School District of River Falls

Staff Evaluation and Professional Growth Process

Revised 3/9/09 for use beginning with the 2009-10 school year
# School District of River Falls
## Staff Evaluation and Professional Growth Process

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INTRODUCTION

During 2004-2005, the Evaluation Committee met to design an evaluation tool with a focus on professional growth and improved learning. The committee reviewed the existing evaluation model, Charlotte Danielson’s Framework for Teaching, Wisconsin Standards (Teacher, Pupil Services and Administrators), supervision and evaluation practices from other districts, and developed this system.

We thank the following committee members for their future-focused work to support quality work performance and the continual improvement of teaching and learning in the River Falls School District:

Gary Campbell, Middle School School Counselor
Rick Cleary, Westside Elementary Special Education Teacher
Greg Danke, Middle School Principal
Kim Englund, Westside Elementary Sage Teacher
Brad Farrier, Director of Academic Services
Kate Fuller, Rocky Branch Elementary Directed Play Teacher
Donna Hill, Director of Personnel (Chair)
Cliff Johnson, Rocky Branch Special Education Teacher
Mike Johnson, High School Assistant Principal, Academics
Morena Kelly, Greenwood Elementary Title Teacher
Jenny Luedtke, Middle School Social Studies Teacher
Tara Martini, High School English Teacher
Carole Mottaz, Renaissance Academy Teacher/Coordinator
Larry Westrum, Westside Elementary Principal
John Witt, Middle School Math Teacher

PURPOSE

The River Falls School District is dedicated to the improvement of student learning. We believe that the evaluation of educators should be a dynamic, career long process. High quality teaching through the use of best professional practices is the most effective way to maximize the learning of each student. Implementation of best professional practices requires continual teacher growth, learning, and targeted change. Successful teachers communicate their passion for learning to their students, colleagues, parents and community partners. The beneficiaries are our students who receive current, state of the art instruction taught by caring, thoughtful, reflective practitioners. They are also the educators themselves who enjoy the constructive honing of their skills.

There are four primary objectives an evaluation tool or process should accomplish. They include:

1. improving instruction,
2. promoting professional growth,
3. ensuring accountability, and
4. assisting in employment decisions.

With these objectives in mind, a process has been developed which incorporates these components. The Charlotte Danielson model has been aligned with the 10 Wisconsin Teaching Standards and a format has been created that focuses on four areas or domains. These domains include the following:

1. planning and preparation,
2. classroom environment,
3. instruction, and
4. professional responsibilities.
<table>
<thead>
<tr>
<th>Wisconsin Teacher Standards</th>
<th>Danielson’s Framework Components</th>
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<tbody>
<tr>
<td><strong>1. Teachers know the subjects they are teaching.</strong> The teacher understands the central</td>
<td>(1a) Demonstrates knowledge of content &amp; pedagogy</td>
</tr>
<tr>
<td>concepts, tools of inquiry, and structures of the disciplines she or the teacher can create</td>
<td>(1c) Selecting instructional goals</td>
</tr>
<tr>
<td>learning experiences that make aspects of subject matter meaningful for pupils.</td>
<td>(1c) Designs coherent instruction</td>
</tr>
<tr>
<td>(1e) Engages students in learning</td>
<td>(3c) Engages students in learning</td>
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<tr>
<td><strong>2. Teachers know how children grow.</strong> The teacher understands how children with broad</td>
<td>(1b) Demonstrates knowledge of students</td>
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<tr>
<td>ranges of ability learn and provides instruction that supports their intellectual, social,</td>
<td>(1c) Selects instructional goals</td>
</tr>
<tr>
<td>and person development.</td>
<td>(1f) Assesses student learning</td>
</tr>
<tr>
<td>(2b) Uses Questioning and discussion techniques</td>
<td>(3b) Engages student in learning</td>
</tr>
<tr>
<td>(3c) Engages student in learning</td>
<td>(3d) Provides feedback for students</td>
</tr>
<tr>
<td>(3e) Demonstrates flexibility and responsiveness</td>
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<tr>
<td><strong>3. Teachers understand that children learn differently.</strong> The teacher understands how</td>
<td>(1b) Demonstrates knowledge of students</td>
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<td>pupils differ in their approaches to learning and barriers that impeded learning and can</td>
<td>(1c) Selects instructional goals</td>
</tr>
<tr>
<td>adapt instruction to meet the diverse needs of pupils, including those with disabilities</td>
<td>(2a) Creates environments of respect and rapport</td>
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<tr>
<td>and exceptionalities.</td>
<td>(2b) Establishes a culture of learning</td>
</tr>
<tr>
<td>(2c) Engages student in learning</td>
<td>(3b) Uses Questioning and discussion techniques</td>
</tr>
<tr>
<td>(3c) Engages student in learning</td>
<td>(3d) Provides feedback for students</td>
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<tr>
<td>(3e) Demonstrates flexibility and responsiveness</td>
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<td><strong>4. Teachers know how to teach.</strong> The teacher understands and uses a variety of</td>
<td>(1d) Demonstrates knowledge of resources</td>
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<td>instructional strategies, including the use of technology to encourage children’s</td>
<td>(1c) Designs coherent instruction</td>
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<td>development of critical thinking skills, problem solving, and performance skills.</td>
<td>(3b) Engages student in learning</td>
</tr>
<tr>
<td>(3c) Engages student in learning</td>
<td>(3d) Provides feedback for students</td>
</tr>
<tr>
<td>(3e) Demonstrates flexibility and responsiveness</td>
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<td><strong>5. Teachers know how to manage a classroom.</strong> The teacher uses an understanding of</td>
<td>(1b) Demonstrates knowledge of students</td>
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<td>individual and group motivation and behavior to create a learning environment that</td>
<td>(2a) Creates environments of respect and rapport</td>
</tr>
<tr>
<td>encourages positive social interactions, active engagement in learning, and self-motivation.</td>
<td>(2b) Establishes a culture of learning</td>
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<td>(2c) Manages classroom procedures</td>
<td>(2d) Manages student behaviors</td>
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<td>(2e) Manages physical space</td>
<td>(2e) Organizes physical space</td>
</tr>
<tr>
<td>(3b) Uses Questioning and discussion techniques</td>
<td>(3c) Engages student in learning</td>
</tr>
<tr>
<td>(3e) Demonstrates flexibility and responsiveness</td>
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<td><strong>6. Teachers communicate well.</strong> The teacher uses effective verbal and nonverbal</td>
<td>(2a) Creates environments of respect and rapport</td>
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<tr>
<td>communication techniques as well as instructional media and technology to foster active</td>
<td>(3a) Communicates clearly and accurately</td>
</tr>
<tr>
<td>inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>(3b) Uses Questioning and discussion techniques</td>
</tr>
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<td>(3c) Engages student in learning</td>
<td>(3e) Demonstrates flexibility and responsiveness</td>
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<td><strong>7. Teachers are able to plan different kinds of lessons.</strong> The teacher organizes and</td>
<td>(1a) Demonstrates knowledge of content &amp; pedagogy</td>
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<tr>
<td>plans systematic instruction based upon knowledge of subject matter, pupils, the</td>
<td>(1b) Demonstrates knowledge of students</td>
</tr>
<tr>
<td>community, and curriculum goals.</td>
<td>(1c) Selects instructional goals</td>
</tr>
<tr>
<td>(1d) Demonstrates knowledge of resources</td>
<td>(1e) Designs coherent instruction</td>
</tr>
<tr>
<td>(1e) Designs coherent instruction</td>
<td>(2b) Establishes a culture of learning</td>
</tr>
<tr>
<td>(2c) Engages student in learning</td>
<td>(3c) Demonstrates flexibility and responsiveness</td>
</tr>
<tr>
<td>Wisconsin Teacher Standards</td>
<td>Danielson’s Framework Components</td>
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<td>-------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| **8. Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil. | (1b) Demonstrates knowledge of students  
(1f) Assesses student learning  
(3d) Provides feedback for students  
(3e) Demonstrates flexibility and responsiveness  
(4a) Reflects on teaching  
(4b) Maintains accurate records  
(4c) Communicates with families                                                                                                                                 |
| **9. Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally. | (4a) Reflects on teaching  
(4d) Contributes to the school and district  
(4e) Grows and develops professionally                                                                                                                                 |
| **10. Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner. | (1d) Demonstrates knowledge of resources  
(4c) Communicates with families  
(4d) Contributes to the school and district  
(4f) Shows professionalism |
OBSERVATION TIMELINES

1. Teachers will be observed each of their first 4 years of employment with the School District of River Falls
2. After their first 4 years of employment teachers will be observed on a 3 year cycle unless put on a more frequent cycle at the discretion of the administrator
3. Teachers may be asked to complete a Pre-Observation Worksheet prior to each scheduled observation

OBSERVATION OF PROBATIONARY TEACHERS

1. The first observation is to occur prior to October 15th
2. The first observation will be a scheduled observation
3. The first observation will be for a minimum of 30 minutes
4. Teachers hired after October 1 will have the first observation within 6 weeks of date hired
5. One year replacement teachers will follow the same cycle as first year probationary teachers
6. Probationary teachers will be observed a minimum of:
   • 3 times during their first year
   • 2 times during their second year
   • 2 times during their third year
   • additional observations may be requested by the teacher or administrator
7. A post-observation meeting will be held following the first observation and otherwise at the discretion of the administrator or teacher

OBSERVATION OF NON-PROBATIONARY TEACHERS

1. Non-probationary teachers in their 4th year of teaching in the district will be observed a minimum of 1 time
2. Non-probationary teachers will be placed on a 3 year cycle following the successful completion of their 4th year
3. The observation will be for a minimum of 30 minutes
4. Any teacher moving to a position in a different building will be placed on cycle for observation their first year in that building with at least 1 scheduled observation
5. An administrator’s discretion may be used to place a teacher on cycle for observation more frequently

SUMMATIVE COMPONENT

1. The summative component of this evaluation tool is Domain 4 on the Formal Observation Form
2. Domain 4 must be completed a minimum of one time per year for all probationary and non-probationary teachers on cycle for evaluation
Teacher’s Name ___________________________ Subject/Grade ___________________________

Observer’s Name __________________________

Your formal observation is scheduled for: ___________________________ 

Date ___________________________ Starting and Ending Times ___________________________

Please complete the following information and submit it to me prior to the scheduled observation. Include a copy of your lesson plan and any additional information you feel would be helpful in this process.

1. Tell me about the students in the class. How do you become familiar with their interests, cultural backgrounds, etc.? (WI Standards 2, 8; Domain 2)

2. Approximately how many of your students have been identified as having any of the following special needs and how have you modified your planning and instruction as a result? (WI Standards 2, 3, 7; Domains 1, 2, 3)

   ___ Attention Deficit Disorder ___ Giftedness ___ Visual Impairment
   ___ Learning Disability ___ Physical Disability ___ Hearing Impairment
   ___ Developmental Impairment ___ Emotional Disability ___ 504 Plan
   ___ Other

   Comments:

3. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect. (WI Standards 1, 5; Domains 1, 2)

4. What are some developmental characteristics you would expect from the age group you teach? (WI Standards 2, 3; Domains 1, 2)
5. What are the instructional objectives for this lesson? (WI Standards 2, 3, 4; Domain 1)

6. Are there any particular teaching behaviors that you especially want observed? (WI Standards 3, 9; Domain 4)

7. What teaching methods and procedures do you plan to use to accomplish the instructional objectives? (WI Standards 3, 4, 7; Domains 1, 3)

8. What student activities are planned? (WI Standards 3, 4, 7; Domains 1, 3)

9. What techniques will be used to evaluate student accomplishment of the objective? What data, if any, will be collected for analysis? How do you provide feedback for your students? (WI Standards 8, 9; Domains 1, 3)
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<tr>
<th>Domain 1: Consultation and Coordination Skills</th>
<th>Domain 2: Counseling and Interpersonal Skills</th>
<th>Domain 4: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: Fosters constructive and respectful climate within the school</td>
<td>2A: Demonstrates the knowledge and use of various school counseling theories, techniques and procedures</td>
<td>4A: Participates actively in school meetings</td>
</tr>
<tr>
<td>1B: Works constructively with school personnel, parents and area resources in planning and developing programs that meet the needs of students</td>
<td>2B: Adheres to standards of practice regarding confidentiality and ethical standards</td>
<td>4B: Demonstrates professionalism</td>
</tr>
<tr>
<td>1C: Makes appropriate referrals</td>
<td>2C: Provides information to promote student self-understanding and growth in individual, group and classroom settings</td>
<td>4C: Promotes positive relations between/within the school and the community</td>
</tr>
<tr>
<td>1D: Coordinates school counselor services with other curricular and instructional programs</td>
<td>2D: Assists parents and students in making appropriate educational plans and life decisions</td>
<td>4D: Reflects on practice and sets appropriate professional goals</td>
</tr>
<tr>
<td>1E: Assists students with educational transitions</td>
<td>2E: Understands and applies the principles of human growth and development</td>
<td>4E: Contributes to the school, district and profession through service and participation in tasks and committees</td>
</tr>
<tr>
<td></td>
<td>2F: Understands and applies knowledge of diversity issues</td>
<td>4F: Develops professionally through enhancement of content knowledge and pedagogical skills</td>
</tr>
</tbody>
</table>
SCHOOL COUNSELOR COMPONENTS OF PROFESSIONAL PRACTICE

Domain 1: Consultation and Coordination Skills
- Component 1A: Fosters constructive and respectful climate within the school
- Component 1B: Works constructively with school personnel, parents and area resources in planning and developing programs that meet the needs of students
- Component 1C: Makes appropriate referrals
- Component 1D: Coordinates school counseling services with other curricular and instructional programs
- Component 1E: Assists students with educational transitions

Domain 2: Counseling and Interpersonal Skills
- Component 2A: Demonstrates the knowledge and use of various counseling theories, techniques and procedures
- Component 2B: Adheres to standards of practice regarding confidentiality and ethical standards
- Component 2C: Provides information to promote student self-understanding and growth in individual, group and classroom settings
- Component 2D: Assists parents and students in making appropriate educational plans and life decisions
- Component 2E: Understands and applies the principles of human growth and development
- Component 2F: Understands and applies knowledge of diversity issues
- Component 2G: Uses the group setting to facilitate behavior change and self-understanding
- Component 2H: Uses communication and conflict resolution skills effectively

Domain 3: Information and Program Management
- Component 3A: Maintains and uses relevant data following FERPA regulations around confidentiality to meet student needs and assist others with the use of this data
- Component 3B: Maintains and distributes to students and parents information concerning curriculum offerings and other appropriate activities
- Component 3C: Maintains skills to access and process pertinent computer information regarding students
- Component 3D: Understands the basic concepts and principles of measurement and evaluation
- Component 3E: Promotes and participates in aligning the school counseling program with the mission of the school
- Component 3F: Determines school counselor priorities based on needs and plans tasks and activities accordingly

Domain 4: Professional Responsibilities
- Component 4A: Participates actively in school meetings
- Component 4B: Demonstrates professionalism
- Component 4C: Promotes positive relations between/within the school and the community
- Component 4D: Reflects on practice and sets appropriate professional goals
- Component 4E: Contributes to the school, district and profession through service and participation in tasks and committees
- Component 4F: Develops professionally through enhancement of content knowledge and pedagogical skills
<table>
<thead>
<tr>
<th>Component</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a: Fosters Constructive and Respectful Climate Within the School</strong></td>
<td><strong>UNSATISFACTORY</strong></td>
</tr>
<tr>
<td><strong>1b: Works Constructively With Other School Personnel, Parents and Area Resources in Planning and Developing Programs That Meet the Needs of Students</strong></td>
<td>Counselor is conceptually unaware of and unable to articulate the needs of students.</td>
</tr>
<tr>
<td><strong>1c: Makes Appropriate Referrals</strong></td>
<td>Counselor fails to make referrals when appropriate. Unaware of potential referrals and resources.</td>
</tr>
<tr>
<td><strong>1d: Coordinates School Counseling Services With Other Curricular and Instructional Programs</strong></td>
<td>Counselor is ineffective in coordinating programs.</td>
</tr>
<tr>
<td><strong>1e: Assists Students and Staff With Educational Transitions</strong></td>
<td>Counselor is ineffective in setting up and executing transition tasks.</td>
</tr>
</tbody>
</table>
## SCHOOL COUNSELOR

### DOMAIN 2: Counseling and Interpersonal Skills

#### Level of Performance Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Demonstrates the Knowledge and Use of Various Counseling Theories, Techniques and Practices</td>
<td>Counselor displays little knowledge of counseling theories, techniques, and practices.</td>
<td>Counselor displays basic knowledge but cannot make connections between theories, techniques, and practices.</td>
<td>Counselor's work reflects understanding of counseling theories, techniques, and practices.</td>
<td>Counselor demonstrates extensive content knowledge with evidence of continuing pursuit of such knowledge.</td>
</tr>
<tr>
<td>2b: Adheres to Standards of Practice Regarding Confidentiality and Ethical Conduct</td>
<td>Counselor is unaware of guidelines and violates confidentiality and ethical standards unnecessarily.</td>
<td>Counselor follows guidelines inconsistently.</td>
<td>Counselor communicates guidelines to students, families, and staff consistently.</td>
<td>Counselor serves as a resource for colleagues in matters regarding confidentiality and maintains a high level of current knowledge of standards and best practice.</td>
</tr>
<tr>
<td>2c: Provides Information to Students That Promotes Growth and Self-Understanding Through Individual, Group, and Classroom Settings</td>
<td>Counselor's presentation is poorly organized and/or not developmentally appropriate.</td>
<td>Counselor's presentation is somewhat organized and developmentally appropriate.</td>
<td>Counselor presents information/material that is developmentally suitable and supports the instructional goal of having students be meaningfully engaged in learning.</td>
<td>Counselor's presentation encourages students to gain self-understanding based on their individual needs.</td>
</tr>
<tr>
<td>2d: Assists Parents and Students in Making Appropriate Educational Plans and Life Decisions</td>
<td>Counselor provides minimal information to parents and students and/or fails to respond sensitively to their needs.</td>
<td>Counselor makes modest and inconsistent attempts to engage parents and students.</td>
<td>Counselor's efforts to engage parents and students are frequent and successful.</td>
<td>Counselor responds frequently and successfully to parent and student concerns with great sensitivity.</td>
</tr>
<tr>
<td>2e: Understands and Applies the Principles of Human Growth and Development</td>
<td>Counselor displays minimal knowledge of the developmental characteristics of students.</td>
<td>Counselor applies basic knowledge of the developmental characteristics of students.</td>
<td>Counselor's knowledge of developmental characteristics enhances student well-being.</td>
<td>Counselor demonstrates understanding of developmental characteristics as well as acknowledgement of student uniqueness, and exceptions to patterns.</td>
</tr>
<tr>
<td>2f: Understands and Applies Knowledge of Diversity Issues</td>
<td>Counselor displays little knowledge of diversity issues and does not indicate that such knowledge is valuable.</td>
<td>Counselor recognizes the value of diversity issues but displays this knowledge inconsistently.</td>
<td>Counselor is consistently sensitive to issues of diversity.</td>
<td>Counselor raises an awareness of diversity issues in a variety of settings.</td>
</tr>
</tbody>
</table>
## SCHOOL COUNSELOR

**DOMAIN 2: Counseling and Interpersonal Skills**

**Level of Performance Rubric**

<table>
<thead>
<tr>
<th>Component</th>
<th>Level of Performance</th>
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<tbody>
<tr>
<td></td>
<td><strong>UNSATISFACTORY</strong></td>
</tr>
<tr>
<td>2g: Uses the Group Setting To Facilitate Behavior Change and Self-Understanding</td>
<td>Counselor's lack of knowledge and skill in group dynamics does not facilitate cooperation and personal growth.</td>
</tr>
<tr>
<td>2h: Uses Communication and Conflict Resolution Skills Effectively</td>
<td>Counselor fails to use constructive communication and conflict resolution skills.</td>
</tr>
<tr>
<td>Component</td>
<td>Level of Performance</td>
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SCHOOL COUNSELOR

DOMAIN 3: Information and Program Management
### SCHOOL COUNSELOR

#### DOMAIN 3: Information and Program Management

**Level of Performance Rubric**

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>3f: Determines School Counselor Priorities Based On Needs and Plans Tasks and Activities Accordingly</td>
<td>Counselor fails to identify priorities; tasks and activities are unrelated.</td>
<td>Counselor erratically considers needs in planning tasks and activities.</td>
<td>Counselor consistently prioritizes and connects activities with demonstrated needs.</td>
<td>Counselor is aware of an prioritizes emerging building needs and assists in developing a proactive plan (to further the school's vision).</td>
</tr>
</tbody>
</table>
### SCHOOL COUNSELOR
#### DOMAIN 4: Professional Responsibilities
Level of Performance Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th><strong>Component</strong></th>
<th><strong>UNSATISFACTORY</strong></th>
<th><strong>BASIC</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>DISTINGUISHED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4a: Participates Actively in School Meetings</td>
<td>Counselor avoids being involved in school meetings.</td>
<td>Counselor participates in school meetings when specifically asked.</td>
<td>Counselor volunteers to actively participate in school meetings.</td>
<td>Counselor volunteers to participate, makes a substantial contribution, and assumes a leadership role.</td>
<td></td>
</tr>
<tr>
<td>4b: Demonstrates Professionalism</td>
<td>Counselor makes decisions based on self-serving interests or lets personal issues affect job performance resulting in unmet student needs.</td>
<td>Counselor demonstrates inconsistent but well-meaning consideration of student, family, and staff needs.</td>
<td>Counselor works as part of a team to ensure that student needs are met.</td>
<td>Counselor plays a leadership role in team decision-making to ensure that decisions are based on the highest professional standards and consistently result in student needs being met.</td>
<td></td>
</tr>
<tr>
<td>4c: Promotes Positive Relations Between/Within the School and the Community</td>
<td>Counselor relationships with colleagues and community are negative or self-serving.</td>
<td>Counselor maintains cordial relationships with colleagues and community members.</td>
<td>Counselor’s relationships are characterized by support and cooperation.</td>
<td>Counselor is sought out by members of school and community as a valued resource.</td>
<td></td>
</tr>
<tr>
<td>4d: Reflects on Practice and Sets Appropriate Professional Goals</td>
<td>Counselor is unaware of best practice and does not set appropriate professional goals.</td>
<td>Counselor shows general awareness of best practice and sets minimally appropriate professional goals.</td>
<td>Counselor is aware of and reflects on best practice and sets appropriate professional goals to further development.</td>
<td>Counselor thoughtfully reflects on best practice and engages with colleagues in setting appropriate professional goals that serve as a model.</td>
<td></td>
</tr>
<tr>
<td>4e: Contributes to the School District and Profession Through Service and Participation in Committees/Teams.</td>
<td>Counselor avoids becoming involved.</td>
<td>Counselor participates when specifically asked.</td>
<td>Counselor volunteers and makes a contribution.</td>
<td>Counselor volunteers, participates, makes a significant contribution, and assumes a leadership role.</td>
<td></td>
</tr>
<tr>
<td>4f: Develops Professionally Through Enhancement of Content Knowledge and Pedagogical Skills</td>
<td>Counselor does not engage in professional development.</td>
<td>Counselor participates in professional activities to a limited extent when they are convenient.</td>
<td>Counselor seeks out opportunities for professional development and systematically incorporates that knowledge into practice.</td>
<td>Counselor seeks out opportunities for professional development, systematically incorporates that knowledge into practice, and creates opportunities to share knowledge with colleagues.</td>
<td></td>
</tr>
</tbody>
</table>
School District of River Falls

SCHOOL COUNSELOR

FORMAL OBSERVATION FORM

School Counselor's Name: 

Building: 

Assignment: 

Date of Observation: 

Status (Check): 

☐ Probationary School Counselor ☐ Year 1 ☐ Year 2 ☐ Year 3

☐ Non-Probationary School Counselor Year 

This document represents observation # of . It ☐ includes ☐ does not include a summative evaluation.

Description of Observation: 


Definitions:

Unsatisfactory—The school counselor does not yet appear to understand the concepts underlying the component.

Basic—The school counselor appears to understand the concepts underlying the component and attempts to implement their elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.

Proficient—The school counselor clearly understands the concepts underlying the component and implements them well.

Distinguished—School counselors at this level are master nurses and make a contribution to the field, both in and outside their school.

Not Observed—Not applicable for this observation

Comments must be included for all competencies rated as unsatisfactory or distinguished, but are encouraged for all

Domain 1—Consultation and Coordination Skills:

1a. Fosters Constructive and Respectful Climate Within the School

Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed ☐

Comments: 

1b. Works Constructively With School Personnel, Parents and Area Resources in Planning and Developing Programs That Meet the Needs of Students

Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed ☐

Comments: 

1c. Makes Appropriate Referrals

Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed ☐

Comments: 

1d. Coordinates Counseling and Guidance Services With Other Curricular and Instructional Programs

Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed ☐

Comments: 

1e. Assists Students With Educational Transitions

Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed ☐

Comments:
School District of River Falls
SCHOOL COUNSELOR FORMAL OBSERVATION FORM

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Not Observed—Not applicable for this observation

Comments must be included for all competencies rated as unsatisfactory or distinguished, but are encouraged for all

Domain 2—Counseling and Interpersonal Skills:

2a. Demonstrates the Knowledge and Use of Various Counseling Theories, Techniques and Procedures

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments: __________

2b. Adheres to Standards of Practice Regarding Confidentiality and Ethical Standards

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments: __________

2c. Provides Information To Promote Student Self-Understanding and Growth in Individual, Group and Classroom Settings

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments: __________

2d. Assists Parents and Students in Making Appropriate Educational Plans and Life Decisions

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments: __________

2e. Understands the Principles of Human Growth and Development

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments: __________

2f. Understands and Applies Knowledge of Diversity Issues

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments: __________

2g. Uses Communication and Conflict Resolution Skills Effectively

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments: __________

Domain 3—Information and Program Management:

3a. Maintains and Uses Relevant Data Following FERPA Regulations Around Confidentiality To Meet Student Needs and Assist Others With the Use of This Data

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
School District of River Falls
SCHOOL COUNSELOR FORMAL OBSERVATION FORM

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- Not Observed—Not applicable for this observation

Comments must be included for all competencies rated as unsatisfactory or distinguished, but are encouraged for all

Comments:

3b. Maintains and Distributes To Students and Parents Information Concerning Curriculum Offerings and Other Appropriate Activities
   Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
   Comments:

3c. Maintains Skills To Access and Process Pertinent Computer Information Regarding Students
   Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
   Comments:

3d. Understands the Basic Concepts and Principles of Measurement and Evaluation
   Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
   Comments:

3e. Promotes and Participates In Aligning the Guidance Program With the Mission of the School
   Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
   Comments:

3f. Determines Guidance Priorities Based On Needs and Plans Tasks and Activities Accordingly
   Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
   Comments:

Domain 4—Professional Responsibilities (SUMMATIVE):

4a. Participates Actively In School Meetings
   Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
   Comments:

4b. Demonstrates Professionalism
   Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
   Comments:

4c. Promotes Positive Relations Between/Within the School and the Community
   Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
School District of River Falls  
SCHOOL COUNSELOR FORMAL OBSERVATION FORM

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Comments:

____

4d. Reflects On Practice and Sets Appropriate Professional Goals

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments:

____

4e. Contributes To the School, District and Profession Through Service and Participation In Tasks and Committees

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments:

____

4f. Develops Professionally Through Enhancement of Content Knowledge and Pedagogical Skills

Unsatisfactory □ Basic □ Proficient □ Distinguished □ Not Observed □
Comments:

____

School Counselor’s Comments:

____

Signatures (merely represents receipt of evaluation):

________________________________________  Date  ____________________________
School Counselor                                        Principal/Supervisor

Reminder:  Use data and ask for supporting evidence/artifacts when appropriate.

Discuss at school counselor’s and administrator’s discretion (otherwise schedule date and time) ___________________________________________________

* Professional Growth Plan (Goals)
* Professional Development Plan (PDP)

Other Comments:

____
School District of River Falls

YEARNLY PROFESSIONAL GROWTH PLAN GOALS

Teacher ___________________________ Building ___________________ Date _______

By October 1, develop one or two professional goal(s) that align with components of the evaluation framework and identify teaching standards to be addressed. Plan strategies to achieve and assess success for the school year. Keep one copy and return one to your building principal (by October 1) who will review and discuss the plan with you at the end of the school year.

<table>
<thead>
<tr>
<th>Professional or Instructional Goals</th>
<th>Wisconsin Teaching Standard Number</th>
<th>Domain and Component</th>
</tr>
</thead>
</table>

| Strategies to Achieve Goals |

| Assessment Procedures |

| Reflections |
Alternative Options for Teachers Not Scheduled for Formal Observation

Example: Off-cycle years 5 & 6, 8 & 9, etc.

1. Videotape and Analysis of Instruction
   - Plan and develop a lesson that you would like to videotape and analyze
   - Videotape the lessons
   - Complete a written analysis of the lessons
   - Have colleague analyze your videotape (optional)
   - Give video and written analysis to principal for feedback/conference

2. Action Research
   - Teacher may work alone or with group
   - Select an area/topic of educational interest to study (may be from building or district goals, individual goals, building issues/concerns, etc.)
   - Analyze the implications of the topic for your classroom, school and/or district; identify resources needed and establish timeline
   - Collect data over time
   - Share study by completing a written analysis and submit to principal for feedback/conference

3. Teacher Portfolio/Electronic Portfolio
   - Create a baseline description of current practice on selected teaching standard(s)
   - A successful portfolio will include documentation of:
     a. Efforts – the teacher’s attempts to improve practice (i.e. the portfolio may include a unit the teacher wrote including drafts to show the stages of development)
     b. Progress – the portfolio should include some convincing evidence that the teacher has grown in the targeted area/skill
     c. Reflection – the portfolio should include a written analysis of “so what?” and “now what?” pertaining to the documentation provided
   - Portfolio may be shared in a session with your colleagues
   - Portfolio will be submitted to the principal for review and feedback/conference

4. Peer Observation and Reflection
   - Identify coaching partner(s)
   - Choose area for professional growth and development
   - Collaborate with partner(s) at least once per quarter; provide feedback to peer partner
   - Complete written summary and discuss during a conference with principal for review and feedback

5. Reflection Journals
   - Three journals – approximate date: October, February, May

6. Leading District Learning Communities on topics such as Understanding by Design, Differentiated Instruction, Brain-Based Learning, or Innovative Math Instruction

7. 360 Review

8. Other
School District of River Falls

PROFESSIONAL DEVELOPMENT CONTACT LOG

Teacher/Student Teacher ________________________________

Grade ______  Subject ___________________________________  School Year ________________________

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event Attended (workshop, conference, course)</th>
<th>Benefits Derived</th>
</tr>
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<td>Teacher/Student Teacher</td>
<td>Grade</td>
<td>Subject</td>
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</tbody>
</table>
### CONTRIBUTION TO THE PROFESSION LOG

**Teacher/Student Teacher**  

**Grade**  

**Subject**  

**School Year**

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event or Service (conference presentation, mentoring of new teachers, etc.)</th>
<th>Contribution(s) Made</th>
</tr>
</thead>
<tbody>
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School District of River Falls

RESEARCH LOG

Teacher/Student Teacher __________________________________________________________

Grade ____ Subject __________________________________ Date ________________

In the space below, write a question regarding student learning or your teaching that would like to answer.

What information would you need to answer this question?

In the form below, indicate how you could plan to answer this question.

Action Plan

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
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<td>4</td>
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</tbody>
</table>

Summary and Conclusions

If you were able to complete the research project, on a separate piece of paper, indicate:

1. What you have learned from this project

2. What additional questions you have

3. How, if at all, you plan to alter your practice as a result of this project
Additional Resources

- Components of Professional Practice by Professional Development Group of Educational Testing Service (ETS)
- Enhancing Professional Practice – A Framework for Teaching by Charlotte Danielson
- Program Resource Manual – Framework Observation Program by ETS
- Teacher Evaluation – To Enhance Professional Practice by Charlotte Danielson & Thomas L. McGreal

Supplementary Forms

- Class Profile
- Teaching Profile
- Planning Questions
- Observer Notes
- Reflection Questions
- Feedback Forms