

4e:

- How do you demonstrate professionalism?
- Ethical conduct
- Confidentiality
- Meaningful interactions with student, parents, and each other
- How do you advocate for the student?
- Describe how you handled an ethical dilemma this year.
- How do you stay informed about your state organizations and the district's ethical positions/expectations?

**Garden City Public Schools**  
**Annual Year-End School Social Worker Performance Evaluation**

Date & Year: \_\_\_\_\_

Ancillary Professional Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Content: \_\_\_\_\_ Probationary/Tenured (Circle): P T

Evaluator \_\_\_\_\_

Framework for School Social Worker				
Domain 1: Planning & Preparation	HE	E	ME	I
1a. Demonstrating knowledge of content and application in the practice of social work services within a school setting				
1b. Establishing goals for social work services appropriate to the setting and the students served				
1c. Demonstrating knowledge of district, state, and federal regulations and guidelines as they apply to school practices				
1d. Demonstrating knowledge of resources, both within and beyond the school and district as they apply to school practices				
1e. Designing the social work plan using assessment and/or diagnostic information, which may include individual and small group sessions, in-class activities and crisis intervention as applicable to meet student needs				
Domain 2: The Environment	HE	E	ME	I
2a. Establishing rapport with students using interpersonal skills, such as empathy to establish trust and reduce anxiety				
2b. Contributing to the culture of positive student behavior throughout the school				
2c. Utilizing clear procedures for referrals				
2d. Organizing time effectively				
2e. Organizing physical space for working with individual or small groups of students and storage of materials				

Appendix F.2

Framework for School Social Worker				
Domain 3: Delivery of Service	HE	E	ME	I
3a. Assessing student needs				
3b. Assisting students and teachers in the formulation of academic, personal/social and behavior plans based on knowledge of student needs				
3c. Engaging students in social work services				
3d. Collecting information and writing reports				
3e. Demonstrating flexibility and responsiveness				
Domain 4: Professional Responsibilities	HE	E	ME	I
4a. Reflecting on practice				
4b. Maintaining effective documentation of student progress				
4c. Communicating with families as allowed by confidentiality laws and social work practices within a school setting				
4d. Growing and developing professionally				
4e. Showing professionalism including integrity, advocacy and maintaining confidentiality				

Appendix F.2

	Highly Effective	Effective	Minimally Effective	Ineffective
Domain 1: Planning & Preparation				
Domain 2: The Environment				
Domain 3: Delivery of Service				
Domain 4: Professional Responsibilities				
Framework for School Social Worker				
Overall Rating				

**Administrative Recommendation**

Additional Comments (if necessary):

\_\_\_\_\_ Recommended for continuing probationary employment

\_\_\_\_\_ Recommended for continuing tenured employment

\_\_\_\_\_ Not recommended for continuing employment

Administrator

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein.*

Signature of

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix F.2**

<b>Attendance</b>		
How many absences did the employee have during this school year?		
<b>Discipline</b>		
Did the employee receive any discipline during this school year?	Y	N
Comments regarding employee discipline, if necessary:		
<b>Significant, Relevant Accomplishments</b>		
If not applicable, please notate "N/A." Otherwise, please note the significant, relevant accomplishments of the employee.		
<b>Relevant Special Training &amp; Integration of Such Training into Instruction</b>		
If not applicable, please notate "N/A." Otherwise, please note relevant special training, which does not include professional development or continued education required by Garden City Public Schools or by statute and law. In the event, relevant special training exists, please also discuss how the training has been integrated into practice in a meaningful way.		

## Questions for School Social Worker Levels of Effectiveness Rubric

### **Domain 1: Planning and Preparation**

1a:

- How do you share knowledge and expertise as a Social Worker?
- What are your evidences of continuing education?
- How do you share information with parents regarding support services?

1b:

- What types of measurements do you use to monitor student progress towards established goals?
- How do you gain information for establishing appropriate social work goals for students?

1c:

- In what ways do you participate in building and district level processes to enhance therapeutic services?
- Please give an example of a building and/or district level process you assisted in enhancing/developing.

1d:

- What resources are available for your students?
- What group services do you provide?

1e:

- What individual services do you provide?
- What group services do you provide?

### **Domain 2: The Environment**

2a:

- Describe the ways you establish rapport with students.
- Provide an example of a student intervention that improved your rapport. How do you show respectful and positive relations with students?

2b:

- How do you collaborate with other professionals regarding appropriate interventions?
- What interventions have you assisted in that have a building or classroom level impact?

2c:

- Describe your leadership role in the HELP Team/Special ED process.
- How is the referral process communicated to stakeholders?
- How do you manage your caseload timelines?

### Appendix F.3

2d:

- How do you demonstrate time management skills and prioritize job related activities?
- What is your process for providing interventions, preparing for meetings or providing therapeutic services?

2e:

- Describe how your physical space is organized.
- How do you keep materials/records in a secure and confidential manner?

### **Domain 3: Delivery of Service**

3a:

- Describe how you determine which student assessment tool you will utilize to identify student needs or assist in eligibility determination.
- How do you obtain information from stakeholders?

3b:

- What activities, materials, or groupings do you utilize to effectively achieve student goals?
- How do you involve stakeholders in development of interventions?
- How do you monitor their effectiveness?

3c:

- What activities, materials, or groupings do you utilize to effectively achieve student goals?
- How do you decide (what factors do you consider) when developing groups?
- How do you determine the level of student services?

3d:

- What strategies do you use to gather relevant information for the purpose of report writing determining eligibility?
- Provide an example of accurate and clearly written report.
- What do you typically include in a report?

3e:

- How do you respond to diverse student needs?
- Discuss how you seek out stakeholder feedback regarding programming.

### Appendix F.3

#### **Domain 4: Professional Responsibilities**

4a:

- Provide an example of your reflection of interventions that were unsuccessful.
- What did you do as an alternative intervention?

4b:

- How do you document student monitoring progress?
- How do you utilize student data?

4c:

- How do you communicate student needs or progress with families?
- In what ways do you communicate with parents?
- How is it recorded?

4d:

- How do you pursue professional development? What PD have you attended this year?
- How do you impart that information to your colleagues?

4e:

- Ethics: describe how you handled any ethical dilemma this year.
- How do you stay informed about your state organization and district's ethical positions/expectations?

**Garden City Public Schools  
Individualized Development Plan**

Individualized Development Plan for: \_\_\_\_\_

Teacher Status (please circle appropriate designation): Tenure OR Probationary

Previous Year Evaluation Rating(s) (please circle rating, if applicable): Minimally Effective OR Ineffective

School Building: \_\_\_\_\_ Assigned Evaluator: \_\_\_\_\_

Dates of Significance	
Date of Original Meeting:	
Draft Date of Individualized Development Plan:	
Date of Review :	
Date of Review:	
Mid-Year Review Date:	

**Professional Goal #1:**

**Purpose of Goal:**

<b>Teacher Plan:</b>	<b>Administrative Support of Goal:</b>

**Addresses the Following Domain(s) of Charlotte Danielson's *Framework for Teaching* (Check all that apply):**

Planning and Preparation	
The Classroom Environment	
Instruction	
Professional Responsibilities	

<b>Professional Goal #2:</b>	
<b>Purpose of Goal:</b>	
<b>Teacher Plan:</b>	<b>Administrative Support of Goal:</b>
<b>Addresses the Following Domain(s) of Charlotte Danielson's <i>Framework for Teaching</i> (Check all that apply):</b>	
<b>Planning and Preparation</b>	
<b>The Classroom Environment</b>	
<b>Instruction</b>	
<b>Professional Responsibilities</b>	

<b>Professional Goal #3 (if applicable):</b>	
<b>Purpose of Goal:</b>	
<b>Teacher Plan:</b>	<b>Administrative Support of Goal:</b>
<b>Addresses the Following Domain(s) of Charlotte Danielson's <i>Framework for Teaching</i> (Check all that apply):</b>	
<b>Planning and Preparation</b>	
<b>The Classroom Environment</b>	
<b>Instruction</b>	
<b>Professional Responsibilities</b>	

**End of the Year Evaluation Summary:**

**Signature of Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*The teacher's signature indicates that he or she has discussed and read the content of this report with the Evaluator. This signature does not indicate the teacher is in agreement with the contract.*