Pupil Services Evaluation System
User Guide

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Pupil Services Evaluation System User Guide

Wisconsin Department of Public Instruction

Tony Evers, PhD, State Superintendent

Madison, Wisconsin

Printed on Recycled Paper

Foreword
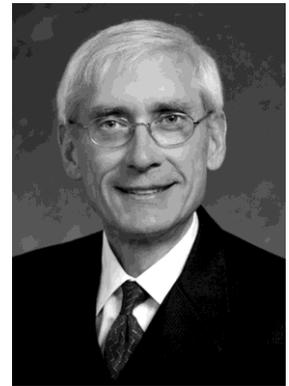
Pupil service evaluations are aligned to Wisconsin's belief that all evaluations should be learning-centered and must move beyond accountability. While pupil service professionals are not mandated to use the Educator Effectiveness (EE) System, their roles support administrators and teachers, who are.

The Pupil Services Evaluation System is parallel in format and rigor to the EE system. Profession-specific systems have been created and aligned to national standards. The system is designed around the unique needs of school counselors, nurses, psychologists, and social workers to support their professional growth and development.

Pupil service professionals offer supports to children and youth for academic achievement, physical and mental well-being, and social and emotional competencies. We in education are aware that highly effective professionals are at the heart of learning and that lifelong learning is at the heart of a functioning democracy.

Tony Evers

State Superintendent

Acknowledgements

Table of Contents

Introduction and Evaluation

Guide Organization

Unlike the mandated Educator Effectiveness system for Wisconsin teachers and principals, the Wisconsin Pupil Services Evaluation System is entirely optional. School districts may use the suggested system presented in this guide, may choose another system, or use no system at all.

All materials referenced in this User Guide and its Appendices are available at http://dpi.wi.gov/sspw/pupil-services/performance-evaluation-tools.

This User Guide was created to help pupil services professionals and pupil services evaluators plan and carry out learning-centered, pupil services professional evaluations.

- The first section describes five principles of a practice-centered evaluation approach.

- The second section starts with an overview of the pupil services evaluation system.

- The third section walks through leveraging the evaluation process as a cycle of continuous improvement, including goal setting, ongoing evidence collection, data-focused reflection, and outcome- or growth-oriented conversations and next steps.

- The last section turns to summarizing the evaluation results to inform the end-of-cycle conversation and improve practice.

- The appendices include resources to provide background information and resources supporting the pupil services professional evaluation process.

Five Principles of Practice-Centered Evaluation

Evaluation systems, implemented in isolation as an accountability or compliance exercise, will not improve pupil services practice or student outcomes. Pupil services professional evaluation has the potential to improve practice when five conditions are in place:

- a foundation of trust between the pupil services professional and the evaluator;

- regular application of profession-specific goals based on data;

- cycles of continuous improvement, guided by timely and specific feedback through ongoing collaboration;

- an integration of evaluation processes within school and district improvement strategies; and

- a profession-specific rubric focused on effective practice.

Creating and maintaining these conditions helps move an evaluation system from an accountability and/or compliance exercise to a practice-centered, continuous improvement process.

Foundation of Trust

Effective schools develop and maintain trust between educators, administrators, students, and parents. In the evaluation context, creating conditions of trust first occurs during an orientation session, where the pupil services professional and the evaluator discuss transparently:

- the evaluation criteria (i.e., the rubric the evaluator will use to evaluate the pupil services professional);

- the evaluation process, including how and when the evaluator will observe the pupil services professional's practice;

- the use of evaluation results; and

- any remaining questions or concerns.

Administrators should encourage professional growth among pupil services professionals. Evaluators can reinforce a growth orientation through open conversations that help pupil services professionals build on strengths and gain new skills. No one should settle for an expedient route using easily-achieved goals.

Pupil Services Professionally Developed Goals

As active participants in their own evaluations, pupil service professionals set performance goals based on their analysis of school and student data, as well as assessments of their own practice using the profession-specific framework matching their profession. These goals address student outcome priorities or project or program outcomes (referred to as the Student or Program Outcomes, or SPOs) and self-identified needs for individual improvement (referred to as the Professional Practice Goals, or PPGs). The goals have the greatest impact when they are connected and mutually reinforced (e.g., "I will ____ so that students can ____). Evaluators, pupil service colleagues, school staff, and parents can provide information relevant to the goals and feedback to strengthen them.

Continuous Improvement Supported by Timely Feedback

A learning-centered evaluation approach facilitates ongoing improvement through regularly repeated continuous improvement cycles. Improvement cycles represent intentional instruction that involves goal-setting, collection of evidence related to goals, reflection, and revision. Some refer to this type of work as a Plan-Do-Study/Check-Act process. Each step in a continuous improvement cycle should seamlessly connect to the next step and be repeated, as needed.

Collaborative conversations, coaching, and timely feedback from knowledgeable evaluators strengthen continuous improvement cycles. Evaluators and pupil services professionals can establish a shared understanding and common language regarding best practice, as well as ensure consistent and accurate use of the pupil services profession-specific rubric when selecting evidence, identifying levels of practice, and facilitating coaching conversations. This guide, a first phase of training, supports the understanding of the pupil services profession-specific rubric, evidence sources relative to the pupil services profession-specific rubric, and evaluation processes. Districts may choose to augment this guide with local training. Districts may build evaluators' feedback capacity and establish norms for consistent, actionable feedback.

Integration with District and School Priorities

Evaluation based on self-identified goals helps personalize the evaluation process and creates ownership of the results. The evaluation process becomes strategic when it also aligns with school and district priorities. Drawing on the clear connections between the principal, teacher, and pupil services professional evaluation processes helps to strategically leverage the evaluation system.

Profession-Specific Evaluation Rubrics

The Department of Public Instruction (DPI) consulted with the four pupil services professional associations (Wisconsin Association of School Nurses, Wisconsin School Counselors Association, Wisconsin School Psychologists Association, and Wisconsin School Social Workers Association) regarding the development of evaluation rubrics for the new Wisconsin Pupil Services Evaluation System. There was consensus that the development of separate and distinct, profession-specific rubrics would 1) reflect the unique and important contributions to student success of the four pupil services professions, and 2) create a more meaningful professional evaluation experience for both pupil services professionals and their evaluators.

Each of the four DPI pupil services consultants worked with her/his respective state's professional association to create a Wisconsin profession-specific rubric to be used in the Wisconsin Pupil Services Evaluation System. A description of each process follows, and these profession-specific rubrics can be found in Appendix A.

School Counselors
The President of the Wisconsin School Counselor Association (WSCA) formed a sub-committee of elected WSCA Board members and assigned them to work with the DPI school counseling consultant on three main tasks: 1) identify school counselor evaluation rubrics from their own districts or from other districts or states, 2) critically examine the rubrics; comparing them to the American School Counselor Association's National Model for best practices, and selecting components and features that are important to school counselor evaluation, and 3) create a best practices-based, Wisconsin-specific school counselor evaluation rubric. The sub-committee compiled these components and features, categorized them into specific domains of practice, and drafted the initial Wisconsin school counselor evaluation rubric. Through an ongoing feedback process, this rubric was revised multiple times before being selected for use in the Wisconsin Pupil Services Evaluation System.

School Nurses
The School Nurse Evaluation Rubric was designed by and for Wisconsin school nurses to evaluate school nurses through a fair, valid, reliable, and manageable process using multiple measures across two main areas: nurse practice and student or program outcomes. The school nurse committee working on the evaluation framework reviewed national practice standards as well as evaluations from around the state and nation in developing the rubric components.

The benefit of using the developed framework is that it truly looks at the professional responsibilities of school nurses and provides them with ongoing feedback and meaningful information about how their practice impacts student and program outcomes. School districts may choose to use the framework with their school nurse professionals through the MyLearningPlan©, or by going to DPI's website: http://dpi.wi.gov/sspw/pupil-services/performance-evaluation-tools.

School Psychologists
The Wisconsin School Psychologist Association formed a membership-fluid work group in collaboration with DPI to 1) identify existing, school psychologist evaluation rubrics consistent with the National Association of School Psychologists Practice Model, 2) critically examine them to select descriptors that are important to school psychologist evaluation, and 3) create a Wisconsin-specific evaluation rubric. The work group considered evaluation tools from Wisconsin school districts and other states. Tools were reviewed and items from each were considered. A draft of a Wisconsin school psychologist evaluation rubric was created and subsequently modified by successive meetings of school psychologists until consensus was achieved, in order to accurately reflect school psychology practice in Wisconsin. The rubric was used to generate several user versions including MyLearningPlan© and downloadable forms accessible through http://dpi.wi.gov/sspw/pupil-services/performance-evaluation-tools.

School Social Workers
The Wisconsin School Social Workers Association formed a membership-fluid work group to 1) identify existing school social worker evaluation rubrics, 2) critically examine them to select components and features that are important to school social worker evaluation, and 3) create a Wisconsin-specific evaluation rubric. The work group considered evaluation tools from Wisconsin school districts, other states, and the School Social Work Association of America (SSWAA) Evaluation Framework. Tools were reviewed and items from each were considered. A draft of a Wisconsin school social worker evaluation rubric was created and subsequently modified by successive meetings of school social workers until consensus was achieved, in order to accurately reflect school social work practice in Wisconsin.

Pupil Services Professional Evaluation Overview

The Educator Effectiveness system for principals and teachers is required. The Pupil Services Evaluation System is optional and determined by the local educational agency. The systems are aligned in order to provide consistency for evaluators while offering specificity for each profession.

Figure 1: Connections between pupil services professional and principal evaluation processes.

Pupil Services Professional Evaluation Cycle	Principal Effectiveness Cycle
Self-review based on pupil services standards (Pupil services profession-specific rubric); select optional components.	Self-review based on leader standards (Wisconsin Framework for Principal Leadership). Assistant principals select optional components.
Student and Program Outcomes (SPOs)	School Learning Objective (SLOs)
Professional Practice Goal (PPG)	Professional Practice Goal (PPG)
Evidence collection	Evidence collection
Observations and/or Brief Consultations	Observations
Collaborative conversations and feedback	Collaborative conversations and formative feedback
Goal review and assessment	Goal review and assessment
Measures of professional practice and SPOs	Measures of professional practice and SLOs

The four figures below illustrate the levels of performance for each component of the four profession-specific rubrics. Identifying practice related to a specific level aids in goal development, progress monitoring, and provides a consistent structure for conversations between pupil service professionals and their evaluators. Not all of the pupil services professionals have described the levels of performance the same, although they all have four levels. See each individual figure below for profession-specific qualifiers.

Figure 2a: School counselor levels of performance defined

Emerging Level 1	Basic Level 2	Proficient Level 3	Exemplary Level 4
Descriptors at the Emerging level describe practices which are consistent with an early career school counselor or practices which have not been targeted for improvement in the past.	Descriptors at the Basic level describe practices which demonstrate the necessary knowledge, skills and attitude to be effective, but do not reflect the experience and flexibility that is reflected at the Proficient level.	Descriptors at the Proficient level refer to successful, professional practice. The school counselor practicing at the Proficient level consistently provides services at a high level. It would be expected that most experienced school counselors would frequently perform at this level.	Descriptors at the Exemplary level refer to professional practice that helps to improve the professional practice of other educators. School counselors performing at this level are leaders in the field, both inside and outside of their school.

Figure 2b: School nurse levels of performance defined

Emerging Level 1	Basic Level 2	Proficient Level 3	Exemplary Level 4
Bases decisions on previous professional experiences that may or may not be specifically related to school nursing, learning expectations of school nurse position, asks questions and asks where to find answers.	Understands the level of care needed in the school setting, makes contributions to the school setting, has beginning resources to turn to.	Provides appropriate individualized and population care in the school setting, contributes to the school setting and school nurse profession, is prepared for events that may occur, relies on previous school experiences.	Provides extraordinary individualized/population-based care even in the most complex situations, has contributed to the school setting, as well as to the broader school nurse/health profession, based on data and research, sets or completes high professional development goals.

Figure 2c: School psychologist levels of performance defined

Emerging Level 1	Basic Level 2	Proficient Level 3	Exemplary Level 4
Descriptors at the Emerging level describe practices consistent with an early career school psychologist, a psychologist who is re-entering the field or practices which have not been targeted for improvement in the past.	Descriptors at the Basic level describe practices that demonstrate the necessary knowledge and skills to be effective, but do not reflect the experience and flexibility that is reflected at the Proficient level.	Descriptors at the Proficient level refer to successful, professional practice. The school psychologist practicing at the Proficient level consistently provides services at a high level. It would be expected that most experienced school psychologists would frequently perform at this level.	Descriptors at the Exemplary level refer to professional practice that helps to improve the professional practice of other educators. School psychologists performing at this level are leaders in the field, both inside and outside of their school.

Figure 2d: School social worker levels of performance defined

Unsatisfactory Level 1	Basic Level 2	Proficient Level 3	Distinguished Level 4
Refers to school social work practice that does not convey understanding and application of professional practice within this component. This level of performance is not supporting student learning and success.	Refers to school social work practice that has the necessary knowledge and skills to be effective, but its application is inconsistent (perhaps due to recently entering the profession or being assigned new duties or a new grade level).	Refers to successful, professional practice. The school social worker consistently provides services at a proficient level. It would be expected that most experienced school social workers would frequently perform at this level.	Refers to professional practice that helps to improve the professional practice of other educators. School social workers performing at this level are leaders in the field, both inside and outside of their school.

Pupil services professionals typically demonstrate varying degrees of proficiency across the components. This variation is expected. While pupil services professionals likely expect perfection, no one pupil services professional can perform at the highest levels at all times. New pupil services professionals may perform at Level 1 or 2 some of the time while working toward proficiency. Experienced pupil services professionals should be practicing at Level 3 components most of the time, and may be demonstrating Level 4 practice in other areas.

To focus on growth and improvement, evaluators have found it helpful during conversations with educators to frame feedback around specific descriptors within components. Providing general feedback at the domain or component level is less helpful than feedback specific to performance competencies at the descriptor level within components. (See profession-specific rubrics for examples of domains, components, and descriptors for each profession.) Focusing feedback at the descriptor level contributes to more constructive dialogue, because it is specific and can be linked directly to higher levels of practice, providing a foundation and roadmap for growth. The pupil services professional can utilize the specific information to identify strengths to leverage across other components. Additionally, the pupil services professional can define current practices needing growth, compare and contrast the practices within the current level to the desired level, and make a specific plan to improve to the desired level.

Consistently applying this approach at the descriptor level helps provide richer dialogue and actionable feedback relative to the components, leading to continuous improvement planning. The feedback informs adjustments to current strategies during the year, as well as informs future goals at the end of the year.

The four pupil services profession-specific rubrics are found in Appendix A. A corresponding list of possible evidence sources for each profession to assess performance appears in Appendix B.

Pupil Services Professional Evaluation Cycle

Wisconsin designed its Wisconsin Pupil Services Evaluation System as a cycle of continuous improvement that includes goal development and regular (i.e., weekly) progress monitoring, reflection on goals, strategy adjustments, and action planning across the year. A pupil services professional can complete a one-year, two-year, or three-year process, known as the evaluation cycle. District administration determine the length of an evaluation cycle. The final year of the evaluation cycle (or the only year, if a one-year cycle) is called the Summary Year, because the pupil services professional and her/his evaluator or peer collaboratively summarize practice across all years. The initial year, or years, (if a two- or three-year cycle, respectively) are called Supporting Years.

Supporting Years emphasize collaborative discussions with peers around performance planning and improvement. In Summary Years, such collaborative discussions about performance planning and improvement also take place with the principal or other evaluator. These Summary Year discussions should include measures of practice based on the applicable pupil services profession-specific rubric, as well as measures of student success, and the quality of the processes used throughout based on the SPO Scoring Rubric (see Appendix C).

Lessons learned from each evaluation cycle lead to the development of a pupil services professional's following evaluation cycle. Each evaluation cycle includes formal check-ins in the form of beginning, middle, and end-of-year conferences with evaluators or peers. Although the formal check-ins provide a concrete step to keep the evaluation process on track, an informal process of regular (i.e., weekly) and collaborative data review, reflection, and adjustment characterizes sound professional practice.

Overview of Evaluation Cycle Milestones

Milestone	Focus
Orientation Meeting	Overview of the system measures and processes, identify who can provide support, discuss timelines and schedules, and select optional items. Occurs in August or September.
Develop Pupil Services Evaluation Plan	Self-reflection using profession-specific rubric. Evaluation Plan includes one Professional Practice Goal (PPG) and one Student or Program Outcome (SPO) and the supports needed to meet the goals. Occurs in September and October.
Planning Session	Review Evaluation Plan, discuss and adjust goals if necessary. Identify evidence sources, actions, and resources needed. Occurs in September or October.
Ongoing Improvement Focus	Ongoing collaborative discussions, review of SPO and PPG data based on collected evidence and observations, reflection, and adjustment.
Mid-Year Review	Review PPG and SPO, adjust goals if necessary. Occurs in December or January.
Continued Improvement Focus	Ongoing collaborative discussions, review of SPO and PPG data based on collected evidence and observations, reflection, and adjustment.
Goal Outcomes	Determine degree of success in achieving SPO and PPG based on evidence. Self-score SPO. Evaluator can assign a holistic SPO score in Summary Years. Occurs in April or May.
End-of-Cycle Conversation and Conference	Receive feedback on PPG and SPO achievement, discuss results on components of profession-specific rubric and SPO results. Identify growth areas for upcoming year. Occurs in May or June.

Starting the Evaluation Cycle

Orientation
School district officials should provide pupil services professionals new to a district and/or entering a Summary Year with an Orientation. The Orientation allows the opportunity for pupil services professionals and their evaluators to transparently discuss: 1) the evaluation criteria, or pupil services profession-specific rubric; 2) the evaluation process, or the ongoing continuous improvement cycles informed by evidence of pupil services professional practice collected during observations; 3) the use of evaluation results; and 4) any remaining questions or concerns. Administrators should encourage pupil services professionals to engage in experiences that foster professional growth.

During the Orientation, the evaluator should also identify any school or district supports available to assist pupil services professionals with Summary Year processes (e.g., DPI user guide, district handbooks, district training, and other resources) and to use the learning-centered evaluation process to continuously improve (e.g., ongoing and embedded structures for regular and collaborative data review, reflection, and action planning; mentors, coaches, etc.).

Develop Pupil Services Evaluation Plan

Self-Review
Completing a yearly self-review based on the pupil services profession-specific rubric is considered best practice. Self-reflection can help provide focus for the goal-setting processes in the Evaluation Plan.

Pupil services professionals who analyze and reflect on their own practice understand their professional strengths as well as their areas that need development. They combine analysis and reflection with collaboration to identify opportunities and challenges in their day-to-day work with students. Reflection also allows the pupil services professional to consider how the needs of some students can, and do, connect to the larger goals of the school. A growth mindset is as important for the adults in the school as it is for the students, and applying goal-setting as part of a cycle of improvement can help align priorities and maximize impact.

The Evaluation Plan (EP)
Pupil services professionals create an Evaluation Plan (EP) near the beginning of the school year that contains two different types of goals. The first, the Student or Program Outcome (SPO), focuses on student or program outcomes. The second, related to pupil services professional practices as outlined in the pupil services profession-specific rubric, is the Professional Practice Goal (PPG). The pupil services professional develops both goals after self-reflection and analysis of student needs and/or past program success and professional practice data (i.e., her/his self-reflection and evidence of her/his own prior performance from past evaluations, if applicable). The pupil services professional should develop goals distinctive to her/his professional practice and relevant to needs of the students in her/his school. As with any continuous improvement or inquiry cycle, data analysis and goal development serve as the initial steps.

Student or Program Outcome (SPO)
Wisconsin designed its SPO as a cycle of continuous improvement, which mirrors the Professional Learning Community (PLC) or similar inquiry/ improvement cycle processes. In simplest terms, the SPO process allows a pupil services professional to work collaboratively with a team or peer, as well as the evaluator in the Summary Year, to:

- Determine an essential target for the year (or interval);

- Review student and/or program data to identify starting points and targeted change associated with the target for the year;

- Review personal professional practice data (i.e., self-reflection and feedback from prior years' student- or program-centered evaluations) to identify practices to leverage, as well as those to improve, in order to support meeting the targeted change;

- Determine authentic and meaningful methods to assess progress towards the targets, as well as how to document resulting data;

- Review evidence of progress, as well as evidence of her/his own professional practices;

- Reflect and determine if evidence of professional practices points to strengths which support progress towards the targets, or practices which need improvement;

- Adjust accordingly;

- Repeat regularly.

Every pupil services professional writes at least one SPO each year. The pupil services professional should view the SPO as a way to take small, yearly steps towards a larger improvement outcome. Pupil services professionals discuss their SPOs collaboratively with an evaluator to regularly reflect and gather feedback. At the end of each year, the pupil services professional reflects on her/his students' progress or program growth and her/his own practice across the year using the SPO Scoring Rubric (see Appendix C) and the pupil services profession-specific rubric (Appendix A). The pupil services professional draws upon this reflection to inform student, program and practice goals for the coming year. In the Summary Year, the pupil services professional's evaluator reviews all SPOs as evidence of student progress, program growth and the pupil services professional's continuous improvement practice across the Evaluation Cycle using the SPO Scoring Rubric and provides feedback at the descriptor level to inform areas of strength, as well as a strategic plan for improving any areas needing growth.

Writing the SPO
Creating a meaningful and achievable SPO is a challenging task. The SPO-writing process involves addressing the following key considerations:

- Rationale (or finding your focus)

- Student population

- Targeted program

- Evidence sources

- Time interval

- Baseline data

- Targeted change

- Professional strategies and supports

- Implementation

- Monitor and adjust

Pupil services professionals will find it helpful to reference the examples of profession-specific evidence sources (see Appendix B) as they write and monitor the SPO throughout the interval. Pupil services professionals can also use this document to support collaborative conversations regarding the SPO across the interval.

Rationale
In this part of the process, pupil services professionals explain, through narrative and data displays, how data analysis and review led to identification of a specific focus for student or program change. Analysis and reflection of data (when available) is intended to help pupil services professionals identify their own strengths and challenges related to improving student success. By 'looking backward,' a pupil services professional may discover trends. Reviewing trends allows the pupil services professional to make connections between her/his own professional practice and recurring trends regarding student progress or program change.

Team SPOs
Sometimes teams of pupil services professionals from the same school choose a common focus for their SPOs. This allows the team to collect and discuss data as well as the effectiveness of various professional strategies in an ongoing, collaborative way. In the end, there is no right or wrong answer about team SPOs, but the SPO rationale must be based on data (student or program) that led each individual pupil services professional to the focus of the SPO. Importantly, pupil services professionals must then collect baseline data from the students or program and set their own change targets based on the data.

SPOs and Initial Educators
Initial educators, those new to the profession, are faced with certain disadvantage because they do not have any prior data relative to their practice in the current assignment to help narrow the focus for the SPO. These pupil services professionals should reflect on the experiences they have had to support help students in their fieldwork experiences.

Questions to ask when determining rationale:

- What types of data (both qualitative and quantitative) are available?

- How have past students I have worked with fared?

- How effective have programs I have helped to implement been?

- Taken together, what story or stories do these data tell?

- Are there particular subgroups of students who typically have more or less success than others? Are there equity issues to consider?

- Where do I see trends over time or as patterns across assessments?

- What improvement goals have I had for my students or program?

- What strategies have I implemented?

- What successes or what barriers have I encountered in my attempts to improve student or program success?

Time Interval
The length of the SPO, called the interval, should extend across the entire time that the change focus of the SPO occurs. For many pupil services professionals, the interval will span an entire school year. For others, the interval might last a semester or possibly another length of time. Pupil services professionals will do well to consider the reality that a longer interval provides more time to apply, monitor, and adjust strategies to achieve higher levels of student or program success.

Student Population or Targeted Program
A thorough data analysis will almost always point to more than one potential area of focus for the SPO population. Ultimately, the pupil services professional has discretion in choosing the student population or targeted program for the SPO. There is hardly ever only one, right answer. A pupil services professional should narrow the focus to an area of professional practice that he/she can improve with focus and persistence so that student success increases.

A pupil services professional's ability to set and achieve goals for student success closely align to experience and professional expertise, and pupil services professionals will find themselves variously equipped to engage in this process. Those newer to the work may find it helpful to have a more narrow population in the SPO. Those ready for a greater challenge can include larger populations by writing tiered SPOs that identify multiple groups within the larger population and assign differing starting points and growth expectations to each group.

An evaluator should advise a pupil services professional struggling with writing an SPO to get started, reflect on what is working and what is not, and adjust accordingly. Pupil services professionals' SPOs and the associated processes will improve with practice. The main thing to remember is that pupil services professionals must support any choice made in developing an SPO with data. Evaluators will provide feedback regarding the accuracy and appropriateness of the data analysis, reflection, and resulting SPO decisions. This feedback will help the pupil services professional not only become better at developing SPOs, but also at using the same skills (i.e., data collection, analysis, reflection, and action planning) to drive student or program success forward as part of the SPO and other school improvement goals.

Questions to ask when identifying the student population:

- Do the data point to a particular group or groups of students that I should identify as the target population for this SPO?

- If this group is very large, is there a way to narrow the population contained in this SPO to make it more manageable?

- If this group is very large, do I have the knowledge and expertise to write a tiered SPO?

- If this group is very large, is the best and most effective approach to create universal programming or strategies for all students? Note: this approach necessitates involving other educators in your school, including building leadership.

Evidence Sources
Pupil services professionals may find it difficult initially to identify the evidence sources in the SPO process. Pupil services professionals may find it helpful to consult with peers to identify one or more ways to monitor student outcomes or program change throughout the interval. Examples of profession-specific evidence sources can be found in Appendix B.

Questions to ask when thinking about evidence sources:

- Do I currently have a method to measure a given focus area?

- If not, can I, or my team, design a method to measure it?

- For every potential method: Is it…

- Valid: How well does it measure the focus area?

- Reliable: Can this method provide accurate results regarding student outcomes or program change?

- How will I monitor student outcomes or program change along the way to measure the impact of the strategies without waiting for the middle or end of the interval?

- When will I analyze the student or program data, in relationship to evidence of my practice, to know whether my strategies are working?

- Who will I involve in this ongoing analysis and reflection?

Baseline Evidence

Near the beginning of the interval, the pupil services professional gathers data on the targeted group of students or program for the SPO. The data collected here is called the baseline and should be reported in your SPO documentation. The baseline marks the starting point for the population group or program.

Targeted Progress

Pupil services professionals use the baseline data to set an end goal, called the target, for projected student outcomes or program change. The change in the identified student group or program must be measured. The target identifies the amount of change anticipated in the identified student group or program.

For pupil services professionals new to goal-setting based on student outcomes or program change over time, setting the target may seem like an educated guess. Conversations with other pupil services professionals may provide insight into how much change may be realistically possible in a focus area in a year or other interval. Pupil services professionals who struggle to set the target should be reassured by the fact that the goal can be adjusted at mid-interval if it becomes apparent that it was set too high or too low.

Questions to ask when determining the target:

- Does the target I have set for students push me a little outside of my comfort zone and stretch all learners (i.e., the students and me)?

- Will the target I have set for program change result in better student outcomes?

- How have I determined whether a single or tiered SPO is appropriate?

- Have I set thoughtful targets for students with different starting points, if I am writing a tiered SPO?

SPO Goal Statement (SMARTE Criteria)
A SMARTE goal is simply a type of goal statement written to include specific components. They are:

- **Specific**: Identify the focus of the goal; leave no doubt about who or what is being measured.

- **Measureable**: Identify the evidence sources (the one being used at the beginning, middle, and end of the interval to establish the baseline and measure). Examples of profession-specific evidence sources can be found in Appendix D.

- **Attainable**: Requires reflection/judgement. Does the goal seem achievable, but still represent a bit of a stretch? This speaks to the rigor of the process.

- **Results-based**: The goal statement should include the baseline and target for all students/groups/program covered by the SPO. This may be included as a table or even in an attachment that clearly spells out what the starting point and expected ending point is for each student, groups of students, or program.

- **Time-bound**: The goal is bound with a clear begin and end time. For the SPO, restate the interval (e.g., September 2016 – May 2017).

- **Equitable**: Goals assure all students who can benefit from the intervention or program will have the opportunity to participate regardless of demographic characteristics.

Those new to SMARTE goal writing may find it helpful to underline each component in the goal to ensure all parts are included.

More information about SMARTE goals can be found in Appendix D.

Strategies and Supports
Pupil services professionals should see the strategies as the key ingredient to SPO success. Strategies and supports are the new actions that will ultimately result in changes in student outcomes or program improvement.

This calls upon the pupil services professional to be thoughtful and develop a plan that will improve practice. It is important to understand that improved student or program outcomes will not occur if the pupil services professional is not also learning (e.g., strategies and skills). Simply identifying new strategies without supporting pupil services professionals' ability to learn how to effectively use the strategies will not result in changes student or program outcomes.

It is critical to identify a **few**, key strategies that will lead to better results. Too many strategies are guaranteed to be lost in the day-to-day business of a school. Too few or the wrong strategies will not have any impact at all. Strategies that fit one context may not work well in another. Pupil services professionals must remember that even the most carefully thought out and crafted strategies may need adjustment (or to be discarded) as the year goes on as part of continuously improving practice.

Questions to ask when determining strategies:

- What am I doing or not doing that is leading to changes in student or program outcomes?

- What evidence do I have to support my answers to the question above?

- What actions can I take to improve student or program outcomes? What do I need to start or stop doing?

- Do I have a colleague or mentor who could help me identify ways I might improve practice?

- What kind of learning do I need and where can I get it?

Implementation
Even the most thoughtful, best written SPO will turn into well-intended fiction if the pupil services professional does not implement the identified strategies. Some strategies are straight-forward, others are more complicated and will require multiple steps. Pupil services professionals who collaborate in an ongoing way about an unfolding SPO process will benefit from mutual accountability as well as the feedback and support that such collaboration provides.

Professional Practice Goal (PPG)

Pupil services professionals typically develop Professional Practice Goals (PPGs) around an area of improvement identified during their self-review. When developing a PPG, a pupil services professional will also develop a year-long plan for goal attainment that includes activities and needed

resources. Some pupil services professionals link the professional learning in the PPG to the changes they are attempting to implement in their SPO. This allows the pupil services professional to examine data, determine the area of focus for the SPO, and then identify the type of professional learning necessary to meet these improved student success outcomes.

Questions to ask when developing a PPG:

- Where is my professional practice strong? What appears to be working?

- Where does my professional practice need to improve? What might be causing this?

- What are my strengths/challenges as a pupil services professional?

- What am I interested in learning/doing/improving?

- Does it make sense for me to connect my PPG to my SPO?

- Where can I build in meaningful networking and collaboration with colleagues?

Once developed, the pupil services professional shares the PPG with an evaluator for reflective discussion. In collaboration, they continue to monitor PPG progress through evidence collection and reflection over the course of the year. The processes and conversations related to the PPG can also serve as evidence of a pupil services professional's professional practice, as measured using one of the four pupil services profession-specific rubrics.

Planning Session and Ongoing Conversations

Collaborative Conversations Surrounding the SPO and PPG
Wisconsin embedded opportunities for collaborative conversations formally in the beginning, middle, and end of the year, but these conversations should continue informally throughout the year. The Planning Session serves as the first formal check-in that allows for conversations around goal development, goal planning and choosing of optional components. At the Planning Session, pupil services professionals receive support, encouragement, and feedback regarding their SPO and PPG processes. Collaborative conversations, such as those that happen as part of the Planning Session, encourage reflection and promote a professional growth culture.

The pupil services professional prepares for these collaborative conversations by sharing her/his PPG, SPO, and recommendations for choice of optional components with her/his evaluator. When preparing for a Planning Session, pupil services professionals reflect on all of the questions they addressed as they developed their goals and identify where they need support.

Evaluators preparing for these collaborative conversations review the PPG and SPO, develop feedback related to each goal, and identify questions that will foster a collaborative conversation. The Wisconsin learning-centered process stresses the need for collaborative conversations that will stretch thinking and foster professional growth. Evaluators can foster such conversations by using a coaching protocol that has three key elements: (1) validate, (2) clarify, and (3) stretch and apply.

Validate: What are the strengths of the SPO or PPG? What makes sense? What can be acknowledged?

Clarify: This involves either paraphrasing (to show that the message is understood and check for understanding) or asking questions (to gather information, clarify reasoning, or eliminate confusion).

Stretch and Apply: Raise questions or pose statements to foster thinking.

During the Planning Session, the evaluator and pupil services professional discuss and agree upon evidence sources for both the SPO and PPG goals as well as optional components to be included in the evaluation. During a Summary Year, the evaluator and Pupil services professional discuss and plan possible observation opportunities and artifact collection in order to cover adequate evidence for the areas of practice included in the Summary Year evaluation.

Reflection and Refinement
Following the Planning Sessions, pupil services professionals have the opportunity to reflect further on their goals, make any refinements, and then begin to implement their strategies.

During the Pupil Services Professional Evaluation Cycle of Improvement

Collecting Evidence
Both the evaluator and pupil services professional collect evidence of practice and student growth throughout the year. Pupil services professionals and their evaluator should have discussed, agreed upon, and planned for evidence collection at the Planning Session. See Appendix B for a visual summary of evidence.

Artifacts

Artifacts contain evidence of certain aspects of professional practice that may not be readily visible through an observation. Artifacts can be described as behind-the-scenes evidence. The evidence identified in artifacts demonstrate levels of professional practice related to the components of the profession-specific pupil services rubric. Evaluators and pupil services professionals will use evidence from individual artifacts to inform discussions about levels of performance, goal monitoring and feedback. See Appendix B for examples of evidence.

SPO Evidence

It is critical that pupil services professionals collect data related to the SPO on an ongoing basis through the methods identified when the SPO was developed. It is equally critical that time is set aside to analyze and reflect on the ongoing data results and identify ways to appropriately adjust practice accordingly to impact student or program outcomes. This can help identify what is working and what is not.

Observations and Brief Consultations

Observations are a shared experience between a pupil services professional and her/his evaluator or peer. Observations allow evaluators to see pupil services professionals in action and provide the most direct method of obtaining evidence of practice.

During a Summary Year, multiple observations occur to allow for a comprehensive window into professional practice and opportunities for ongoing feedback. Announced observations are situated between a pre-conference and post-conference between the pupil services professional and evaluator.

Announced Observation

A minimum of one formal announced observation generally occurs in the Summary Year. This is typically one 45 to 60-minute observation, but can also be comprised of two 30-minute observations. The purpose of the announced observation is to provide a partial picture of professional practice and opportunities for rich feedback using the profession-specific pupil services rubric. Prior to an announced observation, the pupil services professional and evaluator sit down for a pre-conference. They have a post-conference following the observation.

Observations of pupil services professionals include announced observations, mini-observations, and brief consultations. Pupil services professionals regularly engage in interactions of a confidential nature with students and parents. Students' and parents' ability to express themselves is inhibited by the presence of observers, including evaluators. Consequently the observation is not an accurate reflection of the pupil services professional's practice. Examples of inappropriate observations include individual and group counseling, parent interviews and confidential health assessments. Appropriate observations include professional development facilitations, team meetings, and classroom presentations.

Pre-conference

The pre-conference allows pupil services professionals to set the stage for the observation and what the evaluator should expect to see and hear. The discussion allows the pupil services professional to focus the evaluator on any areas that might benefit from feedback. This sets the stage for the evaluator to better support the pupil services professional following the observation.

Post-conference

The post-conference also plays an important role in the observation process. The discussion enables the evaluator to learn about the pupil services professional's thinking about the observed activity, what went well, and how it could be improved. This is when an evaluator can use questions to support the pupil services professional in the type of reflective practice that will support continuous improvement.

Mini-observation

Mini-observations are short observations, typically spanning about 15 minutes each. Three to five mini observations generally occur over the course of a full evaluation cycle and at least two generally occur during a Summary Year. Mini-observations combined with the announced observations allow for a more detailed and timely portrait of practice and create multiple opportunities for feedback and improvement.

Brief Consultation (Optional)

Pupil services professionals spend a considerable amount of time providing consultation to colleagues, including teachers and administrators. Brief consultations are typically short interactions of three to five minutes each, and may or may not be solution-focused. Brief consultation may be initiated by either the pupil services professional or colleague. Common topics of consultation include but are not limited to behavior management, student health, social success, academic performance, mental health issues, and student interventions.

Mid-Year Review and Ongoing Conversations

Professional conversations continue regularly and informally throughout the Evaluation Cycle. The Mid-Year Review is one of three formal check-ins built into the Wisconsin Pupil Services Evaluation System during which professional conversations occur. At the Mid-Year Review, pupil services professionals converse with their evaluator about evidence collected and observed up to this point in the year. Pupil services professionals prepare for the Mid-Year Review by reviewing progress towards goals (i.e., SPO and PPG) based on collecting evidence, assessing strategies used to date, and identifying any adjustments to the goal and/or strategies used, if necessary. They then provide their evaluator a mid-year progress update.

Questions to ask when preparing for the Mid-Year Review:

- What does the evidence I have collected tell me about the progress of my goals?

- Am I on track to achieve my goals?

- Do I need to adjust my strategy so that I can achieve my goals?

- What evidence can help identify which strategies need adjustment?

- What support do I need to achieve my goals?

Evaluators prepare for the Mid-Year Review by reviewing the pupil services professional's progress towards goals, including evidence collected and strategies used to date, as well as developing formative feedback questions related to the goals.

Evaluators can use a coaching protocol to structure middle-of-the year conversations. For example:

Validate—your strategy consistently details how you expect to monitor student progress or program improvement.

Clarify—what are some ways you have incorporated what you are learning into your practice?

Stretch and Apply—have you considered sitting down with the other pupil services professionals to ask about how they are able to use data to inform their practice?

During the Mid-Year Review, pupil services professionals and their evaluator also collaboratively review collected evidence in order to center their practice-focused conversation around the components of the pupil services profession-specific rubric and the SPO scoring rubric.

Conversations about Professional Practice

Pupil services professionals and evaluators base conversations about professional practice on collected evidence from observations and artifacts, aligned to the pupil services profession-specific rubric. Collaborative conversations grounded in the pupil services profession-specific rubric increase the possibility for meaningful professional growth. For example, when a pupil services professional and evaluator reflect on collected evidence, review the pupil services profession-specific rubric together, and agree upon the level of performance, they can also jointly identify strategies for moving practice to the next level. Descriptors in the pupil services profession-specific rubric provide direction for improving practice.

Evaluators have found it helpful during conversations with educators to frame feedback around specific descriptors. Providing general feedback at the domain or component level is probably less helpful than feedback specific to performance competencies at the descriptor level. Consistently applying this approach at the descriptor level helps provide richer dialogue and actionable feedback relative to the pupil services professional components, leading to continuous improvement planning. The feedback informs adjustments to current strategies during the year, as well as informs future goals at the end of the year.

Collaborative Conversations about SPOs and Professional Practice

Pupil services professionals and evaluators base conversations about SPOs on collected evidence that demonstrate student or program outcomes. Evaluators and pupil services professionals collaboratively use the SPO Scoring Rubric (Appendix C) as a tool to help assess progress and discuss any possible strategy changes. Data collected from pupil services professional observations should yield important insights into practices that influence the progress and success of the SPO and help identify practice adjustments needed to meet the SPO goal.

Conversations about the processes and strategies that a pupil services professional has utilized to work toward SPO achievement can and should be used as evidence of professional practice. To support ongoing, continuous improvement, feedback must not only be specific and comprehensive, but also regular and timely, so that pupil services professionals can adjust strategies and practice according to data and evidence. Practice-centered conversations are transparent, predictable, and support ALL learners (i.e., adults and students), thereby building trust in the process and enhancing results. Pupil services professionals who are in a supportive culture that embraces continuous growth will excel in advancing their professional practice. Evaluators and colleagues help to establish a supportive culture by being thoughtful and purposeful in the types of coaching questions they ask, by providing timely and relevant feedback, and by working collaboratively with pupil services professionals.

Reflection and Revision

Throughout the Evaluation Cycle, pupil services professionals regularly reflect on their practice and assess their goal progress. The Mid-Year Review is only one point in time where those things occur. After having any collaborative conversations and reviewing evidence, pupil services professionals should reflect, identify strengths and weaknesses, and select appropriate strategies to move forward.

Toward the End of the Evaluation Cycle of Improvement

Evidence Collection

At the end of each year, pupil services professionals review evidence collected during the cycle that supports their PPG and SPO and represents professional practice related to the pupil services profession-specific rubric. Pupil services professionals in a Summary Year ensure that they have collected evidence related to each of the components of the pupil services profession-specific rubric. Pupil services professionals in all years ensure that they have evidence that demonstrates their progress and successes in achieving their PPG and SPO.

Completing the SPO

After collecting and reviewing evidence, pupil services professionals self-score each of the descriptors in the SPO Scoring Rubric (Appendix C). Assessing the SPO requires a pupil services professional to reflect on student or program outcomes and can provide insight about ways to move forward. This self-assessment becomes evidence of the pupil services professional's ability to accurately reflect on their practice and its impact on student or program outcomes, which the evaluator will use in the Summary Year.

In a Summary Year, the evaluator reviews all available SPOs (three in a typical 3-year cycle, only one for a first-year pupil services professional) and identifies the level of performance for each of the SPO descriptors using the SPO Scoring Rubric (Appendix C). Evaluators can assign a single holistic score by identifying the level of performance selected for most of the SPO descriptors. The evaluator should prepare notes for the End-of-Cycle Conference to support conversations and reflections at the SPO descriptor level in order to provide the most specific and actionable feedback to inform changes in the pupil services professional's practice.

End-of-Cycle Conference and Conversation

Pupil services professionals prepare for the End-of-Cycle conference by sharing with their evaluator results of their PPG and SPO. In a Summary Year, pupil services professionals also share pupil services profession-specific rubric evidence.

Questions to ask when preparing for the End-of-Cycle Conference:

- What does the evidence I have collected tell me about the results of my goals?

- Did I achieve my goals?

- If not, why did I not achieve my goals?

- If yes, why did I achieve my goals?

Evaluators prepare for the End-of-Cycle conference by reviewing goal results, including evidence collected, and developing formative feedback related to the goals. In a Summary Year, the evaluator also assigns a holistic SPO score. As previously noted, it is likely that documents and evidence supporting the PPG and SPO processes will also provide evidence of professional practice and can support conversations and feedback associated with pupil services profession-specific rubric components. The evaluator could prepare notes that align feedback for goals and feedback for professional practice to more effectively and efficiently structure the End-of-Cycle conference.

Drawing upon the evidence and prepared feedback, evaluators also develop questions that will promote a collaborative conversation. Again, the coaching protocol can be used to structure the End-of-Cycle conversation. For example:

> **Validate**—you have done a lot of specific reflecting about your SPO.

> **Clarify**—you are thinking and discussion about your SPO has substantially evolved over the semester.

> **Stretch and Apply**—you have talked about the challenges you faced by using the post-intervention assessment as the outcome measure for your SPO. What might you have done differently?

During the conference, the evaluator and pupil services professional collaboratively review evidence, goal results, and possible next steps. In a Summary Year, the evaluator shares levels of performance for the SPO and the pupil services profession-specific rubric components. By discussing feedback at the descriptor level, the evaluator and pupil services professional can not only identify a few areas of focus (components) for the coming Evaluation Cycle, but also develop a strategic plan based on actionable changes (strengths to leverage and areas to improve) informed by the descriptors within the identified components. As pupil services professionals collaboratively reflect on their Evaluation Cycle during the conference, they can use the lessons they have learned to discuss and begin to plan for a new cycle.

Reflections and Next Steps

Reflection includes identifying performance successes and areas for performance improvement. Pupil services professionals should review performance achievements to identify factors that contributed to success, which of those factors they can control, and then take steps to continue those controllable factors in the next cycle. Pupil services professionals should reflect upon areas that need improvement to identify potential root causes and possible practice strategies for overcoming the identified root causes in the future. Reflections should not only occur within the context of what is needed for individual growth, but also within the context of school and district program improvement strategies. The next steps that emerge from reflections for individual improvement can be aligned to school and district improvement strategies and set the stage for the next year's evaluation process.

Evaluators have found it useful to review the DPI publication "Mentoring the Pupil Services Initial Educator" which can be found at http://www.dpi.wi.gov/sspw/resources.

Appendices

A. Pupil Services Profession-Specific Rubrics

- School Counselor

- School Nurse

- School Psychologist

- School Social Worker

B. Evidence Sources

- School Counselor

- School Nurse

- School Psychologist

- School Social Worker

C. SPO Scoring Rubric and Guide

D. SMARTE Goal Guidelines

Wisconsin Pupil Services Evaluation System: School Counselor Rubric

DOMAIN A. COMMUNICATION AND COLLABORATION				
Critical Component	**Emerging** The school counselor…	**Basic** The school counselor…	**Distinguished** The school counselor…	**Exemplary** The school counselor…
1. The professional school counselor establishes rapport with parents, teachers, administrators, and other relevant individuals.	o Makes little effort to facilitate communication with parents/guardians, colleagues and/or community partnerships. o Demonstrates limited awareness of situations that indicate a need to communicate with appropriate personnel.	o Inconsistently communicates with parents/ guardians, colleagues and community partnerships to fulfill the duties that the school or district requires. o Recognizes situations that indicate a need to communicate with appropriate personnel, but may not act on this awareness.	o Regularly communicates with parents/guardians, colleagues and community partnerships to fulfill the duties that the school or district requires. o Consistently acts on situations that indicate a need to communicate with appropriate personnel.	o Successfully establishes rapport with parents, guardians, colleagues and the community in support of student interests. o Proactively communicates with administrators and other school staff regarding current and potential issues for concern. o Counselor contributes to development of appropriate programs within the department.
2. The professional school counselor builds effective collaborative relationships with students, staff, administration, families and community members.	o Builds relationship with only one of the stakeholder groups.	o Builds relationships with at least two of the stakeholder groups.	o Builds effective relationships with three to four of the stakeholder groups.	o Builds ongoing, collaborative relationships with all five of the listed stakeholder groups.
3. The professional school counselor collaborates to help students establish goals and develop and use planning skills.	o Develops goals independently.	o Occasionally collaborates with stakeholders in goal and skill development.	o Consistently collaborates with stakeholders in goal development.	o Is proactive in seeking opportunities for students to reflect on and assess their strengths and weaknesses.
4. The professional school counselor implements an effective referral process with administrators, teachers, parents and other school personnel.	o Limited ability to implement a consistent, effective referral process with stakeholders.	o Inconsistently implements a referral process with stakeholders.	o Consistently implements a referral process with stakeholders. o Promptly responds to referrals from stakeholders.	o Leads administrators, teachers, parents and other school personnel in the development and modification of effective referral process.

	Critical Component	Emerging The school counselor...	Basic The school counselor...	Distinguished The school counselor...	Exemplary The school counselor...
5.	The professional school counselor supports and collaborates in other school programs.	o Avoids becoming become involved in school and/or district projects.	o Participates in school and/or district projects only when specifically asked.	o Volunteers to participate in school and/or district projects.	o Takes a leadership role in school and/or district projects.
DOMAIN B. ASSESSMENT					
1.	The professional school counselor, along with stakeholders, uses evalua-tion data from the counseling program to make decisions regarding revisions to the school counseling program when necessary.	o Demonstrates limited ability to recognize and/or understand the need for program evaluation.	o Understands the need for program evaluation but lacks skill to complete evaluation. o Inconsistently works with other staff members to collect evaluation data.	o Understands the need for program evaluation and uses data to make program revisions if necessary. o Consistently works with other staff members to collect and review evaluation data.	o Through a collaborative effort, the counselor understands implements, analyzes and re- evaluates the program on a yearly basis.
2.	The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement and social/ emotional well-being.	o Does not measure district and/or community expectations and/or needs. o Resists the need for change in meeting expectations of the district and community.	o Inconsistently measures district and/or community expectations &/or needs. o Is flexible and open to change as needed.	o Consistently measures district and/or community expectations and/or needs. o Uses data to recommend needed changes in policies and procedures.	o Provides leadership in advocating for change in response to needs of the school and community.
3.	The professional school counselor develops appropriate interventions for students as needed and monitors student progress in multiple ways.	o Shows limited capacity to develop interventions. o Demonstrates a limited ability to accurately monitor student progress.	o Inconsistently develops interventions. o Inconsistently monitors student progress with accuracy.	o Consistently matches appropriate interventions and strategies. o Consistently monitors student progress accurately.	o Coordinates and implements counseling interventions and strategies. o Monitors student progress on a regular basis and serves as a resource for other staff.

Critical Component	Emerging The school counselor…	Basic The school counselor…	Distinguished The school counselor…	Exemplary The school counselor…
DOMAIN C. PROGRAM PLANNING AND MANAGEMENT				
1. A program has been written to meet the social/emotional, academic and career needs of the school.	o Demonstrates a lack of knowledge of the principles of academic, social/emotional, and career development stages and program development.	o Demonstrates knowledge of the principles of student developmental stages but may misapply certain aspects of social/emotional, academic or student career stages. o Participates in some program development.	o Demonstrates knowledge of student social/ emotional, academic, and career needs and accurately applies to program needs assessments. o Contributes to program development.	o Demonstrates thorough knowledge of developmental stages and principles and applies this knowledge in the development of K-12 comprehensive counseling programs.
2. The professional school counselor prioritizes tasks and manages time effectively in order to meet the needs of students, staff and administrators.	o Shows considerable difficulty prioritizing tasks and/or managing time.	o Inconsistently prioritizes tasks and manages time.	o Prioritizes tasks and manages time effectively to meet the needs of students, staff and administrators.	o Serves as a model for task and time management and develops these skills in students, staff and administrators.
DOMAIN D. PROGRAM DELIVERY				
1. The professional school counselor develops materials and instructional strategies to meet student needs and school goals and teaches the counseling curriculum units effectively.	o Demonstrates limited ability to develop instructional materials and utilize appropriate instructional skills and strategies.	o Develops adequate materials and is successful in employing some instructional strategies.	o Develops and matches appropriate instructional strategies to counseling/ curriculum units as appropriate.	o Develops and implements instructional strategies that engage all students.
2. The professional school counselor encourages staff involvement to ensure the effective implementation of the counseling curriculum.	o Demonstrates minimal willingness or ability to encourage staff implementation of counseling curriculum.	o Recognizes need for implementation of counseling curriculum by staff but fails to implement consistently.	o Consistently encourages staff to aid the implementation of counseling curriculum.	o Effectively engages staff in the implementation of counseling curriculum.
3. The professional school counselor counsels individual students and groups of students with identified needs/concerns.	o Demonstrates limited skills to counsel individuals and groups of students.	o Provides skills in individual and group counseling, but inconsistently creates opportunities for the counseling to occur.	o Develops effective individual and group counseling relationships and interventions.	o Creates systems and structures for ongoing individual and group counseling.

Critical Component	Emerging The school counselor…	Basic The school counselor…	Distinguished The school counselor…	Exemplary The school counselor…
4. The professional school counselor promotes equity, access and academic success for every student.	o Contributes to school practices that result in some students or groups of students being ill-served by the school.	o Recognizes that some students may be ill-served by the school, but infrequently takes steps to address those discrepancies.	o Works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	o Challenges negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
** OPTIONAL FOR ELEMENTARY COUNSELORS				
5. The professional school counselor organizes and promotes educational and career success, which may include student choice of classes and special programs.	o Has limited ability to counsel students in understanding their educational and career options.	o Inconsistently counsels students in understanding educational and career options o Has a developing awareness of the full range of student options.	o Consistently provides counseling to students about their middle, high, and post-high school options. o Actively seeks opportunities to develop knowledge of resources and options for students.	o Serves as a resource and leader within the department, building and district on developing programs promoting student educational and career success.
DOMAIN E. PROFESSIONALISM				
1. The professional school counselor adheres to ASCA Ethical Standards; modeling ethical behavior and professional growth.	o Exhibits lack of awareness of ethical behavior. o Demonstrates minimal professional growth. o Rarely applies learning from professional development in a way that contributes to the profession.	o Demonstrates limited understanding of professional ethics. o Inconsistently participates in professional growth opportunities. o Inconsistently applies learning in a way that contributes to the profession.	o Consistently models legal, ethical and professional standards. o Consistently participates in professional growth opportunities. o Consistently applies learning in a way that contributes to the profession.	o Serves as a professional role model and ethical consultant for others. o Contributes to the development of others and the well-being of the profession.
2. The professional school counselor takes a leadership role within the counseling department, the school setting, and the community.	o Very limited involvement in school, district, and/or community events and projects.	o Participates in school, district and community events and projects when specifically asked.	o Volunteers and actively engages in school, district and community events and projects.	o Assumes a leadership role in school, district and community events and projects.

Critical Component	Emerging The school counselor…	Basic The school counselor…	Distinguished The school counselor…	Exemplary The school counselor…
3. The professional school counselor demonstrates interpersonal relationships with students, staff and parents.	o Interactions with some students, staff or parents are negative, demeaning, sarcastic, or inappropriate for the age or culture of the students. o Students, staff, or parents exhibit disrespect for the counselor.	o Counselor-student, counselor-staff and counselor-parent interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. o Students, staff and/or parents exhibit only minimal respect for the counselor.	o Counselor-student interactions are friendly and demonstrate general worth, caring and respect. o Interactions are appropriate for developmental and cultural norms. o Students, staff and/or parents exhibit respect for the counselor.	o Demonstrates genuine caring and respect for individual students, staff and parents. o Counselor is respected by students, staff and parents and viewed as a school leader.
4. The professional school counselor engages in local leadership opportunities, advocates on behalf of and with students, and advocates for the school counseling profession.	o Does not advocate for the school counseling profession. o Does not accept or seek out local leadership roles.	o Does not seek out local leadership roles but accepts leadership roles when asked. o Inconsistently advocates both for and with students.	o Regularly seeks out opportunities to lead. o Advocates for students and the school counseling profession through multiple means.	o Consistently leads others and models leadership skills. o Serves as a constant and adept advocate for students and the school counseling profession.

Wisconsin Pupil Services Evaluation System: School Nurse Rubric

Levels of Performance					There are **five** required components. The remaining components are optional and are determined at the district level each year of the evaluation cycle (1 year or up to 3 years).
Emerging: Bases decisions on previous professional experiences--may or may not be specifically related to school nursing, learning expectations of school nurse position, asks questions and asks where to find answers. **Basic**: Understands the level of care needed in the school setting, makes contributions to the school setting, has beginning resources to turn to. **Proficient:** Provides appropriate individualized and population care in the school setting, contributes to the school setting and school nurse profession, is prepared for events that may occur, relies on previous school experiences. **Exemplary:** Provides extraordinary individualized/population-based care even in the most complex situations, has contributed to the school setting, as well as to the broader school nurse/health profession based on data and research, sets or completes high professional development goals. (University of Michigan)					
Component Number and Description	**Descriptors: Level 1 Emerging**	**Descriptors: Level 2 Basic**	**Descriptors: Level 3 Proficient**	**Descriptors: Level 4 Exemplary**	**Required or Optional**
Component 1.0 Assessment Description: The school nurse collects, analyzes, and makes practice decisions based on pertinent student or situational health data.	o Demonstrates the ability to access and follow district policies, procedures, protocols in data collection from students and health office programs. o Collects, documents, and evaluates student interactions, screenings, and emergency situations, according to established guidelines. o Requests assistance in developing ways to evaluate data collection for students with medically complex	o Initiates access and use of district policies, procedures, protocols in data collection from students, parents, staff, and health office programs. o Collects, documents, and analyzes focused data obtained through comprehensive student, parent, and staff interactions. o Obtains health history assessments and prioritizes care for medically complex students.	o Assists in educating others on the need for reviewing current policies, procedures, and protocols, in data collection of student and program information that follow state and federal laws. o Independently collects, prioritizes, documents, and evaluates individual and collective student health data using current best practice guidelines. o Prioritizes health care information and data on medically complex students and	o Applies current policies, procedures, and protocols in data collection to advance the health of their students. o Collects, synthesizes, and reports out data in order to develop a plan of action to improve comprehensive care and programming for all students and populations responsible for. o Collectively develops and supports appropriate data collection tools and plans for use with medically complex	o Optional

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
	needs.		uses it to organize care.	student populations.	
	o Begins to use already established data collection system.	o Using already established data collection system for documentation of student and parent interactions on a regular basis.	o Actively contributes to the data collection system in an organized manner; retrieves data for use in programming and improved services; and gives suggestions for system improvement.	o Designs, implements, and evaluates district-wide data collection processes.	
Component 2.0 Diagnosis Description: The school nurse reviews and analyzes assessment data in order to determine the focus/nursing diagnosis/issue.	o Begins to assign appropriate nursing diagnosis to individual students based on nursing assessment data. o Requests guidance on nursing diagnoses or focus in complex situations.	o Defines the focus or nursing diagnosis based on review of the assessment data. o Attempts identification of nursing diagnoses or focus based on data assessment in more complex situations.	o Analyzes assessment data using critical thinking skills to determine appropriate nursing diagnoses or health issues. o Identifies gaps between assessment data and determining diagnoses or focus.	o Uses high level critical thinking skills to determine trends in student diagnoses or health issues to formulate district programming. o Proposes new concepts or wording in the nursing diagnosis process based on research. o Directs or guides others in formulating appropriate nursing diagnoses identification.	o Optional

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
Component 3.0 Outcomes Identification Description: The school nurse identifies expected outcomes for a plan that is individualized to the student or the situation.	o Identifies expected short-term student health outcomes based on the nursing diagnoses that are developmentally appropriate. o Begins to identify health disparities and inequities and its effect on educational achievement.	o Identifies expected short-term student health and educational outcomes based on the nursing diagnoses. o With consultation, identifies outcomes that are culturally appropriate and realistic in relation to the student's present and potential capabilities. o Determines outcomes with consideration of resources, including nurses other responsibilities that are needed and available. o Constructs and documents student health outcomes that are measurable and include a reasonable time frame.	o Identifies short- and long-term outcomes that are mutually formulated with the student, family, school staff, community and other providers, as appropriate. o Independently identifies outcomes that are culturally appropriate and realistic in relation to the student's present and potential capabilities. o Considers risks, costs, benefits and scientific evidence in the development of outcomes. o Constructs and documents student health and educational outcomes that are measureable, expressed in educational terms and include a reasonable time frame. o Serves as case manager for student with health needs.	o Mentors proficient school nurses in the role of case manager for students with health needs. o Identifies and uses trends in student outcomes to guide district planning for future school programs. o Acts as a resource for the school community in the development of health and educational outcomes for students.	o Optional

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
Component 4.0 Planning Description: The school nurse develops a plan that outlines strategies to attain expected outcomes.	o Establishes a plan of care and documentation for health office visits to meet the immediate basic needs, injuries, illnesses and social emotional needs. o Initiates the individual health care plan utilizing information from the nursing assessment and identified outcomes. o Differentiate between the utilization of the individual and emergency action plans. o Documentation of the individual and emergency health care plans. o Communicate the health care plans to the student.	o Establishes a plan of care to meet the health promotion, health education and social-emotional needs. o Establishes plans which incorporates physical, emotional, social, spiritual and cultural components. o Seeks consultation from student, parents, educational professionals, and community health care providers. o Recognizes the use of health care plans as it relates to students utilizing regular education, IEPs and Section 504 Accommodation Plans. o Communicate the health care plans to the student, parents and staff.	o Incorporates health promotion, education and prevention activities for students making health office visits. o Establishes an efficient system for documentation of health office visits and care. o Integrates self-care model addressing a student or group of student's health care knowledge and skill deficit. o Collaborates with school nursing colleagues, medical advisors and nursing educators in developing a plan of care for students with complex, and special health care needs. o Establish a planning process which incorporates local, state and federal laws in school nursing practice.	o Develops procedures and guidelines consistently utilizing standards of care, health care trends, promising, and evidence based practice. o Utilizes national and international research in the planning of care for students with complex and special health care needs, and in health promotion, education, and prevention activities for all students, staff, and families.	o Optional

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
Component 5.0 Implementation Description: The school nurse implements interventions identified in the plan of care or action.	o Collaborates with principal / administrator to identify and designate Unlicensed Assistive Personnel (UAP) who are best suited for delivery of care as applicable.	o Provides care to ill and injured according to standards of care. o Assumes responsibility for the safe and efficient implementation of the plan.	o Oversees delivery of prescribed interventions and monitors activities of Unlicensed Assistive Personnel (UAP). o Partners with the student, family, school staff/administration as appropriate to implement the plan.	o Actively participate in the development and continuous improvement of systems that improves the implementation plans. o Works across systems to improve continuity of plan.	o Optional
Component 5.1 Coordination of Care Description: The school nurse coordinates health care delivery.	o Trains staff as applicable in performing health care tasks and procedures.	o Shares individual health plans with appropriate staff and monitors to ensure plan is followed. o Maintains training roster and delegation (skills training) records.	o Incorporates the individualized healthcare plan into the student's educational day and afterschool activities. o Documents coordination of care. o Communicates with student, parents, school staff and healthcare providers, as applicable to enhance student's health care plan.	o Advocates for the delivery of dignified, culturally competent, developmentally appropriate, and humane care by the interprofessional team. o Provides case management and actively collaborates with staff, students, families, and other health care providers to promote self-management and optimal care during school hours.	o Optional

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
Component 5.2 Health Teaching and Health Promotion Description: The school nurse provides health education and implements strategies to promote health and a safe environment.	o Provides information on various health topics to school staff as requested.	o Serves as a resource to school staff regarding health education. o Provides health counseling for students and their families to maximize classroom participation.	o Designs health information material and activities appropriate to developmental level, learning needs, readiness to learn, and cultural values and beliefs. o Coordinates education of staff on various health issues and interprets students health needs to school personnel.	o Promotes health, wellness, self-care and safety through education of the school community regarding health issues. o Seeks opportunities for feedback and evaluation of the effectiveness of strategies used. o Assesses health needs of the school community.	o Optional
Component 5.3 Consultation Description: The school nurse provides consultative health services in order to improve and effect change in the health status of individuals or populations.	o Identify resources to support recommendations provided to staff, parents, and school community.	o Provides, appropriate, and effective health consultation with appropriate school personnel/administration and community stakeholders to generate positive outcomes in the health status of individuals or populations.	o Partners with others to effect change and generate positive outcomes through knowledge of the client/ situation. o Independently communicates recommendations to and facilitates understanding by community-based providers and agencies.	o Provides comprehensive, appropriate, and effective health consultation with appropriate school personnel/administration and community stakeholders to enhance change and generate positive outcomes in the health status of individuals or populations. o Synthesizes data according to evidence-based practice and theoretical frameworks when providing consultation.	o Optional

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
Component 6.0 Evaluation Description: The school nurse evaluates progress toward the accomplishment of identified outcomes.	o Reviews plans to evaluate whether or not they were implemented as specified. o Identifies data sources needed to determine outcomes and student's response to plan. o Documents the results of the evaluation according to district policies and procedures. o Revises the plan as needed.	o Uses a systematic and continuous process to evaluate whether or not plans were implemented as specified, and expected health outcomes were achieved. o Involves the student and others in evaluation of attainment of expected outcomes and response to interventions. o Documents the results of the evaluation according to district policies and procedures. o Revises the plan as needed.	o Uses a systematic and continuous process to evaluate outcomes in relation to the structures and processes prescribed by the plan. o In collaboration with the student and others, determines whether student outcomes had the desired impact on health and educational progress. o Evaluates accuracy of diagnosis and effectiveness of interventions in relation to attainment of expected student outcomes. o Communicates results of evaluation to student and others and develops a re-vised plan as needed.	o Develops systems for implementation and outcome evaluation. o Uses aggregated data from student outcomes to effect change to policies and procedures, and promote school health programs that support student learning and healthy development. o Monitors evaluation research and evidence-based literature to advance personal learning, share knowledge and recommend changes in evaluation practice, policy or procedures.	o Optional
Component 7.0 Ethics Description: The school nurse integrates ethical decision-making in all areas of practice.	o Seeks out and uses the American Nurses Association (ANA) and the National Association of School Nurses (NASN) Code of Ethics, state and local guidance in making decisions on practice issues, and	o Adheres to educational and healthcare laws, including HIPAA, nursing ethical standards, and follows regulations relating to privacy and confidentiality,	o Establishes and is part of a network of resources for consultation in resolving ethical dilemmas or issues regarding FERPA.	o Develops policies, procedures, and professional development activities that promote staff education and adherence to ethical standards related to: students, families,	o REQUIRED

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
	asks questions with regards to Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) privacy and confidentiality laws. o Seeks guidance from supervisor in situational decision-making. o Delivers care in a manner that preserves and protects the autonomy, dignity, and rights of students and families. o Maintains therapeutic and professional student-nurse relationships with appropriate professional roles.	including FERPA. o Recognizes ethical dilemmas involving students, colleagues, or systems, and participates in resolving them with assistance.	o Facilitates discussion and resolution of ethical dilemmas of students, colleague or systems. o Educates others about therapeutic and professional student-nurse relationships and role boundaries.	colleagues, and self. o Acts as consultant to others to resolve ethical issues or HIPAA/FERPA questions of students, colleagues or within systems.	
Component 8.0 Education Description: The school nurse attains the knowledge, skills, and competencies required for quality practice in schools.	o Identifies need for additional training, skills, and/or knowledge and sources to obtain these. o Demonstrates limited knowledge and competency specific to current nursing	o Engages in professional development activities. o Demonstrates basic knowledge and competency specific to current school nursing practice.	o Seeks out and engages in professional learning opportunities to maintain clinical and professional skills. o Demonstrates knowledge and competency that reflects current	o Seeks out formal and independent opportunities for professional development from a wide variety of sources to expand knowledge and competency.	o REQUIRED

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
	practice. o Identifies a system to maintain professional records. o Maintains basic nursing certification (state nursing licensure, CPR).	o Has some records of professional development activities. o Maintains basic nursing certification, screening skills and yearly CEUs.	school nursing practice. o Maintains professional records that provide evidence of competency and lifelong learning. o Maintains certifications, yearly CEUs and professional memberships.	o Provides professional learning opportunities for school nurse colleagues (presents at conferences, writes professional articles). o Maintains professional records that provide evidence of competency and lifelong learning. o Maintains certifications, yearly CEUs and professional memberships, as well as pursuit of national school nurse certification and/or DPI licensing.	
Component 9.0 Evidence-based Practice Description: The school nurse integrates *evidence and* research findings into practice.	o Begins to identify evidence and researched based findings when making decisions regarding nursing practice. o Investigates possible data collections. o Minimal awareness of current school nursing issues and trends.	o Uses evidence-based researched findings to guide school nursing practice. o Collects data for local reporting. o Able to articulate current school nursing practice issues and trends.	o Consistently uses evidence-based research to guide and make changes in school nursing practice. o Collects, understands, and is able to report out data for both local and statewide reporting.	o Consistently initiates changes in school nursing practice based upon evidence-based research findings and shares rationale with others so that they understand reason for change. o Collects data for local/state/national reporting.	o Optional

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
			o Stays informed of current health and practice issues and applies this knowledge to practice.	o Conducts active school nurse research to guide and improve practice. o Shares research findings and presentations with colleagues and peers.	
Component 10.0 Quality of Practice Description: The school nurse contributes to quality nursing practice.	o Participates in some quality improvement activities for local education unit.	o Assures that local education unit is in compliance with mandated health service activities.	o Uses creativity and innovation to enhance school nursing practice.	o Identifies, collects, analyzes data; formulates recommendations and implements activities to improve school nursing practice. o Introduces, initiates innovative ideas that improve practice.	o Optional
Component 11.0 Communication Description: The school nurse interacts effectively with others.	o Conveys information to students, staff, parents, administrators in formats that promote understanding. o Understands regulations pertaining to privacy and confidentiality in all communication.	o Articulates thoughts and ideas clearly and effectively. o Practices effective communication with administrators and school staff; establishes good rapport with students and families. o Demonstrates proficiency in written, verbal and electronic forms of communication.	o Utilizes communication as a positive strategy to achieve nursing goals. o Demonstrates knowledge of the roles of other school professionals and shares health data as needed. o Provides information at appropriate educational and technical level for receiving audience.	o Seeks continuous improvement of own communication and conflict resolution skills.	o REQUIRED

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
Component 12.0 Leadership Description: The school nurse provides leadership in the educational setting and within the school nurse profession.	o Demonstrates basic understanding of school nurse role and responsibility.	o Seeks guidance from school leader or mentor as needed for professional growth.	o Demonstrates knowledge of the school districts' mission and vision and integrates that into practice.	o Serves in key roles in the school setting by participating on committees, councils, etc. o Coordinates professional development and other initiatives to improve school health with measurable outcomes. o Maintains membership and leadership positions in professional organizations.	o Optional
Component 13.0 Collaboration Description: The school nurse collaborates with students, families, school staff, and others.	o Seeks guidance in building relationships with students, families, staff, and outside agencies to meet student health needs and goals. o Provides student health information upon request to maintain safety in school setting.	o Independently builds relationships with students, families, staff, and outside agencies to meet student health needs and goals. o Shares knowledge of student health information anticipating impact in school setting.	o Advocates for collaboration among students, families, staff, and outside agencies to meet student health needs and goals. o Coordinates management of students with complex health needs in school setting.	o Initiates collaborative work among students, families, staff, and outside agencies to meet student health needs and goals. o Assists students and families with connecting to outside agencies and resources for health needs and goals when school and life transitions occur.	o REQUIRED

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
Component 14.0 Professional Practice Description: The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, and relevant local and state guidelines.	o Obtains informal feedback regarding one's own practice from students, staff, administrators, professional colleagues.	o Solicits input from supervisor, peers, principals, staff, parents and students and uses that information to improve practice. o Takes action to achieve goals identified in the evaluation process.	o Engages in self-reflection and self-evaluation of practice, identifying areas of strength as well as areas in which professional development would be beneficial. o Provides evidence for practice decisions and actions as part of the informal and formal evaluation process.	o Engages in self-reflection and self-evaluation of practice as well as participating in peer review as appropriate. o Enhances one's own professional nursing practice or role performance by networking and interacting with peers and colleagues.	o REQUIRED
Component 15.0 Resource Utilization Description: The school nurse considers safety, effectiveness, cost, quality, and impact on practice in the planning and delivery of school nursing services.	o Follows district procedures for ordering and maintaining health office supplies and equipment.	o Assists students and families in obtaining appropriate services within the school and community.	o Identifies critical health needs of school population and develops appropriate interventions to maximize resources.	o Independently seeks resources (grant-writing, special funds, etc.) for appropriate school health programs.	o Optional
Component 16.0 Environmental Health Description: The school nurse practices in an environmentally safe and healthy manner.	o Identifies environmental health risks to students, staff and visitors and reports to supervisor.	o Promotes a practice environment that re-duces environmental health risks. o Uses scientific evi-dence to determine whether a product or treatment is a poten-tial environmental threat.	o Participates in strategies that promote emotionally and physically healthy communities. o Facilitates the assessment of the practice environment for factors that negatively affect health in the school setting including safe	o Initiates strategies that promote emotionally and physically healthy communities. o Advocates for various aspects of school safety (tobacco free schools, air quality, playground and sports safety, substance abuse	o Optional

Component Number and Description	Descriptors: Level 1 Emerging	Descriptors: Level 2 Basic	Descriptors: Level 3 Proficient	Descriptors: Level 4 Exemplary	Required or Optional
			staffing ratios, food safety, sound, odor, chemicals, mold, noise, and light.	prevention, anti-bullying, sanitation, etc.). o Creates or participates in partnerships that promote sustainable environmental health policies, including efforts to promote access to healthy foods and physical activity.	
Component 17.0 Program Management Description: The school nurse organizes and manages school health services.	o Supervises, trains, and/or orients UAP consistent with school's job description for the school nurse. o Serves on school's health and wellness committee. o Maintains and utilizes available school health resources.	o Demonstrates knowledge of the existing school health program and current health trends that may affect school health. o Acts as a resource to the school's health program. o Interprets the role of the school nurse in the school health program and promotes school health program.	o Assesses current school health program and identifies areas for improvement. o Initiates changes to the school health program based on assessment.	o Evaluates ongoing school health programs and communicates effectiveness to school and community stakeholders as appropriate. o Facilitates cooperation between schools and communities on public health issues.	o Optional

References

Scope and Standards of Practice: School Nursing (2nd edition). (2011). ANA: Silver Spring, Maryland

Competency in School Nurse Practice, (2009). Connecticut State Department of Education, permission to use/edit

Haffke, L., Damm, P., & Cross, B. (2014). School nurses race to the top, 30(6), 404-410, *Journal of School Nursing.* Doi: 10.1177/10598440514536581

Reprints and permission: sagepub.com/journalsPermissions.nav

University of Michigan, Nursing, Professional Development Framework http://www.med.umich.edu/NURSING/framework/behaviors

Appendix A: Wisconsin Pupil Services Evaluation System: School Psychologist Rubric	**The first 5 components are required.** The remaining components are optional. Optional components are determined at the district level. Decisions are made each year of the evaluation cycle (1 year or up to 3 years).

Wisconsin Pupil Services Evaluation System: School Psychologist Rubric

DOMAIN 1.0 FOUNDATIONS OF SERVICE DELIVERY	
Component 1.1 Diversity in Development and Learning **Description:** The school psychologist has knowledge of individual differences, abilities, disabilities and other diverse student characteristics; principles and research related to diversity for children, families, and schools, including factors related to culture, context, individual, and role difference; as well as evidence-based strategies to enhance services and address potential influences related to diversity.	**Required**

Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
o Has Knowledge of: o Individual differences and diverse characteristics. o Psychological and educational principles and research related to diversity factors for children, families, and schools. o Evidence-based practices in psychology and education to enhance services for children and families across environments. o Use of a problem-solving approach to identify assessment measures. o Physical and mental health needs of children and adolescents.	o Applies knowledge individual differences and diverse characteristics to provided service delivery. o Recognizes how his/her own biases and those of others influence decision-making, instruction, behavior and interactions. o Selects materials and activities that counteract stereotypes. o Selects materials and activities that incorporate contributions of cultures. o Selects materials and activities that seek ways to overcome barriers to effective family and community involvement. o Understands how a student's culture, background, and/or trauma history influence his/her functioning.	o Develops evidence-based interventions for students whose behavioral, affective, or social-emotional needs have an impact on their learning. o Modifies practices to more effectively meet student needs. o Modifies or adapts practices to meet diverse student needs. o Demonstrates sensitivity and skills needed to work with families, students, and staff from diverse cultures and background. o Collaborates with administrators, teachers, and a range of specialists to meet the unique needs of students.	o Provides leadership in collecting data to identify service gaps in meeting the social, affective and developmental needs of children. o Collaborates with colleagues to eliminate systemic barriers to student achievement. o Consults with other educators and provides professional development opportunities on diversity for parents, teachers, administrators, and the community. o Other: _____ _____ _____ _____ _____ _____

Component 1.2 Research and Program Evaluation	Required		
Description: The school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.			
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**

Has Knowledge of:
o Research methodology, statistical and other data analysis techniques sufficient for understanding, judging quality of research and relevance in applied settings.
o Program evaluation methods at the individual, group, and/or systems levels.
o Technology and information resources applicable to research and program evaluation.
	o Applies knowledge of evidence-based interventions and programs in designing and implementing intervention plans at the individual level.
	o Collects and analyzes program evaluation data at the individual level.
	o Uses technology and information resources applicable to research and program evaluation.
		o Applies knowledge of evidence-based interventions and programs in designing and implementing intervention plans at the individual and group levels.
		o Collects and analyzes program evaluation data at the individual and group levels.
		o Monitors the effect(s) of program adaptations.
			o Applies knowledge of evidence-based interventions and programs in designing and implementing intervention plans at the individual, group level, and system level.
			o Collects and analyzes program evaluation data at the individual, group, and system level.
			o Uses results of monitoring activities to guide additional refinements of professional practice.
			o Other: _____
			  _____
			  _____
			  _____
			  _____
			  _____

Component 1.3 Legal, Ethical and Professional Practice **Description:** The school psychologist has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.		**Required**	
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
o Endorses ethical standards of the American Psychological Association and/or the National Association of School Psychologists. o Has knowledge of standards and regulations relevant for the practice of school psychology across environments. o Periodically engages in self-evaluation to identify professional and personal strengths and challenges. o Recognizes the need to maintain confidentiality of student records and information. o Usually adheres to timelines established by the school, district, and/or state, including submission of assessment reports. o Demonstrates knowledge of principles of writing effective and practical assessment reports. o Recognizes limits of expertise.	o Stays current with and models legal, ethical, and professional standards. o Engages in self-evaluation to identify strengths and weaknesses and pursues professional development. o Maintains confidentiality of student records and information. o Almost always adheres to timelines established by the school, district, and/or state, including submission of assessment reports. o Stays current with and models legal, ethical, and professional standards. o Writes effective and practical assessment reports.	o Uses a problem-solving model to address ethical issues in providing student support services. o Assists school personnel in understanding legislation and regulations related to school psychological services. o Participates in the school psychology professional community inside and outside the district. o Explains the requirements of confidentiality of student records and information to others. o Accesses professional development opportunities and incorporates the information into daily practice.	o Takes a leadership role in educating colleagues on legal, ethical, and professional standards. o Regularly and accurately engages in self-evaluation to identify strengths and weaknesses and pursues professional development. o Collaborates with stakeholders to address ethical issues in support services. o Has a leadership role in the school psychology professional community inside and outside the district. o Supports other professionals to adhere to timelines established by the school, district, and/or state, including submission of assessment reports. o Mentors or supervises and/or supports other school psychologists, interns, or school psychology students. o Other: _____ _____ _____

DOMAIN 2.0 PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY			
Component 2.1 Data-Based Decision Making and Accountability **Description:** The school psychologist has knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, as well as measuring progress and outcomes.		**Required**	
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: o Assessment and data collection methods relevant to a comprehensive, systematic process of effective problem solving and decision making in situations with diverse characteristics and contexts. o Varied methods of assessment and data collection in psychology and education and their psychometric properties. o Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and schools. o Assessment and data collection methods to measure, respond to, progress in, and evaluate effective outcomes of services.	o Understands how to collect, manage, and interpret various kinds of group and individual data. o Advocates for the use of data to promote effective learning environments. o Conducts assessments to determine the learning needs of students. o Applies strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services.	o Uses group and individual data to monitor, evaluate, and adjust interventions for students with behavioral, social-emotional, or academic needs. o Assists school staff in collecting and analyzing progress monitoring data. o Assists school staff in the use of data to design, implement and evaluate instruction and interventions. o Monitors the effect(s) of intervention or program adaptations. o Advocates for use of reliable and valid assessments and interventions.	o Designs, implements, and evaluates the implementation integrity, fidelity, and effectiveness of school-wide or system-wide interventions. o Provides leadership in collecting data to identify service gaps in meeting the academic, behavioral, social-emotional, or developmental needs of children. o Makes recommendations for school and/or district level improvements based on evaluation findings. o Uses results of monitoring activities to guide additional refinements of professional practice. o Other: _____ _____ _____ _____ _____

Component 2.2 Consultation and Collaboration **Description:** The school psychologist has knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.			**Required**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: o Varied methods of consultation in psychology and education applicable to individuals, families, groups, and systems. o Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others. o Methods for effective consultation and collaboration that link home, school, and community settings.	o Uses varied methods of consultation in psychology applicable to individuals and families to promote effective implementation of services. o Facilitates communication and collaboration among the student, school, home, and community. o Applies consultation, collaboration, and communication strategies across situations, contexts, and diverse groups. o Understands the importance of effective listening, speaking and written communications skills. o Adapts communication strategies to fit the needs of different stakeholders.	o Consistently uses multiple strategies to promote collaborative, effective decision making and implementation of services among professions, families, and others. o Promotes trust and builds partnerships among the student, school, home and community. o Promotes services when programming for children involves multiple agencies. o Anticipates and responds to communication barriers.	o Collaborates with other school psychologists to improve implementation of services. o Collaboratively addresses systemic problems such as truancy, dropout, bullying, youth suicide, mental health and/or AODA challenges, or school violence. o Collaborates with other school psychologists for professional growth and to improve the profession. o Coordinates services when programming for children involves multiple agencies. o Communicates effectively with students, families, school staff, and the community even when barriers are present. o Other: _____ _____ _____ _____ _____

DOMAIN 3.0 DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

3.1 Student Level Services:

Component 3.1a Interventions and Instructional Support to Develop Academic Skills **Description:** The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognition, and developmental processes; as well as, evidence-based curricula and instructional strategies.			**Optional or N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: o Biological, cultural, and social influences on cognition, academic skills, human learning, and developmental processes. o Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children of diverse backgrounds and characteristics. o Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation, planning/ organization, etc.	o Collaborates with administrators, teachers and a range of specialists to help meet students' special needs. o Collaborates to identify students in need of instructional support. o Consults on a continuum of developmentally appropriate and targeted educational interventions. o Provides culturally competent services. *Understands the importance of:* o Setting high expectations for all students. o Literacy, early literacy, reading and math. o Facilitating, designing, and delivering instructional strategies that promote academic growth.	o Consistently applies current and empirically based research on learning and cognition to the development of instructional strategies. o Assists school personnel in considering relevant ecological factors and diversity characteristics as a context for making decisions about students. o Consistently provides culturally competent services.	o Provides leadership in implementation of Reading and Mathematics literacy programs that increase student outcomes based on empirical research on learning and cognition. o Advocates for culturally competent services for all students. o Acts as a resource in a direct and consultative manner on methods to promote cognitive and academic skills of all students. o Seeks formative feedback from colleagues on effectiveness of consultations. o Other: _____ _____ _____ _____ _____

Component 3.1b Interventions and Mental Health Services to Develop Social and Life Skills **Description:** The school psychologist has knowledge of biological, cultural, emotional, developmental, and social influences on behavior, mental health, learning and life skills, as well as evidence-based strategies to promote social-emotional functioning and mental health.			**Optional or N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: o Biological, developmental, cultural, social, and situational influences on behavior, mental health, learning, achievement, and life skills. o Evidence-based strategies to promote social–emotional functioning and mental health. o Strategies in social–emotional, behavioral, and mental health services that promote children's learning, academic, and life skills, including for example, counseling, behavioral interventions, social skills interventions, strategies for self-monitoring, etc. o Techniques to assess socialization, mental health, and life skills as well as methods and technology resources for using data in decision making, planning, and progress monitoring.	o Understands the importance of student interpersonal skills and self-knowledge. o Knowledgeable and skillful in using problem-solving to identify appropriate assessment measures. o Understands the physical and mental health needs of children and adolescents. o Identifies students in need of behavioral, affective, social-emotional, or mental health support. o Provides a continuum of developmentally appropriate and targeted mental health interventions. o Assists students in developing social-emotional, behavioral, and adaptive skills. o Participates in school safety team/ or school crisis team as appropriate.	o Consults to develop evidence-based interventions for students whose behavioral, adaptive, and/or social-emotional needs have an impact on their learning. o Uses data to monitor, evaluate and adjust interventions for students with behavioral, adaptive, or and/or social-emotional needs. o Assists in the development, implementation, and evaluation of school screenings, programs, and interventions. o Collaborates with administrators, teachers, and a range of specialists to meet the unique needs of students.	o Provides professional development on social-emotional needs of children and comprehensive models to promote mental health. o Provides relevant research findings and evaluation data to school personnel, parents, and the public. o Is a leader in the development, implementation and evaluation of school screenings, programs, and interventions. o Other: _____ _____ _____ _____ _____

3.2 Systems-Level Services:			
Component 3.2a School-Wide Practices to Promote Learning **Description:** The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and, evidence-based school practices that promote learning and mental health.			**Optional or N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: o School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings. o Psychological and educational principles and research related to organizational development and systems theory. o Issues and needs in schools, communities, and other settings, including accountability requirements; local, state, and federal policies and regulations; as well as, technology resources. o Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.	o Collaborates with school personnel to create a safe, positive learning community. o Supports policies and practices that positively affect student learning.	o Collects, analyzes and synthesizes data on school and system structures to promote school improvement and improved student outcomes. o Collaboratively designs and implements school wide efforts to develop students' skills. o Uses data to help schools identify needs for prevention and intervention programs. o Develops and/or implements the school improvement plan.	o Evaluates the effectiveness of core instruction, and/or prevention and intervention services and programs. o Provides professional development to school staff on a variety of topics related to school-wide initiatives. o Other: _____ _____ _____ _____ _____

Component 3.2b Preventive and Responsive Services **Description:** The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, provides services in schools and communities to support multi-leveled prevention, and implements evidence-based strategies for effective crisis response.			**Optional or N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: o Psychological and educational principles and research related to resilience and risk factors in learning and mental health. o Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate, safety, as well as physical well-being across diverse situations, contexts, and characteristics. o Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being. o A systematic problem solving model and its use in schools. o Evidence-based strategies for effective crisis prevention, preparation, and response.	o Promotes an inviting, respectful, supportive, inclusive, and flexible learning environment. o Engages students and family members in the educational process. o Considers relevant individual differences when determining services needed. o Demonstrates sensitivity to issues related to disproportionality of minority populations.	o Provides developmentally appropriate and prevention-oriented strategies that nurture students' relationships with caring adults.	o Promotes a respectful and supportive school climate that includes collaboration and a commitment to quality instruction and services. o Identifies factors that have an impact on family-school partnerships and interactions with community providers. o Addresses those factors (see above) when providing services for families. o Other: _____ _____ _____ _____

Component 3.2c Family-School Collaboration Services **Description:** The school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.			**Optional or N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: o Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children's development. o Psychological and educational principles and research related to family systems and their influences on children's academic, motivational, social, behavioral, mental health, and social characteristics. o Methods that improve family functioning and promote children's learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices.	o Advocates on behalf of students and families to meet their needs. o Demonstrates sensitivity to issues related to disproportionality of minority populations. o Supports policies and practices that positively impact student learning.	o Consistently includes family in the educational process. o Consistently acts in culturally responsive manner when collaborating with families. o Consistently applies evidence-based strategies to improve collaboration and partnerships among parents, schools, and community agencies.	o Advocates for coordination between school services, family, and community. *Develops internal and external family-school partnerships to:* o Promote positive student outcomes. o Support educational and mental health programs. o Other: _____ _____ _____ _____ _____

Appendix A: Wisconsin Pupil Services Evaluation System: School Social Worker Rubric

Wisconsin Pupil Services Evaluation System: School Social Worker Rubric

Domain I: Practice Knowledge & Planning

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
I.1 Knowledge of Laws & Policies—Required School social workers possess and utilize knowledge of state and federal laws & local school district policy related to school social work practice to enhance their service delivery, including services to students and families, consultation to colleagues, and collaboration with organizations in the community.	o Lacks understanding of district, state and federal laws and policies. o Fails to demonstrate appropriate practices as it relates to district, state and federal laws and policies. o Fails to adhere to district procedures.	o Demonstrates partial understanding of district, state and federal laws and policies. o Inconsistently demonstrates appropriate practices as it relates to district, state and federal laws and policies. o Inconsistently adheres to district procedures.	o Demonstrates understanding and knowledge of district, state and federal laws and policies and uses this understanding to guide daily practice. o Communicates knowledge of district, state and federal guidelines to stakeholders. o Consistently adheres to district procedures.	o Utilizes knowledge of district, state and federal laws and policies to advocate for system changes to enhance educational access and success for all students. o Works collaboratively to influence and create guidelines that will enhance student learning. o Provides feedback to improve laws, policies or procedures on multiple systems levels.
I.2 Knowledge of Practice & Interventions - Required School social workers possess and utilize knowledge of evidence-based practices and interventions with students, families, schools, and communities to improve student learning, including application within a multilevel system of support and to the problem-solving process.	o Demonstrates inadequate knowledge of evidence-based practices to use with individuals, families, schools, & communities. o Demonstrates inadequate knowledge of a multi-level system of support.	o Demonstrates basic knowledge of some evidence-based practices to use with individuals, families, schools, and/or communities. o Demonstrates partial knowledge of a multi-level system of support. o Inconsistently applies evidence-based practice knowledge to the problem-solving process in the educational setting.	o Demonstrates comprehensive knowledge of evidence-based practices to use with individuals, families, schools and communities. o Engages in a multi-level system of support based on clear understanding of these practices. o Successfully applies knowledge and understanding of evidence-based practice to the problem-solving process in the educational setting.	o Applies comprehensive knowledge of evidence-based practices in work with individuals, families, schools and communities. o Takes leadership in advancing a multi-level system of support. o Effectively applies knowledge and understanding of evidence-based practice to the problem-solving process in the educational setting to achieve better learning outcomes. o Shares advanced knowledge and understanding of evidence-based practice with colleagues.

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
I.3 Knowledge of Diverse Populations - Required School social workers possess and utilize knowledge of diverse populations in a culturally responsive manner to enhance student learning and promote an equitable learning environment for all students.	o Lacks knowledge of various cultures and biases. o Lacks understanding of disproportionately poor outcomes for many historically marginalized populations. o Lacks knowledge of risk factors for school failure. o Lacks knowledge of culturally responsive and trauma-sensitive practices.	o Demonstrates basic knowledge of various cultures and biases. o Demonstrates minimal understanding of how people within historically marginalized populations may experience disproportionately poor outcomes. o Demonstrates partial knowledge of risk factors for school failure. o Inconsistently applies knowledge in interactions with stakeholders. o Demonstrates partial knowledge of culturally responsive and trauma-sensitive practices.	o Demonstrates knowledge and understanding of various cultures and biases. o Advocates for historically marginalized populations and advocates for social and economic justice to reduce barriers to learning. o Demonstrates knowledge and understanding of risk factors for school failure and advocates for system change to reduce the impact of these risk factors. o Applies knowledge and understanding in interactions with stakeholders. o Demonstrates knowledge and understanding of culturally responsive and trauma-sensitive practices.	o Advocates for historically marginalized populations and for social and economic justice to reduce barriers to learning at multiple systems levels, including district, local, state, or national political arenas. o Takes a leadership role in the creation of systems change to reduce the impact of risk factors for school failure. o Helps colleagues and stakeholders understand how to work with diverse populations in a culturally responsive manner. o Advocates for systems change to increase culturally responsive and trauma-sensitive practices throughout multiple systems and acts as a role model in these practices.
I.4 Use of Assessments and Data—Required School social workers possess and utilize knowledge of evidence-based assessments to help guide the development and progress monitoring of educational plans and interventions designed to improve student learning. School social workers understand important bio-psycho-social factors that affect learning, including culture, disability, mental health, poverty, and trauma.	o Lacks knowledge of evidence-based assessments, including ecological assessments. o Lacks awareness of important bio-psycho-social factors in assessments, including student and family culture and possible trauma history. o Rarely or never utilizes data to formulate program and/or student goals. o Unsuitably plans assessments or interventions.	o Demonstrates partial knowledge of evidence-based assessments, including ecological assessments. o Inconsistently considers important bio-psycho-social factors in assessments, including student and family culture and possible trauma history. o Inconsistently utilizes data to formulate program or student goals.	o Demonstrates comprehensive knowledge and understanding of evidence-based assessments, including ecological assessments. o Consistently considers important bio-psycho-social factors in assessments, including student and family culture and possible trauma history. o Consistently utilizes data to formulate and improve program and/or student goals.	o Demonstrates comprehen-sive knowledge and understanding of evidence-based assessments, including ecological assessments. o Provides leadership in considering and integrating important bio-psycho-social data from assessments, including student and family culture and possible trauma history, to create a comprehensive understanding of student and family situation.

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
		o Attempts to plan interventions utilizing information relating to referral; assessment; student, parent and teacher interviews; and school and community data, but may overlook some important information.	o Plans interventions utilizing the most pertinent information relating to referral; assessment; student, parent and teacher interviews; and school and community data. o Uses an effective progress monitoring system to regularly track and record program and student progress.	o Provides leadership to use an effective program monitoring system to interpret and modify goals based upon program and/or student data. o Plans interventions utilizing all appropriate sources of information, including: referral; assessment; student, parent and teacher interviews; and school and community data. o Uses program, school-wide, group and individual data to understand the larger issues impacting sub-populations in the school community, such as disproportionality, access to mental health and basic needs, in order to better advocate for students impacted by such issues.
Domain II: Environment				
II.1 Safe & Healthy School Optional School social workers are important contributors to safe, healthy, culturally responsive, and trauma-sensitive schools that support the learning of all students. Based upon systematic assessments within a multilevel system of support, school social workers identify and implement interventions to improve student behavior by building on the strengths of students and their families.	o Fails to demonstrate effort to contribute to the creation and maintenance of a safe, healthy, culturally responsive, and trauma-sensitive school environment. o Fails to demonstrate effort to support positive school culture and student behavior. o Rarely or never establishes interventions that contribute to positive student behavior. o Fails to use a strength-based approach to improve student behavior.	o Inconsistently supports the creation and maintenance of a safe, healthy, culturally responsive, and trauma-sensitive school environment. o Inconsistently supports positive school culture and student behavior. o Establishes interventions that contribute to positive student behavior with moderate success in response to student performance discrepancies. o Inconsistently uses a strength-based approach to improving student behavior.	o Consistently supports the creation and maintenance of a safe, healthy, culturally responsive, and trauma-sensitive school environment. o Consistently supports positive school culture and student behavior throughout the school through a multi-level system of support. o Establishes successful interventions that are based upon systematic assessments and contribute to positive student behavior. o Consistently utilizes a strength-based approach to improve student behavior.	o Provides leadership in the creation and maintenance of a safe, healthy, culturally responsive, and trauma-sensitive school environment. o Provides leadership in the development of positive school culture and student behavior throughout the school through a multi-level system of support. o Works collaboratively with students and colleagues to establish interventions that are based upon systematic assessments and contributes to positive, self-managed, student behavior across settings and activities.

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
				o Provides leadership to establish school-wide, strength-based approaches to improving student behavior, including alternatives to exclusionary discipline.
II.2 Barriers to Learning Required School social workers understand the factors and conditions that create barriers to learning and lead to disproportionally poor outcomes for some students. School social workers advocate for students and their families both in school and the community and challenge systemic barriers to improve student learning and outcomes.	o Fails to advocate with stakeholders on behalf of students and families to create better learning opportunities. o Fails to advocate for policies, programs and services that respect diversity, address individual needs and support the inherent dignity and worth of all students, families and school personnel. o Lacks understanding of political, social, cultural and economic conditions that adversely impact students' learning. o Fails to challenge structural barriers, social inequities and educational disparities adversely impacting learning outcomes. o Fails to identify barriers to individual student achievement to create better learning outcomes for the student.	o Inconsistently advocates with stakeholders on behalf of students and families to create better learning opportunities. o Inconsistently advocates for policies, programs and services that respect diversity, address individual needs and support the inherent dignity and worth of all students, families and school personnel. o Attempts to identify political, social, cultural and economic conditions that adversely impact students' learning, but may misidentify some of these factors. o Inconsistently challenges structural barriers, social inequities and educational disparities adversely impacting learning outcomes. o Inconsistently identifies barriers to individual student achievement to create better learning outcomes for the student.	o Consistently advocates with stakeholders on behalf of students and families to create better learning opportunities. o Consistently advocates for policies, programs and services that respect diversity, address individual needs and support the inherent dignity and worth of all students, families and school personnel. o Appropriately identifies political, social, cultural and economic conditions that adversely impact students' learning. o Consistently challenges structural barriers, social inequities and educational disparities adversely impacting learning outcomes. o Consistently identifies barriers to individual student achievement to create better learning outcomes for the student.	o Provides leadership advocating with families and stakeholders on behalf of students and families to create better learning opportunities. o Provides proactive leadership to improve policies, programs and services that respect diversity, address individual needs and support the inherent dignity and worth of all students, families and school personnel to create better learning opportunities. o Shares knowledge of political, social, cultural and economic conditions that adversely impact students' learning with colleagues and stakeholders. o Provides leadership in challenging structural barriers, social inequities and educational disparities to create better learning opportunities.

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
Domain III: Service Delivery				
III.1 Family Engagement Optional School social workers engage families through identification of both their needs and strengths and partner with families to create better outcomes for their children. School social workers connect with families in their own environments as a primary form of engagement.	o Implements interventions without family and student support and/or input. o Communication with students, families and/or relevant stakeholders is unclear. o Fails or lacks follow up communication with stakeholders.	o Seeks input from family or student for interventions but inconsistently includes information. o Communication with students, families and/or stakeholders is inconsistent. o Inconsistently collaborates with students, families and relevant stakeholders providing positive engagement regarding student achievement and other needs. o Inconsistently engages students, families and/or relevant stakeholders with regards to student achievement.	o Build skills in families to develop goals, identify family strengths, and seek out appropriate resources. o Consistently communicates with students, families and/or stakeholders. o Collaborates with students, families and relevant stakeholders, providing positive engagement regarding student achievement and other needs. o Consistently engages students, families and/or relevant stakeholders with regards to student achievement.	o Successfully empowers families to develop goals, identify family strengths, and obtain appropriate resources. o Integrates social work services that maximize student achievement. o Integrates input from students and/or families in order to address needed concerns across home, school and community. o Establishes rapport with families in order to encourage participation in the school community. o Disseminates family engagement strategies with colleagues and stakeholders.
III.2 Community Systems Required School social workers possess and utilize knowledge of resources and referral procedures within the school system and the community and are skilled in matching the needs of students and their families with services that lead to better student outcomes.	o Lacks awareness of resources to meet the needs of students and families. o Fails to attempt to locate resources to meet the needs of stakeholders. o Lacks understanding of established referral procedures in the school and the community.	o Inconsistently demonstrates awareness of resources to meet the needs of students and families. o Attempts to seek out resources to meet the needs of students and families, but may be unsuccessful. o Shares limited knowledge of resources with colleagues when solicited. o Understands general referral procedures in the school and community. o Partially fulfills established referral procedures.	o Consistently connects students and families to needed resources. o Frequently seeks out multiple resources to meet the needs of students and families and follows up to ensure success-ful connections have occurred. o Proactively shares thorough knowledge of resources with colleagues. o Consistently communicates referral procedures for meetings and consultations with stakeholders. o Follows established guidelines and positively addresses needs identified in the referral.	o Advocates increasing the amount of resources available to meet the needs of stakeholders. o Engages in collaborations to expand professional network as a method to increase resource connection. o Provides leadership in referral and consultation management. o Communicates with all involved stakeholders, so that needs have been addressed and participants understand the outcomes. o Provides leadership with ongoing staff development to ensure appropriate referrals to community resources.

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
			o Maps and incorporates community resources into plan of services.	o Provides leadership to establish formal partnerships with community systems to support academic and behavioral success.
III.3 Collaboration with Colleagues - Required School social workers collaborate with colleagues by providing consultation, participating in and facilitating teams, and supporting colleagues to provide instruction and services to students that will result in improved student learning and better student outcomes.	o Fails to consult with school personnel. o Fails to participate in intra/interdisciplinary team process. o Demonstrates poor collaborative working relationships with colleagues. o Fails to participate in any professional learning communities. o Relationships with colleagues are negative or self-serving.	o Inconsistently responds to requests from colleagues for consultation. o Inconsistently participates in intra/interdisciplinary team process. o Attempts to establish collaborative working relationships with some colleagues. o Participates in one or more professional learning communities. o Maintains positive and productive relationships with some but not most colleagues.	o Consistently consults with colleagues to facilitate understanding of student and family needs. o Uses consultation to help colleagues develop interventions. o Consistently participates and contributes to intra/interdisciplinary team process. o Successfully engages colleagues in a problem-solving process. o Consistently participates in and contributes to one or more professional learning communities. o Establishes and maintains positive and productive relationships with colleagues.	o Initiates consultation with colleagues to facilitate understanding of student and family needs and provides leadership to create effective interventions. o Takes a leadership role in intra/interdisciplinary team process when needed and appropriate. o Engages colleagues in a problem-solving process and conducts follow-up to ensure effectiveness of the interventions. o Assumes a leadership role in one or more professional learning communities. o Demonstrates the ability to create positive relationships with challenging colleagues.
III.4 Student Engagement Optional School social workers engage students using a variety of effective strategies and techniques that emphasize student strengths and result in collaborative approaches to problem-solving that build the skills of students to make better decisions at school and in their personal lives.	o Fails to identify student strengths and interests in order to develop positive rapport with students. o Fails to recognize differences among students that would assist in engagement. o Fails to demonstrate strategies to help students acquire decision-making, problem solving, advocacy and/or coping skills.	o Inconsistently identifies student strengths and interests in order to develop positive rapport with students. o Generally recognizes how to engage students but relies on methods of personal preference. o Demonstrates a minimal range of strategies to help students acquire decision-making, problem solving, advocacy and/or coping skills.	o Consistently identifies student strengths and interests in order to develop positive rapport with students. o Consistently includes students' input in problem solving, consistent with students' age and development. o Demonstrates some strategies and intervention techniques to help students acquire decision-making,	o Students and families seek out social worker for needed support. o Involves the student in service delivery to facilitate student's independence as part of a larger social-emotional and educational goal. o Demonstrates an extensive range of strategies and intervention techniques to help students acquire decision-making, problem

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
	o Adheres to an ineffective plan or program, in spite of inadequate progress or student lacking interest.		problem solving, advocacy and/or coping skills. o Consistently incorporates a variety of interventions that support student service goals and enhance engagement as appropriate.	solving, advocacy and/or coping skills. o Leads collaboration with school staff to identify the needs of the student and creates a plan and/or intervention to enhance student engagement. o Proactively shares strategies for student engagement with colleagues.
III.5 Effective Interventions - Required School social workers understand and apply culturally responsive, trauma-sensitive, evidence-based interventions within a multilevel system of support to improve student learning. School social workers evaluate the progress of interventions and make adjustments, as indicated.	o Lacks or possesses minimal understanding of multi-tiered, evidence-based interventions that are designed to improve academic and behavioral performance. o Lacks awareness of the importance of providing interventions in a culturally responsive and trauma-sensitive manner. o Fails to record progress of interventions in student information system. o Lacks a plan to evaluate the effectiveness of interventions.	o Demonstrates a partial understanding of multi-tiered, evidence-based interventions that are designed to improve academic and behavioral performance. o Generally understands the importance of providing culturally responsive and trauma-sensitive interventions. o Partially utilizes a student information system to record progress of intervention. o Minimally uses data to monitor and adjust interventions. o Has a minimal evaluation plan in place to monitor service efficacy.	o Consistently demonstrates the ability to plan, implement and monitor multi-tiered, evidence-based interventions that are designed to improve academic and behavioral performance. o Appropriately demonstrates the ability to provide culturally responsive and trauma-sensitive interventions. o Frequently tracks and records student progress and uses data to inform interventions. o Consistently uses data to monitor and adjust interventions. o Successfully creates and implements an intervention plan based on student data.	o Demonstrates superior ability to plan, implement and monitor multi-tiered, evidence-based interventions that are designed to improve academic and behavioral performance. o Demonstrates superior ability to provide culturally responsive and trauma-sensitive interventions. o Tracks and records student progress and uses the data to inform and modify interventions to improve student outcomes. o Uses program, school-wide, group and individual data to understand the issues impacting sub-populations in the school community, such as disproportionality, access to mental health and basic needs, in order to advocate for students and families. o Creates and implements a plan with appropriate activities based on student data that align with the intended objectives of the educational program.

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
Domain IV: Professionalism				
IV.1 Record Keeping & Technology - Required School social workers utilize technology to enhance their service delivery and improve student outcomes. School social workers document student progress and adjust services, as indicated.	o Lacks knowledge of district technology. o Fails to complete reports and documentation in an accurate, complete and timely manner. o Fails to provide documentation sufficient to monitor student progress or adjust services.	o Demonstrates partial knowledge of district technology. o Inconsistently completes reports and documentation in an accurate, complete and timely manner. o Inconsistently stores reports and documentation in a secure manner. o Provides documentation that is minimally sufficient to monitor student progress or adjust services.	o Demonstrates knowledge of district technology and utilizes technology on a consistent basis. o Consistently completes reports and documentation in an accurate, clear, concise, complete and timely manner, reflecting student needs. o Provides documentation that effectively monitors student progress and guides adjustment of interventions, when needed.	o Demonstrates knowledge of district technology and shares and/or assists others in applying technology. o Completes high-quality reports and documentation in an accurate, clear, concise, complete and timely manner, reflecting student needs, for seamless monitoring of student progress across settings. o Shares student data with all stakeholders, as appropriate, regarding performance to ensure consistency across all settings.
IV.2 Professional Growth Required School social workers seek to improve their service delivery through reflection on their individual practice, identification of needed professional growth, and active participation in professional development opportunities that will address identified needs.	o Fails to reflect on, adjust or evaluate effectiveness of service delivery. o Reflects on practice in a way that is not evident, is unclear, or is self-serving. o Fails to participate in professional development activities.	o Periodically reflects on practice. o Provides general ideas to improve individual practice. o Participates in professional development activities limited to those that are convenient or are required.	o Consistently reflects on practice in an accurate and objective manner. o Makes frequent, specific suggestions regarding how practice may be improved, based upon evidence. o Seeks out and participates in opportunities for professional development, based upon an individual assessment of need and/or needs identified within the school setting.	o Consistently reflects on practice in an accurate and perceptive manner and can cite specific practices demonstrating differing levels of success. o Regularly acts on reflection of practice to improve services to students and families. o Actively pursues and participates in professional development opportunities to develop and implement new knowledge and skills, based upon reflection and supervisor feedback. o Uses knowledge and skills to create or adapt a resource, strategy, intervention, or program.

Components	Unsatisfactory Descriptors	Basic Descriptors	Proficient Descriptors	Distinguished Descriptors
IV.3 Professionalism Required School social workers demonstrate professional conduct through a variety of means, including adherence to the profession's ethical standards, participation in school and district activities, and autonomous and collaborative completion of work.	o Performs work functions in a manner that is in conflict with the NASW Code of Ethics or the Supplemental Ethical Standards for School Social Work Practice. o Fails to use an ethical decision-making model when warranted. o Exercises poor judgment in prioritization, resulting in confusion, missed deadlines, poor provision of services and incomplete or late work. o Sets unclear service priorities. o Avoids involvement in school and district events and projects. o Performs professional duties adequately only with specific direction.	o Demonstrates basic awareness of the ethical standards of practice in the NASW Code of Ethics and the Supplemental Ethical Standards for School Social Work Practice and conforms to important, primary ethical standards of practice such as maintaining confidentiality. o Demonstrates awareness of, but is unable to effectively utilize, an ethical decision-making model, when warranted. o Inconsistently prioritizes time to meet assigned duties or scheduled services. o Meets some but not most deadlines for evaluations and meetings. o Inconsistently fulfills scheduled appointments. o Attends school and district events and projects when specifically directed. o Completes some work adequately without specific direction.	o Consistently performs professional duties in a manner that is consistent with the NASW Code of Ethics and the Supplemental Ethical Standards for School Social Work Practice. o Effectively applies an ethical decision-making model, when warranted. o Consistently demonstrates appropriate judgment in setting priorities to complete work in a timely and effective manner. o Participates effectively in school and district events and projects. o Effectively performs professional duties in an autonomous manner. o Maintains membership in a state and/or national professional association(s).	o Is sought out by colleagues for ethical consultation OR provides professional development to colleagues on ethical behavior and practice. o Demonstrates prioritization in the time-management of a challenging work load and schedule. o Makes substantial contributions to school and district events and projects. o Makes a substantial contribution to the profession by presenting at state/national conferences OR holding office in local, state or national professional associations OR mentoring new school social workers or school social work students. o Provides guidance to colleagues to develop autonomous work skills.

Appendix B: Pupil Services Profession Specific Possible Evidence Sources

School Counselor

(Under Development)

School Nurse

(Under Development)

School Psychologist

(Under Development)

Appendix B: School Social Worker Evidence Sources			
Domain I: Practice Knowledge and Planning			
Component	**Evidence**	**Indicator/"Look-fors"**	**Evidence Collection**
I.1 Knowledge of Laws & Policies	• Evaluator/school social worker conversations. • Brief consultations. • Observation. • Credible resources used to research state and federal laws related to work responsibilities. • Professional development.	• Evidence of resources that relate accurate information about state and federal laws related to work responsibilities. • Articulates accurate knowledge of state and federal laws and local school district policy related to work responsibilities. • Evidence of locating sources of accurate knowledge of state and federal laws and local school district policy related to work responsibilities. • Appropriately applies knowledge of laws and policies to school social work practice. • Provided consultation reflects knowledge of state and federal laws and local school district policy related to work responsibilities. • Follows established local school district policies and procedures. • Provides useful feedback to adjust local school district policies and procedures to better support student learning and success. • Evidence of prior or ongoing professional development.	**Evaluator/school social worker conversations** • Documentation of conversation (e.g., notes, written reflection). **Brief consultations** • Documentation of consultation. **Observations** • Notes taken during observation. **Resources** • Documentation of resources used. **Professional development** • Documentation of completed professional development.

Component	Evidence	Indicator/"Look-fors"	Evidence Collection
I.2 Knowledge of Practice & Interventions	- Evaluator/school social worker conversations. - Brief consultations. - Observation. - Resources used to identify and learn about appropriate, evidence-based interventions. - Professional development.	- Evidence of resources that describe how to provide evidence-based practices and interventions. - Articulates accurate knowledge of delivery of evidence-based practices and interventions. - Evidence of locating sources of evidence-based practices and interventions to match student and school needs. - Appropriately applies knowledge of evidence-based practices and interventions to school social work practice. - Consultation provided reflects knowledge of evidence-based practices and interventions. - Evidence of prior or ongoing professional development.	**Evaluator/school social worker conversations** - Documentation of conversation (e.g., notes, written reflection). **Brief consultations** - Documentation of consultation. **Observations** - Notes taken during observation. **Resources** - Documentation of resources used. **Professional development** - Documentation of completed professional development.
I.3 Knowledge of Diverse Populations	- Evaluator/school social worker conversations. - Brief consultations. - Observation.	- Artifacts that demonstrate differentiation and cultural responsiveness. - Advocacy for students and families in groups that school data demonstrate are less successful than other groups in that school. - Consultation provided reflects knowledge of risk factors, including trauma histories that interfere with student success. - Differentiated expectations based on assessment data/aligned with IEPs and 504 plans. - Formal and informal information about students gathered by the school social worker for use in planning interventions. - Artifacts of students' backgrounds, needs, strengths, and interests outside of school commitments.	**Evaluator/teacher conversations** - Documentation of conversation (e.g., notes, written reflection). **Brief consultations** - Documentation of consultation. **Observations** - Notes taken during observation. **Records** - Documentation of participation in community events.

Component	Evidence	Indicator/"Look-fors"	Evidence Collection
		• Appropriately applies knowledge of diverse populations to school social work practice. • Consultation provided reflects knowledge of diverse populations. • School social worker participation in community cultural events.	
I.4 Use of Assessments & Data	• Evaluator/school social worker conversations. • Assessment results.	• Use of a variety of assessment tools. • Progress monitoring records. • Varied data sources (observation data, family feedback, evaluator feedback, peer feedback, student progress, assessment results). • Evidence of interventions selected or designed based upon assessments. • Evidence of or ongoing prior training.	**Evaluator/school social worker conversations** • Documentation of conversation (e.g., notes, written reflection). **Records of assessment results** • Samples of assessments. • Evidence of use multiple data sets to monitor student progress or program efficacy over time. **Professional Development** • Documentation of completed professional development.
Domain II: Environment			
II.1 Safe & Healthy School	• Evaluator/school social worker conversations. • Brief consultations. • Climate surveys. • Youth Risk Behavior Survey. • Exclusionary discipline data. • Attendance data.	• Reductions in use of exclusionary discipline among targeted students. • Increases in attendance and classroom time among targeted students. • Consultation provided reflects knowledge of evidence-based practices and programs to create safe and healthy schools. • Positive changes in school climate data. • Positive changes in school safety data. • Use of strategies that build on student strengths.	**Evaluator/school social worker conversations** • Documentation of conversation (e.g., notes, written reflection). **Brief consultations** • Documentation of consultation. **Records** • Documentation of changes in survey data over time. • Documentation of changes in data sets over time. • Documentation of use of interventions that improve student behavior. • Documentation of use of strength-based strategies.

Component	Evidence	Indicator/"Look-fors"	Evidence Collection
II.2 Barriers to Learning	- Evaluator/school social worker conversations. - Brief consultations. - Observations. - Educational plans. - Additional services.	- Articulates accurate knowledge of barriers to learning. - Appropriately applies knowledge of barriers to school social work practice. - Consultation provided reflects knowledge of barriers to learning. - Consultation provided results in more appropriate services or resources for students and/or families. - Provides useful feedback to adjust local school district policies, procedures, and practices to reduce barriers to learning and increase student success. - Educational plans that reduce barriers to learning. - Additional services that reduce barriers to learning.	**Evaluator/school social worker conversations** - Documentation of conversation (e.g., notes, written reflection). **Brief consultations** - Documentation of consultation. **Observations** - Notes taken during observations. **Records** - Revised school policies, procedures, and practices that reduce barriers to learning. - Documentation of educational plans. - Documentation of additional services.
Domain III: Service Delivery			
III.1 Family Engagement	- Logs of phone calls/parent contacts/emails. - Log of efforts to reach to families. - Record of goal setting and access to services by families. - Changes in interactions between families and school staff.	- Two-way communication between the school social worker and families. - Evidence of reaching out to families (e.g., home visits). - Goal setting by targeted families. - Targeted families accessing services. - Targeted families increasing engagement in their children's learning. - Reduced negative interactions between school staff and targeted families. - Increased positive interactions between school staff and targeted families.	**Logs** - Documentation of contact logs. **Records of family goal setting and access to services** - Documentation of family goals. - Documentation of family accessing services. **Records** - Documentation of changes in tracked interactions between families and school staff.

Component	Evidence	Indicator/"Look-fors"	Evidence Collection
III.2 Community Systems	• Evaluator/school social worker conversations. • Brief consultations. • Observation.	• Evidence of prior training. • Evidence of collaboration with school and community colleagues. • Evidence of school social worker seeking out resources (online or other organizations or people). • Evidence of successful referrals to community systems. • Materials provided by professional organizations. • Internet resources. • Community resources. • Resources are culturally responsive and trauma-sensitive. • Use of varied resources.	**Evaluator/school social worker conversations** • Documentation of conversation (e.g., notes, written reflection). **Brief consultations** • Documentation of consultation. **Observations** • Notes taken during observations. **Records** • Documentation of successful referrals. • Documentation of resources accessed and used.
III.3 Collaboration with Colleagues	• Evaluator/school social worker conversations. • Brief consultations. • Observation.	• Provision of consultation to colleagues focused on student success. • Participation in team meetings. • Participation in problem-solving process. • Participation in professional learning community. • Evidence of collaboratively developed interventions.	**Evaluator/school social worker conversations** • Documentation of conversation (e.g., notes, written reflection). **Brief consultations** • Documentation of consultation. **Observations** • Notes taken during observations. **Records** • Documentation of meetings attended.

Component	Evidence	Indicator/"Look-fors"	Evidence Collection
III.4 Student Engagement	• Evaluator/school social worker conversations. • Student skill acquisition.	• Evidence of students acquiring problem-solving, decision-making, advocacy, and coping skills. • Evidence of use of a variety of interventions that foster student engagement. • Feedback from students.	**Evaluator/school social worker conversations** • Documentation of conversation (e.g., notes, written reflection). **Records** • Documented student skill acquisition. • Documented increased student engagement (e.g., student attendance). • Documented use of a variety of interventions to increase student engagement. • Summarized feedback from students.
III.5 Effective Interventions	• Evaluator/school social worker conversations. • Documentation of student progress. • Intervention plans.	• Articulates and utilizes a variety of multi-tiered and evidence-based interventions. • Articulates and utilizes culturally responsive and trauma-sensitive interventions. • Evidence of tracking student progress and making necessary adjustments to interventions. • Evidence of using data to track interventions. • Written intervention plans based upon student data.	**Evaluator/school social worker conversations** • Documentation of conversation (e.g., notes, written reflection). **Records** • Documentation of interventions used and how they are aligned to student needs. **Documentation of student progress** • Recorded documentation of student progress. • Revised intervention plans. • Recorded journals. **Intervention plans** • Completed intervention plans.

Component	Evidence	Indicator/"Look-fors"	Evidence Collection
Domain IV: Professionalism			
IV.1 Record Keeping & Technology	• Evaluator/school social worker conversations. • Documentation of student progress. • Reports.	• Appropriate use of district technology, including documentation of student progress. • Use of electronic communication. • Revisions to intervention plans. • Notes to self, journaling. • Citation of adjustments to practice that draw on a repertoire of strategies. • Reports for evaluations.	**Evaluator/school social worker conversations** • Documentation of conversation (e.g., notes, written reflection). **Documentation of student progress** • Recorded documentation of student progress. • Revised intervention plans. • Recorded journals. **Reports** • Completed evaluation reports.
IV.2 Professional Growth	• Reflections. • Evaluation of individual practice. • Professional development plan (PDP). • Attendance at conferences/training/PLCs. • Action research.	• Reflections on practice that identify areas of needed professional growth. • Evaluation of individual practice to identify areas for improvement. • Progress on PDP. • Participation in professional development activities that address needed areas of professional growth.	**Reflections** • Recorded reflections. • Recorded findings of individual practice. **Professional development plan (PDP)** • Recorded progress in PDP. **Attendance at conferences/training/PLCs** • Documented attendance. **Action research** • Documented findings of action research.
IV.3 Professionalism	o Evaluator/school social worker conversations. o Application of ethical standards of school social work profession. o Observations. o Participation in school and district events. o Participation in professional associations.	• Accesses NASW Code of Ethics and Supplemental Ethical Standards to guide practice. • Articulates ethical decision-making model used to manage competing ethical priorities. • Successfully manages situations involving competing ethical priorities. • Completes work on time. • Performs work autonomously.	**Evaluator/school social worker conversations** • Documentation of conversation (e.g., notes, written reflection). **Records** • Documentation of situations successfully managed using ethical decision-making model as the template. • Documentation of work performed, including dates completed.

Component	Evidence	Indicator/"Look-fors"	Evidence Collection
		• Participation in school and district events. • Evidence of membership and participation in one or more professional social work associations.	• Documentation of attendance at events. • Documentation of association membership. **Observations** • Notes taken during observations.

Appendix C: SPO Scoring Rubric and Process Guide				
SPO Scoring Rubric				
Criteria	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Goal Setting	Practitioner did not set a goal, set inappropriate goal(s) or did not consider any data sources.	Practitioner set goal(s) with some analysis of some available data sources.	Practitioner set attainable goal(s) based on an analysis of all required and some supplemental data sources.	Practitioner set rigorous, superior goal(s) based on a comprehensive analysis of all required and supplemental data sources.
Use of Assessments	Practitioner did not use or inappropriately used assessments.	Practitioner inconsistently used assessments.	Practitioner used appropriate assessments.	Practitioner skillfully used appropriate assessments.
Monitored Student or Program Progress	Practitioner did not monitor progress or monitored progress in an inappropriate way.	Practitioner inconsistently monitored progress.	Practitioner monitored progress using appropriate tools and strategies.	Practitioner continuously monitored progress using innovative tools and strategies.
Adjustment of Strategies	Practitioner did not make needed adjustments to strategies or adjusted strategies in an inappropriate way.	Practitioner inconsistently adjusted strategies based on progress monitoring data.	Practitioner appropriately adjusted strategies based on progress monitoring data.	Practitioner strategically revised strategies based on progress monitoring data.
Reflection	Practitioner did not reflect on the process across the year/cycle or reflected in an inaccurate way.	Practitioner reflected on the process across the year/cycle in an inconsistent way.	Practitioner reflected on the process across the year/cycle in an accurate or consistent way.	Practitioner reflected on the process across the year/cycle in a consistent, accurate, and thoughtful way.
Outcomes	Practitioner process resulted in regression or no student growth or program change.	Practitioner process resulted in minimal or inconsistent student growth or program change.	Practitioner process resulted in substantive student growth or positive program change.	Practitioner process resulted in exceptional student growth or positive program change.

SPO Process Guide

Guidance on Student and Program Objectives (SPOs)

Every year, pupil services professionals working in school districts using the *Wisconsin Pupil Services Evaluation System* select, monitor, and score SPO goals collaboratively with evaluators. The dialog within the SPO process provides an opportunity to strengthen SPO goals, identify quality evidence/measures, and discuss student and program progress, thereby supporting professional growth for the educator.

SPO Process

To support Wisconsin pupil services professionals and evaluators through the annual SPO process, DPI developed the SPO Process Guide. A quality SPO process is characterized by several critical features—the Process Guide lists these features and aids formative conversations associated with the creation and ongoing monitoring of SPO implementation and progress. Additionally, this Process Guide can also support final SPO scoring discussions, as final SPO scores now incorporate the impact of quality SPO processes. Pupil services professionals and evaluators can use the third column within the Process Guide to record their collaborative conversations or to document self-reflections.

SPO Process Guide

SPO Quality Indicators	☑	Reflections/Feedback/ Notes for Improvement
Baseline Data and Rationale		
The pupil services professional used multiple data sources to complete a thorough review of student functioning and/or program status.		
The data analysis supports the rationale for the SPO goal.		
The baseline data indicates the starting point for students included in the target population or the targeted program.		
SMARTE Goal		
The SPO is stated as a SMARTE goal.		
Student Population or Program		
The student population or the program identified in the goal(s) reflects the results of the data analysis.		
Targeted Growth		
Growth or change trajectories reflect appropriate gains for students or changes in program functioning, based on identified starting points or benchmark levels.		
Growth or change goals are rigorous, yet attainable.		
Targeted growth or change is revisited based on progress monitoring data and adjusted if needed.		

SPO Quality Indicators	☑	Reflections/Feedback/ Notes for Improvement
Interval		
The interval is appropriate given the SPO goal.		
The interval reflects the duration of time the target student population or program is with the school social worker.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		
Evidence Sources		
The assessments or measures chosen to serve as evidence appropriately measure intended growth or change goals.		
Assessments or measures are valid, reliable, fair, and unbiased for all students/target population.		
Progress is monitored and an appropriate amount of evidence can be collected in time for use in the End of Cycle Summary conference.		
Pupil services professional created rubrics, if used to assess student performance, have well-crafted performance levels that: • Clearly define levels of performance; • Are easy to understand; • Show a clear path to student competency.		
Strategies and Support		
Strategies reflect a differentiated approach appropriate to the target population or program.		
Strategies were adjusted, when needed, throughout the interval based on progress monitoring data.		
Collaboration with colleagues, families and students is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
Scoring		
Accurately and appropriately scored the SPO.		
Score is substantiated by student or program data.		

Beginning of Year

Working collaboratively with their evaluator or a peer, the pupil services professional draws upon the SPO Process Guide to develop an SPO and document the goal within MyLearningPlan© or the alternative online format at http://dpi.wi.gov/sspw/pupil-services. In Summary Years, the pupil services professional must conduct this process with their evaluators. (*Note: evaluators do not approve SPOs and PPGs, but instead provide formative feedback.*)

Middle of Year

Working collaboratively with their evaluator or a peer, the pupil services professional draws upon the SPO Process Guide to monitor progress towards the SPO across the year and adjusts strategies accordingly. Pupil services professionals can also use the Process Guide to consider a mid-year adjustment to an SPO based on data collected through the progress monitoring process. In Summary Years, pupil services professionals conduct this process with their evaluators.

End of Year

At the end of the SPO interval, the pupil services professional draws upon all available evidence of their SPO implementation and progress, including the criteria listed in the Process Guide, to inform the selection of a self-score. Using the revised SPO Scoring Rubric (see Appendix C) for the SPO, educators will self-score their SPO and document the score in MyLearningPlan© or in the Wisconsin Department of Public Instruction downloadable profession-specific end-of-cycle summary. During Summary Years, pupil services professionals conduct this process with their evaluators. Additionally, evaluators will review all SPOs (from the Summary Year and Supporting Years) and the supporting documentation prior to the End of Cycle Summary Conference as evidence towards a final, holistic SPO score. Evaluators draw upon the SPO Process Guide to inform the determination of the holistic score using the SPO Scoring Rubric. Evaluators document the holistic score in MyLearningPlan© or in the Wisconsin DPI downloadable profession-specific end-of-cycle summary. During the End of Cycle Summary Conference, evaluators discuss collaboratively with pupil services professionals the SPO implementation and progress across the Evaluation Cycle and the resulting holistic score. The holistic score is the final SPO score that will factor into an educator's Student or Program Outcomes Summary Score.

Appendix D: SMARTE Goal Guidelines

The Wisconsin Pupil Services Evaluation System encourages the use of SMARTE goals when setting both Professional Practice Goals (PPGs) and Student or Program Outcome (SPO) goals. SMARTE is an acronym standing for **Specific, Measureable, Attainable, Results-based, Time-bound, and Equitable.**

Specific goals are focused, well-defined, and free of ambiguity or generality. The consideration of these questions can help in developing goals that are specific:

> What?—Specify exactly what the goal seeks to accomplish.
>
> Why?—Specify the reasons for, purposes, or benefits of the goal.
>
> Who?—Specify who this goal includes or involves.
>
> When?—Specify the timeline for the attainment of the goal.
>
> Which?—Specify any requirements or constraints involved in achieving the goal.

Measurable goals have concrete criteria for measuring progress toward their achievement. They tend to be quantitative (how much? how many?) as opposed to qualitative (what's it like?). Evidence sources are identified (being used at the beginning, middle, and end to establish the baseline and measure). Examples of profession-specific evidence sources can be found in Appendix B.

Attainable goals are reasonably achievable with extra effort. Goals that are too lofty or unattainable will result in failure. In either extreme (too far-reaching or sub-par), goals become meaningless. Developing attainable goals requires reflection and judgment. Does the goal seem achievable, but still represents a bit of a stretch? This speaks to the rigor of the process.

Results-based goals are aligned with the expectations and direction provided by the district or building goals. They focus on results and are relevant to the mission of the school, helping to move the overall effort of the school forward. The goal statement should include the baseline and target for all students/groups/programs covered by the SPO. This may be included as a table or even in an attachment that clearly spells out what the starting point and expected ending point is for each student, group of students, or program.

Time-bound goals occur within a specified and realistic timeframe; they are bound by a clear beginning and end time. Often in schools, this timeframe may be a school year, although it could be a semester, or a multi-year goal, depending on local contexts and needs.

Equitable goals assure all students who can benefit from the intervention or program will have the opportunity to participate regardless of demographic characteristics.

Those new to SMARTE goal writing may wish to underline or highlight the part of each goal that addresses each of these six characteristics to assure all are addressed.