

# EVALUATION HANDBOOK

## PROFESSIONAL STAFF



May 2008

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## **PURPOSE**

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

### **Sioux Falls School District Evaluation Handbook Review Committee 2004**

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### **Sioux Falls School District Evaluation Handbook Review Committee 2008**

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## EVALUATION DEADLINES

- 1. October 1** - Evaluation purposes, policies, and procedures must be reviewed with Professional Staff.
- 2. October 1** - Professional Staff on a Professional Growth Plan cycle meet with evaluator to discuss the plan.
- 3. December 1** - First formal evaluation must be completed for Professional Staff in the first three full years of employment in the District.
- 4. December 1** - First formal evaluation must be completed for Professional Staff on a Plan of Assistance.
- 5. December 1** - One formal evaluation or a minimum of two drop-in visits must be completed on all staff on Comprehensive Evaluations including teachers in their second and third year of employment in the District.
- 6. January 15** – Professional Staff on a Professional Growth Plan cycle meet with evaluator to review progress of the plan.
- 7. April 1** - Evaluations and conferences must be completed for those on plans of assistance and 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> year Professional Staff.
- 8. April 15** – Board Action must be completed to terminate for just cause according to state law.
- 9. May 1** - Comprehensive Evaluations and Professional Growth Plans must be completed.

## DEFINITIONS

- a. **Annual Evaluation** - one Classroom Observation with Pre and Post Conferences, for Professional Staff in or beyond their fourth year of employment in the District, following a change in building, subject area, program, or two or more grade levels at elementary (e.g. K to 2, 1 to 3, 2 to 4, or 3 to 5).
- b. **Classroom Observation** - an observation of at least 30 minutes in length, with full knowledge of the staff member, resulting in a written report. Teachers, school library/media staff, speech and language therapists, psychologists, psychometrists, school social workers, school counselors and school nurses will be observed in various work environments.
- c. **Classroom Observation Evaluation Form** - a standardized form to be completed by Evaluator and staff member after each Classroom Observation. One copy will be sent to the Human Resources Office for Professional Staff in first through third year of employment in the District and Professional Staff in or beyond fourth year on Annual Evaluation (Appendix B).
- d. **Classroom Observation Worksheet** – a standardized worksheet to be utilized by the Evaluator during the formal Classroom Observation. The information from the Worksheet should be summarized on to the Classroom Observation Evaluation Form (Appendix A).
- e. **Comprehensive Evaluation** - a process of evaluating Professional Staff. Consists of two formal observations, five drop-in visits, and summary evaluation for first year Professional Staff and one formal observation, five drop-in visits, and summary evaluation for all Professional Staff in or beyond their fourth year of employment with the District.
- f. **Drop-in visits** - drop-in visits in the comprehensive evaluation cycle must each be at least 10 minutes in duration with a minimum of two drop-in visits in one semester. Each drop-in visit used for evaluation will result in written feedback to the teacher within five (5) days of the drop-in visit. A summary of the drop-in visits will be included in the Summative Report.
- g. **Evaluator** - the building administrator, department chair, or supervisor who has been delegated the authority to act as a representative of the Superintendent of Schools.
- h. **Informal Evaluation** - an observation of classroom or non-classroom duties resulting in a written report.
- i. **Performance Areas - criteria and indicators** - areas involving planning, implementation, evaluation, classroom management and demonstrating professionalism.
- j. **Personnel File** - a record of employment and evaluation that is kept on file at the IPC in the Human Resources Department.

- k. **Plan of Assistance** - a written plan for those in or beyond their fourth year of employment with the District to improve identified areas of instructional deficiencies that have been identified through the evaluation process. (Appendix D)
- l. **Post-Observation Conference** - a review of the formal observation conducted between the Evaluator and staff member in which the observation is critiqued and the summary/recommendations are discussed. The Evaluation Form must be signed at this time or within the five working day observation timeline.
- m. **Pre-Observation Conference** - a preview of the formal observation between the Evaluator and staff member to discuss the upcoming observation. A one-to-one meeting is required for Professional Staff in the first three years of employment and for those on a Plan of Assistance. The Pre-Observation Conference for staff in or beyond the fourth year may be oral, written or a combination of both by mutual consent.
- n. **Professional Growth Plan** - jointly agreed upon goals or objectives designed to enhance performance of a target area followed by specific action to be taken, and a means of determining the degree of accomplishment of those actions. (Appendix E)
- o. **Professional Staff** - certified individuals regularly employed in a professional capacity by the District School Board.
- p. **Summative Evaluation Form** - a standardized form to be completed following one or two Classroom Observations and conferences, and a summary of five drop-in visits on Comprehensive Evaluation. (Appendix C)
- q. **Teacher Initiated Data** - information offered by the staff member to Evaluator concerning personal contributions, honors received, degrees earned, and classes taken or participated in for the benefit of personal and professional growth. This information can be documented for the purpose of recognizing the staff member.
- r. **Three Year Cycle** - the evaluation cycle for Professional Staff in or beyond their fourth full year of employment with the District, including: 1) Professional Growth Plan, 2) Comprehensive Evaluation, and 3) No Formal Evaluation or Professional Growth Plan.

## **STEPS IN THE EVALUATION PROCESS**

### **1. Procedures - Formal Evaluations**

- a.** A formal evaluation consists of a Classroom Observation which shall:
  - 1)** be preceded by a Pre-Observation conference;
  - 2)** be of at least thirty (30) minutes duration;
  - 3)** occur on separate days - one each semester;
  - 4)** be done openly and with full knowledge of the teacher; (The use of eavesdropping, closed circuit television, public address or audio systems, and surveillance devices shall be strictly prohibited. The staff member may request the use of such devices for the purposes of self-study and improvement.)
  - 5)** result in a written report prepared in triplicate; and
- b.** The Post-Observation conference shall be held within the five (5) working day observation timeline.
- c.** The Evaluation Form will be signed by both parties with a copy given to the teacher. The staff member's signature shall signify the staff member has read the report and has received a copy of it.
- d.** One (1) copy of the Summative Evaluation Form shall be filed in the Professional Staff member's Personnel File in the Human Resource Department and one (1) copy of the Summative Evaluation Form shall be retained by the Evaluator.
- e.** Evaluations shall be conducted by either the building administrator or supervisor most directly responsible for the Professional Staff member's work. In no case shall a supervisor with a part-time teaching assignment evaluate another teacher in buildings to which the supervisor is assigned as a teacher.
- f.** The criteria on which a Professional Staff member will be evaluated are: planning for instruction, implementing instruction, evaluating instruction, classroom management, and demonstrating professionalism.
- g.** In the first year of employment in the District, up to one formal evaluation may be conducted by the Department Chair.

### **2. Procedures - Informal Evaluation**

- a.** An Informal Evaluation shall:
  - 1)** consist of first-hand observation of classroom or other than classroom duties; and
  - 2)** result in a written report prepared in triplicate.
- b.** The written report of the observation shall be reviewed in a conference between the Evaluator and the staff member within the five (5) working day observation timeline.
- c.** The written report of the observation will be signed by both parties with a copy given to the staff member. The staff member's signature shall signify the staff member has read the report and has received a copy of it.
- d.** One (1) copy of the Informal Evaluation written report shall be filed in the staff member's Personnel File in the Human Resource Department and (1) copy of the written report shall be retained by the Evaluator.
- e.** The observation shall be made by the administrator or supervisor most directly responsible for the staff member's work and may also be made by the Superintendent, Assistant Superintendent, or Directors.
- f.** Informal Evaluations shall not be limited in number.

### **3. Procedures – Drop-in Visits**

- a. Drop-in visits may occur at anytime for all staff.
- b. For the purposes of formal evaluation, a collection of five (5) drop-in visits of at least 10 minutes in duration with a minimum of two drop-in visits in one semester will be part of the comprehensive evaluation cycle. Each drop-in visit used for this purpose will result in written feedback to the probationary teacher within five (5) days of the drop-in visit. A summary of the drop-in visits will be included in the Summative Report.

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

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

### **5. Plans of Assistance**

- a. When a formal evaluation, informal evaluation, or drop-in visits reveal deficiencies that place a Professional Staff member's continued employment in question, a written Plan of Assistance will be provided by the Evaluator and reviewed with the staff member, for all staff who are in or beyond the fourth consecutive year of employment in the District.
- b. A minimum of two (2) formal Classroom Observations with Pre and Post Conferences shall take place. The first evaluation and conference shall be completed prior to Dec. 1. A minimum of five (5) drop-in of at least 10 minutes in duration with a minimum of two drop-in visits in one semester shall occur. Each drop-in visit will result in written feedback to the teacher on a plan of assistance within five (5) days of the drop-in visit. A summary of the drop-in visits will be included in the Summative Report.
- c. A Summative Evaluation shall be completed by April 1 with at least one (1) observation occurring in the second semester.
- d. The Plan of Assistance shall include a statement of deficiency, the consequences of not correcting the deficiency, the program the staff member must follow, the assistance which the supervisor must provide, the monitoring system and the evaluation provision.
- e. The Evaluator shall provide positive, supportive assistance and resources reasonably available.
- f. The Evaluator or designee shall provide demonstrations of theories, techniques, and proper methods for the staff member if necessary and/or appropriate.
- g. A reasonable time (minimum of one semester) shall be allowed for the staff member to correct the deficiencies.

### **6. General Procedures**

- a. In the event there is a disagreement between the staff member and the Evaluator which may affect the staff member's employment status, arrangements shall be made for a different administrator to evaluate the staff member if the staff member or administrator so requests.
- b. Each school year, not later than October 1, the administration shall call a conference for all Professional Staff members at either a building or District level for the purpose of reviewing the provisions of the law and this policy, and procedures for evaluation and supervision.

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

**7. Professional Staff in first three full years of employment in the District**

- a. During year one, staff shall be formally evaluated at least two (2) times, with additional formal evaluations if requested by the staff member and provided the request is reasonable. The staff member will receive a minimum of five (5) drop-in visits, with at least 2 occurring during the first semester.
- b. During years two and three, staff shall be formally evaluated at least one (1) time each year with additional formal evaluations if requested by the staff member and provided the request is reasonable. The staff member will receive a minimum of five (5) drop-in visits, with at least two occurring during the first semester.
- c. The first formal evaluation and conference shall be completed prior to December 1.
- d. Formal, informal, and drop-in visits shall be completed by April 1. At least one evaluation and conference shall be completed in the second semester.

**8. Professional Staff in or beyond fourth full year of employment in the District**

- a. Shall be on a Three Year Cycle to include the following (flexible order):
  - 1) Professional Growth Plan (individual or collaborative)
  - 2) Comprehensive Evaluation
  - 3) No formal evaluation or Professional Growth Plan.
- b. Each formal evaluation of a Professional Staff member in this category on the Comprehensive year of the Three Year Cycle shall have Pre and Post Conferences.
- c. The Comprehensive Evaluation shall be completed by May 1.
- d. The Professional Growth Plan process shall not be used to justify non-renewal. Professional Growth Plans shall be started no later than October 1 and shall be completed by May 1.

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

- a. Should a staff member change buildings, subject areas, programs, or two or more grade levels (e.g. K to 2, 1 to 3, 2 to 4, or 3 to 5), an Annual Evaluation shall be completed and the Three Year Cycle shall begin anew the next year.
- b. This would not apply to itinerant staff whose other building assignments may change, but home attendance center, subject area, program and grade levels, or district Evaluator remains the same.

## EVALUATION CYCLE

	<b>Professional Staff In First Three Years of Employment with the District</b>	<b>Professional Staff In Fourth Year of Employment with the District</b>	<b>Professional Staff In Fourth Year or Beyond With an Assignment Change</b>	<b>Professional Staff In or Beyond Fourth Year on a Plan of Assistance</b>
<b>Year One</b>	<b>Comprehensive Evaluation</b> Two (2) formal Classroom Observations with Pre and Post Conferences, five drop-in visits, and one (1) Summative Evaluation by April 1. The first evaluation and conference and a minimum of two drop-in visits shall be completed prior to Dec. 1.		<b>Annual Evaluation</b> One formal Classroom Observation with Pre and Post Conferences.	<b>Comprehensive Evaluation</b> A minimum of two (2) formal Classroom Observations with Pre and Post Conferences and five drop-in visits. The first evaluation and conference and a minimum of two drop-in visits shall be completed prior to Dec. 1. A Summative Evaluation shall be completed by April 1 with at least one (1) observation occurring in the second semester.
<b>Year Two</b>	<b>Comprehensive Eval. (cont.)</b> One (1) formal Classroom Observations with Pre and Post Conferences, five drop-in visits, and one (1) Summative Evaluation by April 1. The first evaluation and conference or a minimum of two drop-in visits shall be completed prior to Dec. 1		<b>Three Year Cycle begins</b> (flexible order) 1. Professional Growth Plan 2. Comprehensive Eval. (by May1) 3. No Formal Evaluation or Professional Growth Plan	<b>Plan of Assistance continues or Three Year Cycle begins</b>
<b>Year Three</b>	<b>Comprehensive Eval. (cont.)</b> One (1) formal Classroom Observations with Pre and Post Conferences, five drop-in visits, and one (1) Summative Evaluation by April 1. The first evaluation and conference or minimum of two drop-in visits shall be completed prior to Dec. 1		<b>Year Two of Three Year Cycle</b>	
<b>Year Four</b>		<b>Three Year Cycle begins</b> (flexible order) 1. Professional Growth Plan 2. Comprehensive Eval. (by May 1) 3. No Formal Evaluation or Professional Growth Plan	<b>Year Three of Three Year Cycle</b>	
<b>Year Five</b>		<b>Three Year Cycle Continues</b>	<b>Repeat Three Year Cycle</b>	

## EVALUATION FORMS

<b>Evaluation Cycle</b>	<b>Teachers</b>	<b>Library/Media Staff</b>	<b>Speech and Language Therapy Staff</b>	<b>Psychologists</b>	<b>Social Workers</b>	<b>Nurses</b>	<b>Counselors</b>
<b>Comprehensive Evaluation – Professional Staff in First Three Years of Employment</b>	Forms A, B & C	Forms A, B & C or Forms G & C	Forms H & C	Forms I & C	Forms J & C or Forms K & C	Forms L & C	Forms M & C or Forms A, N & C or Forms O & C
<b>Comprehensive Evaluation – Professional Staff in Fourth Year or Beyond</b>	Forms A, B & C	Forms A, B & C or Forms G & C	Forms H & C	Forms I & C	Forms J & C or Forms K & C	Forms L & C	Forms M & C or Forms A, N & C or Forms O & C
<b>Annual Evaluation</b>	Forms A & B	Forms A & B or Form G	Form H	Form I	Form J or Form K	Form L	Form M or Forms N & A or Form O
<b>Professional Growth Plan</b>	Form E	Form E	Form E	Form E	Form E	Form E	Form O or E

## **RESPONSIBILITIES OF EVALUATOR AND STAFF MEMBER**

### **A. EVALUATOR SHALL:**

1. Meet with Professional Staff not later than October 1 to review the purposes, policies, and procedures of evaluation.
2. Must be trained with respect to evaluation procedures, evaluation forms, and indicators of effectiveness which are to be used.
3. Provide positive supportive assistance and resources that are available.
4. Provide for the demonstration of theories, techniques, and methodology for the staff member if necessary and/or appropriate.
5. Conduct a Pre-Observation conference, an observation, and a Post-Observation conference.
6. Furnish the Professional Staff a written observation report no later than 5 working days after the observation.
7. Conduct the observation openly and with the full knowledge of the staff member.

### **B. PROFESSIONAL STAFF SHALL:**

1. Meet with the Evaluator prior to October 1 to review the purposes, policies and procedures of evaluation.
2. Be familiar with the Evaluation Handbook and indicators of effectiveness for which the evaluation shall be based.
3. Provide the Evaluator a lesson guide during the Pre-Observation conference that will list the lesson objectives, teaching steps, and the evaluation of the lesson.
4. Complete the requirements of the Evaluation Cycle.
5. Provide Professional Staff initiated data that will be used in either the annual or Summative Evaluation, if staff member so desires.
6. Implement the “improvement suggestions” after the Post-Observation conference.

## INDICATORS OF EFFECTIVE TEACHING

### SECTION 1 - PLANNING FOR INSTRUCTION

#### **A. Plans instructional tasks that are meaningful and related to learning goals**

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

### SECTION 2 - IMPLEMENTING INSTRUCTION

#### **A. Implements District curriculum**

- uses approved District curriculum
- uses resource and supplemental materials that relate to the curriculum

#### **B. Maintains a strong instructional focus utilizing the elements of effective instruction**

- introduces the lesson
- states the lesson objective/goal
- teaches the content
- uses variation in voice, movement and pacing to focus attention during lesson
- models/demonstrates
- checks for understanding
- includes guided and/or independent practice
- summarizes lesson

#### **C. Communicates a high level of expectation**

#### **D. Communicates clear learning goals to students**

#### **E. Adapts instruction to meet the needs of all students**

#### **F. Addresses various learning styles**

#### **G. Sequences content at an appropriate pace**

#### **H. Uses appropriate level of questioning to promote understanding**

- solicits student participation
- extends student's responses/contributions or probes for deeper understanding
- provides ample time for students to respond to teacher questions and to consider content

#### **I. Relates lesson content to prior and future learning**

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

#### **K. Appropriately recognizes and reinforces individual student effort**

#### **L. Represents knowledge/information non-linguistically through a variety of methods**

- Could include use of methods such as graphic organizers, physical models, mental pictures, drawings and pictographs, or kinesthetic activities

- M. Organizes students in cooperative or ability groups when appropriate**
- N. Requires students to analyze and apply knowledge**
- O. Displays enjoyment, humor, and enthusiasm for teaching and expects students to enjoy learning**

### **SECTION 3 - EVALUATING INSTRUCTION**

#### **A. Conducts ongoing assessments for learning**

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

#### **B. Provides re-teaching and/or interventions when appropriate**

### **SECTION 4 - CLASSROOM MANAGEMENT**

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

#### **B. Effectively and consistently enforces rules and follows procedures**

#### **C. Redirects students naturally and immediately without disrupting others**

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

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

#### **F. Maximizes time on purposeful instructional tasks**

#### **G. Begins and ends class period with focus on learning**

#### **H. Has established a positive learning environment**

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

### **SECTION 5 - DEMONSTRATES PROFESSIONALISM**

#### **A. Participates in ongoing professional growth**

- stays current in content and instructional strategies
- incorporates technology
- seeks and/or participates in opportunities such as Innovative and Experimental Programs, Summer Research, local, state and federal grants

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

**C. Completes routine assigned tasks and complies with District requirements**

- completes required paperwork
- monitors budget if required by position
- meets established timelines
- follows District and building policies and procedures
- demonstrates support of District goals

**D. Promotes the education profession**

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

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

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

## INDICATORS OF EFFECTIVE SCHOOL LIBRARIANS

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

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

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

### **I. Information Specialist**

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

### **II. Teacher**

#### **SECTION 1 - PLANNING FOR INSTRUCTION**

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

## SECTION 2 - IMPLEMENTING INSTRUCTION

- A. Implements District curriculum**
  - uses approved District curriculum
  - uses resource and supplemental materials that relate to the curriculum
- B. Maintains a strong instructional focus utilizing the elements of effective instruction**
  - introduces the lesson
  - states the lesson objective/goal
  - teaches the content
  - uses variation in voice, movement and pacing to focus attention during lesson
  - models/demonstrates
  - checks for understanding
  - includes guided and/or independent practice
  - summarizes lesson
- C. Communicates a high level of expectation**
- D. Communicates clear learning goals to students**
- E. Adapts instruction to meet the needs of all students**
- F. Addresses various learning styles**
- G. Sequences content at an appropriate pace**
- H. Uses appropriate level of questioning to promote understanding**
  - solicits student participation
  - extends student's responses/contributions or probes for deeper understanding
  - provides ample time for students to respond to teacher questions and to consider content
- I. Relates lesson content to prior and future learning**
- J. Requires students to summarize information in written and/or verbal form**
- K. Appropriately recognizes and reinforces individual student effort**
- L. Represents knowledge/information non-linguistically through a variety of methods**
  - Could include use of methods such as graphic organizers, physical models, mental pictures, drawings and pictographs, or kinesthetic activities
- M. Organizes students in cooperative or ability groups when appropriate**
- N. Requires students to analyze and apply knowledge**
- O. Displays enjoyment, humor, and enthusiasm for teaching and expects students to enjoy learning**

## SECTION 3 - EVALUATING INSTRUCTION

- A. Conducts ongoing assessments for learning**
  - provides specific and immediate feedback related to student learning
  - monitors students' performance as they engage in learning activities
  - solicits responses or demonstrations from specific students for assessment purposes
  - monitors and communicates student progress at regular intervals
- B. Provides re-teaching and/or interventions when appropriate**

## **SECTION 4 - CLASSROOM MANAGEMENT**

- A. Has established appropriate classroom rules and procedures that are clearly understood by all students**
- B. Effectively and consistently enforces rules and follows procedures**
- C. Redirects students naturally and immediately without disrupting others**
- D. Is well-organized and has all materials, equipment, etc., ready for immediate use**
- E. Carries out smooth and effective transitions (e.g., from one activity to another, as students enter and leave the room)**
- F. Maximizes time on purposeful instructional tasks**
- G. Begins and ends class period with focus on learning**
- H. Has established a positive learning environment**
  - respects and shows sensitivity to individual needs and concerns
  - provides opportunities for the student to assume responsibility and develop independence
  - avoids sarcasm and negative criticism
  - establishes and maintains positive rapport with students
  - establishes a trusting environment that fosters risk taking
  - treats students in a professional teacher-student manner
  - recognizes individual and cultural diversity of students

### **III. Instructional Consultant**

- A. Librarians participate in building, district, department, and grade-level curriculum development and assessment projects on a regular basis.**
- B. Librarians offer teachers assistance in using information resources, acquiring and assessing instructional materials, and incorporating information literacy into the classroom curriculum.**
- C. Librarians use effective teaching strategies in working with teachers to improve instructional activities.**
- D. Librarians provide leadership in the assessment, evaluation, and implementation of information and instructional technologies.**

### **IV. Library/Media Program Manager**

- A. The mission, goals and objectives of the library/media program are clearly understood and supported by the administration, faculty, and students of the building.**
- B. The librarian exhibits energy, enthusiasm, and interpersonal skills in day-to-day interactions with all users of the library to create a positive image of the program.**
- C. The librarian develops and implements policies and procedures necessary for the effective operation of the library media program.**
- D. The librarian evaluates the library media program regularly to review goals and objectives in relation to user and instructional needs and to assess the efficiency and effectiveness of specific activities.**
- E. The librarian plans expenditures to fully utilize allocated budget funds.**

- F. The library media program is promoted by the library staff to demonstrate the importance of the program, publicizing available services and resources to students and staff.**
- G. The librarian assists in selection, training, and evaluation of the library media staff and volunteers as per building and district policies.**

## **V. Demonstrating Professionalism**

### **A. Participates in ongoing professional growth**

- stays current in content and instructional strategies
- incorporates technology
- seeks and/or participates in opportunities such as Innovative and Experimental Programs, Summer Research, local, state and federal grants

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

### **C. Completes routine assigned tasks and complies with District requirements**

- completes required paperwork
- monitors budget if required by position
- meets established timelines
- follows District and building policies and procedures
- demonstrates support of District goals

### **D. Promotes the library profession**

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

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

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

## **INDICATORS OF EFFECTIVE SPEECH AND LANGUAGE THERAPY STAFF**

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

#### **A. Plans, evaluates, selects and modifies resources and activities consistent with instructional activities.**

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

#### **B. Plans and demonstrates effective organizational and management skills.**

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

### **II. Implementing Instruction:**

#### **A. Follows the District's Comprehensive Plan for Special Education**

- Designs and implements an approved individual educational program based on individual student needs.
- Uses materials that relate to the remediation of a specified communication disorder.

#### **B. Includes Elements of an Effective Therapy Session**

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

#### **C. Uses Strategies and Techniques Appropriate to the Lesson Goals and Objectives.**

- Assesses student needs.
- Considers learning styles, learning stages, learning needs.
- Sequences content.
- Uses investigatory questioning to promote comprehension.
- Uses questions to promote higher level thinking skills.
- Uses appropriate responses to reinforce positive behavior.
- Provides specific and immediate feedback related to student learning.

**D. Organizes the Student Environment – Facilitates the learning environment to encourage the development of positive communication skills.**

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

**E. Develops student self-concept – Enhances positive student self-concept and attitude toward learning.**

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

**III. Evaluating Instruction**

**A. Assesses/monitors individual student progress.**

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

**B. Strives to meet the needs of students.**

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

**IV. Demonstrating Professionalism**

**A. Participates in ongoing professional growth**

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

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

**C. Completes routine assigned tasks and complies with District requirements**

- completes required paperwork
- monitors budget if required by position
- meets established timelines
- follows District and building policies and procedures
- demonstrates support of District goals

**D. Promotes the speech and language profession**

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

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

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

**F. Portrays positive self-concept and attitudes toward the vocation**

- Treats students in a professional therapist-student manner
- Displays enjoyment, humor and enthusiasm
- Recognizes individual and cultural diversity of students

## **INDICATORS OF EFFECTIVE SCHOOL PSYCHOLOGISTS/PSYCHOMETRISTS**

### **I. Planning for Session for School Psychologist/Psychometrists**

#### **A. Selects appropriate assessments.**

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

#### **B. Demonstrates effective organization to complete tasks.**

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

### **II. Implementing/Participation in Session**

#### **A. Adheres to appropriate professional guidelines.**

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

#### **B. Includes elements of an effective session.**

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

#### **C. Uses techniques appropriate to the session tasks.**

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

#### **D. Facilitates through proper rapport to encourage valid results.**

- Conveys a clear message of acceptance and caring to the student, staff, or parents.
- Uses techniques that establish good communication.
- Establishes a trusting relationship with the student, staff, or parents.
- Uses techniques to establish and maintain student motivation.

#### **E. Enhances session positively and constructively by use of interpersonal relating skills.**

- Models and counsels in ways to cope effectively with problem situations.
- Respects and shows sensitivity to individual needs and concerns.
- Focuses on student behavior and results rather than personality.
- Communicates praise commensurate with the needs of students and teachers.
- Encourages and recognizes diverse opinions.

### **III. Evaluating Methodology**

#### **A. Uses techniques that effect credibility of the evaluation.**

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

#### **B. Determines the needs of students through assessment.**

- Selects assessments for special needs students.
- Reviews assessment history.

### **IV. Demonstrating Professionalism**

#### **A. Participates in ongoing professional growth**

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

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

#### **C. Completes routine assigned tasks and complies with District requirements**

- Completes required paperwork
- Monitors budget if required by position
- Meets established timelines
- Follows District and building policies and procedures
- Demonstrates support of District goals

#### **D. Promotes the profession**

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

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

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

#### **F. Portrays positive self-concept and attitudes toward the vocation**

- Treats students with a professional manner and treats them with dignity and respect
- Displays enjoyment, humor, and enthusiasm
- Recognizes individual and cultural diversity of students

## **INDICATORS OF EFFECTIVE SCHOOL SOCIAL WORKERS**

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

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

#### **A. Carries out goals of the school social work program.**

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

#### **B. Utilizes activities and processes appropriate to the needs of students.**

- Selects and develops resources that meet the needs of students and their families.
- Adapts resources and strategies that are relevant to the needs of students.

#### **C. Manages time efficiently and effectively in performing social work functions.**

- Maximizes use of time available for social work services.
- Maintains a daily social work log of contacts with students.
- Meets regularly with school support staff.

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

#### **A. Establishes effective professional relationships and consults with staff.**

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

#### **B. Shares student information with staff, within the limits of confidentiality.**

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

#### **C. Serves as an effective liaison between the school district and community agencies.**

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

**D. Consults with parents/guardians regarding the educational, career and personal/social development of students.**

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

**E. Interprets the school social work program to staff, parents, and community.**

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

**Standard 3: USE APPLICABLE SOCIAL WORK SKILLS**

**A. Utilizes varied social work techniques to enhance student learning.**

- Refers students/families to school, district, and community agency programs.
- Assists teachers with recognizing and providing for individual student differences.
- Communicates with parents and teachers regarding student performance.

**B. Employs effective individual counseling strategies to facilitate attitude and behavior changes.**

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

**C. Conducts appropriate group activities.**

- Demonstrates knowledge of group dynamics.
- Forms and facilitates groups as necessary.
- Facilitates groups for students using some theoretical model.
- Keeps group on task.
- Sensitively encourages participation of each group member.
- Facilitates communication between participants.
- Interrupts destructive interaction.

**D. Establishes effective rapport with students, parents and staff.**

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

**Standard 4: PERFORM IN A PROFESSIONAL MANNER**

**A. Accepts and uses constructive criticism to enhance self-development and job performance.**

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

**B. Speaks and writes clearly, effectively and appropriately.**

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

**C. Improves performance by keeping informed of current theories, practices, issues and trends related to education and school social work.**

- Applies research knowledge and seeks new ways to enhance performance.
- Attempts sound innovative and creative approaches to problems.
- Develops and implements a personal, professional growth plan.
- Attends classes/seminars/workshops appropriate to needs and interests.
- Seeks out both formal and informal experiences designed to enhance knowledge and skills of profession.

**D. Is actively involved in social work professional growth activities and organizations.**

- Reads and shares professional journals, newsletters and articles.
- Holds professional membership and supports the work of local chapters.
- Accepts leadership roles in professional associations.
- Participates actively in in-district in-service offerings.

- Volunteers to serve on committees or accepts other leadership opportunities as offered.

**E. Is resourceful in responding to situations.**

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

**F. Uses one's own initiative to accomplish tasks; is self-motivated.**

- Exceeds expectations which are explicitly defined.
- Initiates school social work program changes as necessary.
- Seeks creative solutions to identified problems within the school.
- Ensures that communication flows freely when working with students, parents, and teachers.
- Determines needs and priorities as perceived by students parents, staff, and administration.
- Works well with minimum supervision.

**G. Maintains confidentiality.**

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

**H. Maintains high professional ethics.**

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

**I. Promotes positive public relations.**

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

**J. Contributes ideas to improve the climate and operation of the school.**

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

## INDICATORS OF EFFECTIVE SCHOOL NURSES

**Section 1: Clinical Knowledge – Utilizes a distinct clinical knowledge base for decision-making in nursing practice.**

- A. Applies appropriate theories from nursing and the physical behavioral, public health or social sciences to meet:**
- the unique and diverse needs of the students, staff and parents in the school community;
  - the objectives of the school health program;
  - and the mission of the education system.
- B. Possesses current knowledge in all areas that affect the holistic well-being of the members of the educational community.**

**Section 2: Nursing Process – Uses a systemic approach to problem-solving in nursing practice.**

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

**Section 3: Clients with Special Health Needs - Contributes to the education of the client with special health needs by assessing the client, planning and providing appropriate nursing care, and evaluating the identified outcomes of care.**

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

- the effect of chronic illness or disability on student and family
- B. Conducts holistic nursing assessments of students with special health needs, to include:**
  - a health and physical assessment
  - a health and developmental history
  - observation of the child, at school or home as appropriate
  - elicitation of supporting medical data as available
- C. Participates in and presents findings, nursing diagnoses and recommendations at team meetings.**
- D. Participates in the development of the educational plan appropriate to child's needs.**
- E. Develops and implements nursing plan of care.**
- F. Monitors on-going health status of students with special health needs and uses information gathered to work with team to adjust students' educational program as needed.**
- G. Acts as a facilitator and advocate for the child/student with special health needs.**
- H. Acts as an advocate for the family of the child with special health needs as necessary and appropriate.**
- I. Provides education and information essential for facilitating normalization of the student's educational experiences to parents, teachers and other staff.**
- J. Provides information to parents of students with special health needs regarding school policy and procedures related to their child and the child's condition.**
- K. Performs skilled nursing procedures as necessary in a safe, competent and efficient manner.**
- L. Supervises others in the performance of skilled nursing procedures where permitted by state and local law and state Nurse Practice Act.**

**Section 4: Communication - Uses effective written, verbal and nonverbal communication skills.**

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

**Section 5: Program Management – Establishes and maintains a comprehensive school health program.**

- A. Participates in the coordination and management of nursing, health, or health education programs and their personnel as appropriate.**
- B. Participates in evaluation of the efficacy of on-going health programs and communicates findings to administrators and/or nursing supervisor as appropriate.**
- C. Develops and implements health policies and procedures in collaboration with school administration and/or nursing supervisor as appropriate.**
- D. Participates in budgeting for nursing and health services as necessary.**

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

**Section 6: Collaboration within the School System – Collaborates with other school professionals, parents, and care givers to meet the health, developmental and educational needs of clients.**

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

**Section 7: Collaboration with Community Health Systems - Collaborates with members of the community in the delivery of health and social services, and utilizes knowledge of community health systems and resources to function as a school-community liaison.**

- A. Identifies community agencies as resources for students and families, and evaluates each for appropriateness for clients' needs to include: eligibility criteria, costs, accessibility, and other factors that may impact on services to clients.**
- B. Communicates and networks with community health providers regarding client interventions as appropriate.**
- C. Functions as a client facilitator when collaborating with community providers as appropriate.**

- D. Participates in and encourages the development of interagency care plans to facilitate cohesive intervention with clients.
- E. Functions as a liaison for the school in on-going school-community agency cooperation and collaboration related to health issues.
- F. Participates in community health needs assessments as necessary.
- G. Participates in the assessment of the potential for the establishment of school-community collaborative health projects.
- H. Participates in community health activities as an individual or as a representative of the school system.

**Section 8: Health Education - Assists students, families and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education.**

- A. Participates in the assessment of health education needs for the school community.
- B. Identifies sources of, and evaluates, health curricula, instructional materials and educational activities for use in school district.
- C. Acts as a resource person to school staff regarding health education and health education material.
- D. Promotes and participates in the integration of health concepts within the regular school curriculum.
- E. Promotes and collaborates in the application of health promotion principles within all areas of the school community.
- F. Provides formal health instruction within the classroom.
- G. Uses sound learning and developmental theories in the provision of formal classroom health instruction.
- H. Provides individual health teaching and counseling for students and families as needed.
- I. Provides health instruction for student, staff, and parent groups.
- J. Promotes student, staff and school safety through health education.

**Section 9: Research - Contributes to nursing and school health through innovations in practice and participation in research or research-related activities.**

- A. Identifies issues of concern, patterns of health/illness, function/disability, utilization of services or other phenomena as potential research questions.
- B. Develops or participates in research studies related to the issue(s) identified.
- C. Uses systematic research methods to collect and analyze data pertaining to research questions.
- D. Complies with school district policy, and federal guidelines, regarding protection of human subjects in research studies.
- E. Applies results of research findings to the improvement of school nursing practice, development of institutional policies and procedures, guidelines for client care, program development, professional development, staffing and other institutional issues.
- F. Collaborates with researchers from outside institutions whose research aims have legitimate health or educational purposes.

**Section 10: Professional Development - Identifies, delineates and clarifies the nursing role, promotes quality of care, pursues continued professional enhancement, and demonstrates professional conduct.**

- A. Pursues continued professional growth and development through educational programs and national certification.**
  - **Demonstrates sensitivity to the politics and organizational structure of the school system.**
  - **Conducts self-evaluation.**
- B. Participates in school nurse professional activities at local, state and national levels.**

## **INDICATORS OF EFFECTIVE SCHOOL COUNSELING**

A key to a comprehensive guidance and counseling program is a credible system for counselor evaluation. In drawing conclusions about counselor performance, Evaluators are asked to rely on data gathered from the “Counselor Action Plan” and the standards of practice expected of counselors in the Sioux Falls School District. These performance standards function as a basis for counselor evaluation and also serve as a guide for self-evaluation.

### **Standard 1: PLAN AND DELIVER THE COUNSELING PROGRAM**

- A. Completes counselor actions and carries out goals of the counseling program.
  - Prepares “Counselor Action Plan”
  - Monitors completion of counselor actions
  - Achieves the stated actions listed on the individual “Counselor Action Plan”
- B. Utilizes materials and processes appropriate to the needs and developmental level of students.
  - Selects, develops or adapts relevant resources and strategies
  - Manages equipment, facilities, and budget
- C. Manages time effectively.
  - Meets timelines listed on the “Counselor Action Plan”
  - Maximizes use of time available for counseling and strives to minimize time spent on non-counseling activities.

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

- A. Establishes professional relationships and consults with staff.
  - Provides opportunities for staff consultation
  - Establishes rapport with staff
  - Provides relevant information regarding students’ needs
  - participates in teacher-student-counselor conferences
  - Presents in-services, workshops or other activities that promote human relations skills
- B. Shares student information with staff, within the ethical and legal limits of confidentiality.
  - Communicates appropriate student information to staff
  - Uses discretion in handling confidential information
- C. Serves as a liaison between school district and community agencies
  - Demonstrates understanding of the roles and responsibilities of community agencies
  - Establishes and maintains collaborative working relationships with individuals, educational institutions, and community agencies
  - Makes referrals to district and agency programs
- D. Consults with parents regarding the personal, social, education, and career development of students.
  - Demonstrates understanding of the roles, responsibilities, and personal circumstances of parents
  - Exhibits sensitivity and acceptance necessary for establishing rapport with parents
  - Communicates with parents regarding student needs
  - Presents workshops for parents when appropriate
  - Conducts home visits when needed

### **Standard 3: USE APPLICABLE COUNSELING SKILLS**

- A. Utilizes individual counseling strategies to facilitate change.
  - Uses a theory base to provide counseling
  - Encourages people to assume responsibility for their own behaviors
  - Exhibits sensitivity, empathy, and acceptance for each individual
- B. Conducts group counseling activities.
  - Uses a theoretical model for groups
  - Demonstrates knowledge of group dynamics
  - Organizes and facilitates groups
- C. Establishes rapport with students.
  - Communicates effectively
  - Acts as a student advocate
  - Respects individuals and is considerate of their needs
- D. Utilizes varied techniques to enhance student learning.
  - Assists teachers in identifying learning styles
  - Communicates with parents and teachers regarding student academic performance
  - Works with staff to inform students about study skills and test taking techniques
  - Refers students to school and community programs
- E. Registers students.
  - Considers the student's educational and career goals in the development of the registration plan
  - Involves students, parents, and teachers when registering
  - Provides assistance in post-high school planning
- F. Interprets standardized test results.
  - Assists students, staff, and parents with the understanding of standardized test
  - Respects the confidential nature of test information

### **Standard 4: PERFORM IN A PROFESSIONAL MANNER**

- A. Maintains professional ethics
  - Observes ethical standards of the American School Counselor Association and the American Counseling Association
  - Adheres to district policies and legal guidelines
  - Is aware of personal and professional limitations
- B. Reviews current educational and counseling theories, practices, issues, and trends.
  - Reads and shares articles from professional publications
  - Attends classes, seminars, and workshops to enhance knowledge and skills
- C. Maintains confidentiality.
  - Practices the ethical and legal conditions of confidentiality
  - Provides adequate communication to teachers, parents, administrators, and other referral sources without violating confidentiality
- D. Speaks and writes clearly.
  - Uses appropriate vocabulary
  - Facilitates understanding through oral and written communication
- E. Demonstrates resourcefulness and self-motivation.
  - Adapts counseling techniques and methods to individual situations
  - Is knowledgeable of personal, educational, and career resources

- F.** Accepts and uses constructive criticism to enhance self-development and job performance.
  - Seeks information and feedback relative to job performance
  - Sets goals and monitors areas of performance
- G.** Participates in professional growth activities and organizations.
  - Holds professional membership and supports the work of the organization
  - Attends in-service offerings
  - Serves on committees or accept other leadership opportunities
- H.** Presents the counseling program to students, staff, parents, and community.
  - Uses a variety of strategies to communicate the counseling program
  - Assists students, parents and staff to understand the counseling program
- I.** Contributes ideas to improve the climate and operation of the school.
  - Participates in committee meetings
  - Cooperates with the staff in addressing school goals and concerns

## **APPENDIX/FORMS**

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

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

**Classroom Observation Worksheet**

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Class/Course: \_\_\_\_\_

**Observation Rubric**

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

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

**SIoux FALLS SCHOOL DISTRICT 49-5**  
**PROFESSIONAL STAFF**  
**CLASSROOM EVALUATION FORM**

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Classroom Description:

Grade, subject etc.: \_\_\_\_\_

Number of students: \_\_\_\_\_

Other relevant information: \_\_\_\_\_

CHECK ONE:

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

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

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

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_

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

RATING:      AREA OF EVALUATION

\_\_\_\_\_ Section 1      PLANNING FOR INSTRUCTION \_\_\_\_\_

\_\_\_\_\_ Section 2      IMPLEMENTING INSTRUCTION \_\_\_\_\_

\_\_\_\_\_ Section 3      EVALUATING INSTRUCTION \_\_\_\_\_

\_\_\_\_\_ Section 4      CLASSROOM MANAGEMENT \_\_\_\_\_

\_\_\_\_\_ Section 5      DEMONSTRATES PROFESSIONALISM \_\_\_\_\_

SUMMARY/RECOMMENDATIONS:

\_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Conference Date

\_\_\_\_\_  
Staff Member's Signature  
(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

\_\_\_\_\_  
Conference Date

DISTRIBUTION:

Comprehensive Evaluation for staff member in first three years:

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

Comprehensive Evaluation for staff member in or beyond fourth consecutive year:

Original: Staff Member                      Copy: Evaluator

Annual Evaluation (after assignment change):

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

**SIOUX FALLS SCHOOL DISTRICT 49-5**  
**PROFESSIONAL STAFF**  
**SUMMATIVE EVALUATION FORM**

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

- Check One:  Staff member in first three years of employment  
 Staff member in or beyond fourth consecutive year of employment

Observation Dates:

Drop-In Visit Dates:

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

Drop-in Visit #1 \_\_\_\_\_

Observation #2 \_\_\_\_\_ (if applicable)

Drop-in Visit #2 \_\_\_\_\_

Drop-in Visit #3 \_\_\_\_\_

Drop-in Visit #4 \_\_\_\_\_

Drop-in Visit #5 \_\_\_\_\_

The following statements are based upon one/two observations and conferences and five drop-in visits during the current school year. Comments should include professional skill development based on the indicators of effectiveness for the appropriate staff assignment.

\_\_\_\_\_

Staff recommended as follows:

First three years of employment:

- Recommended  
 Recommended, with qualifications (Specify areas to improve in narrative)  
 Not recommended

In or beyond fourth year of employment:

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

\_\_\_\_\_  
Evaluators Signature

\_\_\_\_\_  
Conference Date

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Conference Date

(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

DISTRIBUTION:

Original: Personnel File

Copy: Staff Member

Copy: Evaluator

PLAN OF ASSISTANCE

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

I. Background Information:

Teacher's Name: \_\_\_\_\_  
Teaching Assignment: \_\_\_\_\_  
School: \_\_\_\_\_

II. Statement of Deficiency: \_\_\_\_\_

III. General Statement for Plan of Assistance: \_\_\_\_\_

IV. Program to be Followed: \_\_\_\_\_

V. Assistance to be Offered: \_\_\_\_\_

VI. Monitoring the System: \_\_\_\_\_

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

\_\_\_\_\_  
Name /Title

\_\_\_\_\_  
Name/Title

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

\_\_\_\_\_  
Staff Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Distribution:    Original    - Personnel File  
                     Copy        - Staff Member  
                     Copy        - Evaluator

**Sioux Falls School District 49-5**  
**Professional Growth Plan Form**

NAME \_\_\_\_\_

Date \_\_\_\_\_

POSITION \_\_\_\_\_

SCHOOL \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

- I. What category are you using for your Professional Growth Plan?  
\_\_\_\_\_ Instructional Improvement Plan  
\_\_\_\_\_ Curriculum Development/Revision/Enhancement  
\_\_\_\_\_ Professional Development Presentations  
\_\_\_\_\_ Peer Coaching
  
- II. What do you hope to accomplish through your Professional Growth Plan?
  
  
  
  
  
  
  
  
  
  
- III. Written reflective summary attached or on the reverse side.
  
  
  
  
  
  
  
  
  
  
- IV. Evaluator's comments:

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Evaluator

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Staff Member

Please send original to Human Resources.  
Evaluator and staff member each receive a copy.  
Must be completed by May 1.

## PROFESSIONAL GROWTH PLAN OPTIONS

**A. INSTRUCTIONAL IMPROVEMENT PLAN** An individual or team can design an instructional improvement plan to improve student achievement. The plan must focus on building level goals as identified in the school improvement plan or the District goals and strategies document.

The Process:

- Staff member(s) identifies a research question.
- A research plan is developed. The plan must include; strategies to be implemented, data collection and analysis, time line, and method of sharing with the learning community.
- The plan is implemented, monitored, and revised based on data analysis.
- The staff member(s) complete a written reflective summary highlighting their personal contributions and accomplishments, and share findings with other staff members through collaboration time, staff meetings, inservice sessions, or other avenues of professional development.

## **B. CURRICULUM**

**B1. Curriculum Development:** A process in which an individual or team participates in the District curriculum and assessment writing associated with major curriculum review studies led by Curriculum Services. Staff members apply and are selected to participate in the curriculum and assessment study.

Once selected, the staff member will:

- Analyze state and district standards
- Align standards in a k-12 curriculum
- Become familiar with the best-practices research related to the content area
- Assist in the selection of materials and/or resources to support the curriculum implementation
- Plan for professional development to support curriculum implementation
- Assist in the writing of assessments to measure curriculum success
- Assist in the writing of curriculum guides reflective of the new curriculum, resources, and assessments.
- Complete a written reflective summary highlighting their personal contributions and accomplishments, and share findings with other staff members through collaboration time, staff meetings, inservice sessions, or other avenues of professional development.

**B2. Curriculum Enhancement:** A process in which an individual or team analyzes the standards within the current District curriculum. This

analysis must include unpacking the standards, designing 21<sup>st</sup> century lessons, and writing assessments linked to the standards.

The Process:

- Staff member(s) identify the curriculum need.
- Design an action plan that includes a timeline for analyzing standards, designing 21<sup>st</sup> century lessons, and writing informal assessments.
- The plan is implemented, monitored, and revised based on data analysis.
- The staff member(s) complete a written reflective summary highlighting their personal contributions and accomplishments, and share findings with other staff members through collaboration time, staff meetings, inservice sessions, or other avenues of professional development.

### **C. PROFESSIONAL DEVELOPMENT PRESENTATIONS**

A process in which the staff member works with the principals/supervisors and school improvement teams to direct or lead staff development sessions tied to the school improvement plan and/or District goals and strategies document. Following the sessions the staff member will solicit feedback to determine effectiveness of delivery. A summative written report will be generated.

### **D. PEER COACHING**

A confidential process through which staff members share their expertise and provide one another with feedback, support, and assistance for the purpose of defining present skills, learning new skills, and/or solving classroom - related problems.

Things to include in the peer coaching plan:

- Attend a District led peer coaching seminar to learn about best practices in peer coaching
- Goal/plan – target instructional strategies to improve student learning; how often to observe each other; how and how often to provide feedback; and other meeting times
- How often: weekly communication and two observations per team member per quarter with feedback sessions;
- Design a feedback form related to the strategy
- Documentation – of observations and feedback
- Evaluation – reflective summary of the relationship between the strategy and student learning

**SIoux FALLS SCHOOLS 49-5**  
**LIBRARY STAFF PERFORMANCE EVALUATION FORM**

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Classroom Description:

Grade, subject etc.: \_\_\_\_\_

Number of students: \_\_\_\_\_

Other relevant information: \_\_\_\_\_

CHECK ONE:

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

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

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

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_

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

RATING:            AREA OF EVALUATION:  
 \_\_\_\_\_ Section 1 INFORMATION SPECIALIST \_\_\_\_\_

\_\_\_\_\_ Section 2 TEACHER \_\_\_\_\_

\_\_\_\_\_ Section 3 INSTRUCTIONAL CONSULTANT \_\_\_\_\_

\_\_\_\_\_ Section 4 MANAGEMENT OF LIBRARY/MEDIA PROGRAM \_\_\_\_\_

\_\_\_\_\_ Section 5 DEMONSTRATES PROFESSIONALISM \_\_\_\_\_

SUMMARY/RECOMMENDATIONS: \_\_\_\_\_

---

Evaluator's Signature

---

Conference Date

---

Staff Member's Signature

---

Conference Date

(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

DISTRIBUTION:

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Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

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Annual Evaluation (after assignment change):

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

**SIOUX FALLS SCHOOL DISTRICT 49-5**  
**SPEECH/LANGUAGE STAFF EVALUATION FORM**

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

POSITION: \_\_\_\_\_

Session Description: \_\_\_\_\_

CHECK ONE:

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

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

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

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_

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

RATING:      AREA OF EVALUATION

\_\_\_\_\_ Section 1 PLANNING FOR SPEECH AND LANGUAGE THERAPY \_\_\_\_\_

\_\_\_\_\_ Section 2 IMPLEMENTING INSTRUCTION \_\_\_\_\_

\_\_\_\_\_ Section 3 EVALUATING INSTRUCTION \_\_\_\_\_

\_\_\_\_\_ Section 4 DEMONSTRATING PROFESSIONALISM \_\_\_\_\_

SUMMARY/RECOMMENDATIONS: \_\_\_\_\_

---

Evaluator's Signature

---

Conference Date

---

Staff Member's Signature

---

Conference Date

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**DISTRIBUTION:**

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Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

Comprehensive Evaluation for staff member in or beyond fourth consecutive year:

Original: Staff Member                      Copy: Evaluator

Annual Evaluation (after assignment change):

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

**SIOUX FALLS SCHOOL DISTRICT 49-5**  
**PSYCHOLOGY STAFF EVALUATION FORM**

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

POSITION: \_\_\_\_\_

Session Description: \_\_\_\_\_

CHECK ONE:

- Staff member in first three years of employment  
Comprehensive Evaluation - Observation (check one) #1  #2
- Staff member in or beyond fourth consecutive year of employment  
Comprehensive Evaluation - Observation (check one) #1
- Staff member in or beyond fourth year with an assignment change  
Annual Evaluation - Observation #1

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_

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

RATING:            AREA OF EVALUATION

\_\_\_\_\_ Section 1 PLANNING FOR THE SESSION \_\_\_\_\_

\_\_\_\_\_ Section 2 IMPLEMENTING/PARTICIPATION IN THE SESSION \_\_\_\_\_

\_\_\_\_\_ Section 3 EVALUATING METHODOLOGY \_\_\_\_\_

\_\_\_\_\_ Section 4 DEMONSTRATING PROFESSIONALISM \_\_\_\_\_

SUMMARY/RECOMMENDATIONS: \_\_\_\_\_

Evaluator's Signature

Conference Date

---

Staff Member's Signature

---

Conference Date

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DISTRIBUTION:

Comprehensive Evaluation for staff member in first three years:

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

Comprehensive Evaluation for staff member in or beyond fourth consecutive year:

Original: Staff Member                      Copy: Evaluator

Annual Evaluation (after assignment change)

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

**SIOUX FALLS SCHOOL DISTRICT 49-5**  
**SOCIAL WORKER EVALUATION FORM**

NAME: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

Observation Activity:

Type of Activity/Intervention: \_\_\_\_\_

Student/Parent/Group/Community: \_\_\_\_\_

Other relevant information: \_\_\_\_\_

CHECK ONE:

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

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

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

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_

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

RATING:            AREA OF EVALUATION:

\_\_\_\_\_ Standard 1 PLANNING FOR ACTIVITY/INTERVENTION \_\_\_\_\_

\_\_\_\_\_ Standard 2 IMPLEMENTING ACTIVITY/INTERVENTION \_\_\_\_\_

\_\_\_\_\_ Standard 3 EVALUATING ACTIVITY/INTERVENTION \_\_\_\_\_

\_\_\_\_\_ Standard 4 ACTIVITY MANAGEMENT \_\_\_\_\_

\_\_\_\_\_ Standard 5 DEMONSTRATES PROFESSIONALISM \_\_\_\_\_

SUMMARY/RECOMMENDATIONS: \_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Conference Date

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Conference Date

(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

DISTRIBUTION:

Comprehensive Evaluation for staff member in first three years:

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

Comprehensive Evaluation for staff member in or beyond fourth consecutive year:

Original: Staff Member                      Copy: Evaluator

Annual Evaluation (after assignment change):

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

**SIOUX FALLS SCHOOL DISTRICT 49-5**  
**SOCIAL WORKER**  
**PERFORMANCE EVALUATION FORM**

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

EVALUATION DATE: \_\_\_\_\_

**CHECK ONE:**     Probationary Social Worker     Continuing Contract

\_\_\_\_\_ Annual Review

\_\_\_\_\_ Comprehensive Review

Observation # \_\_\_\_\_

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

---

**RATING:**

**AREA OF EVALUATION:**

\_\_\_\_\_ Standard 1    Plan and Deliver Services \_\_\_\_\_

\_\_\_\_\_ Standard 2    Provide Appropriate Services to Staff, Parents and Community \_\_\_\_\_

\_\_\_\_\_ Standard 3    Use Applicable Social Work Skills \_\_\_\_\_

\_\_\_\_\_ Standard 4    Demonstrates Professionalism \_\_\_\_\_

**SUMMARY/RECOMMENDATIONS:** \_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Conference Date

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Conference Date

(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

DISTRIBUTION:

Comprehensive Evaluation for Staff Member in first three years:

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

Comprehensive Evaluation for Staff Member in or beyond fourth consecutive year:

Original: Staff Member                      Copy: Evaluator

Annual Evaluation (after assignment change):

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

**SIOUX FALLS SCHOOLS 49-5**  
**NURSING STAFF SITE EVALUATION FORM**

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

ASSIGNMENT:

Observation Activity:

Type of Activity: \_\_\_\_\_

Other relevant information: \_\_\_\_\_

CHECK ONE:

- Staff member in first three years of employment  
Comprehensive Evaluation - Observation (check one) #1  #2
- Staff member in or beyond fourth consecutive year of employment  
Comprehensive Evaluation - Observation (check one) #1
- Staff member in or beyond fourth year with an assignment change  
Annual Evaluation - Observation #1

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_

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

---

**RATING:**

**AREAS OF EVALUATION:**

\_\_\_\_\_ Section 1 CLINICAL KNOWLEDGE \_\_\_\_\_

\_\_\_\_\_ Section 2 NURSING PROCESS \_\_\_\_\_

\_\_\_\_\_ Section 3 CLIENTS WITH SPECIAL HEALTH NEEDS \_\_\_\_\_

\_\_\_\_\_ Section 4 COMMUNICATION \_\_\_\_\_

\_\_\_\_\_ Section 5 PROGRAM MANAGEMENT \_\_\_\_\_

\_\_\_\_\_ Section 6 COLLABORATION WITH THE SCHOOL SYSTEM \_\_\_\_\_

\_\_\_\_\_ Section 7 COLLABORATION WITH COMMUNITY HEALTH SYSTEMS \_\_\_\_\_

\_\_\_\_\_ Section 8 HEALTH EDUCATION \_\_\_\_\_

\_\_\_\_\_ Section 9 RESEARCH \_\_\_\_\_

\_\_\_\_\_ Section 10 PROFESSIONAL DEVELOPMENT \_\_\_\_\_

SUMMARY/RECOMMENDATIONS: \_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Conference Date

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Conference Date

(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

DISTRIBUTION:

Comprehensive Evaluation for staff member in first three years:

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

Comprehensive Evaluation for staff member in or beyond fourth consecutive year:

Original: Staff Member                      Copy: Evaluator

Annual Evaluation (after assignment change):

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

**SIoux FALL SCHOOL DISTRICT 49-5**  
**COUNSELOR PERFORMANCE EVALUATION FORM**

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Classroom Description:

Grade, subject etc.: \_\_\_\_\_

Number of students: \_\_\_\_\_

Other relevant information: \_\_\_\_\_

CHECK ONE:

- Staff member in first three years of employment  
Comprehensive Evaluation - Observation (check one) #1  #2
- Staff member in or beyond fourth consecutive year of employment  
Comprehensive Evaluation - Observation (check one) #1
- Staff member in or beyond fourth year with an assignment change  
Annual Evaluation - Observation #1

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_

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

---

**RATING:**                      **AREA OF EVALUATION:**

\_\_\_\_\_ Standard 1 I. Plan and Deliver the Counseling Program \_\_\_\_\_

\_\_\_\_\_ Standard 2 II. Provide Appropriate Services to Staff, Parents and Community \_\_\_\_\_

\_\_\_\_\_ Standard 3 III. Use Applicable Counseling Skills \_\_\_\_\_

\_\_\_\_\_ Standard 4 IV. Perform in a Professional Manner \_\_\_\_\_

SUMMARY/RECOMMENDATIONS:

---

Evaluator's Signature

---

Conference Date

---

Staff Member's Signature

---

Conference Date

(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

DISTRIBUTION:

Comprehensive Evaluation for staff member in first three years:

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

Comprehensive Evaluation for staff member in or beyond fourth consecutive year:

Original: Staff Member                      Copy: Evaluator

Annual Evaluation (after assignment change)

Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

**SIoux FALLS SCHOOL DISTRICT 49-5**  
**COUNSELOR EVALUATION FORM**

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Classroom Description:

Grade, subject etc.: \_\_\_\_\_

Number of students: \_\_\_\_\_

Other relevant information: \_\_\_\_\_

CHECK ONE:

- Staff member in first three years of employment  
Comprehensive Evaluation - Observation (check one) #1  #2
- Staff member in or beyond fourth consecutive year of employment  
Comprehensive Evaluation - Observation (check one) #1
- Staff member in or beyond fourth year with an assignment change  
Annual Evaluation - Observation #1

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_

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

RATING:

AREA OF EVALUATION:

- \_\_\_\_\_ Section 1      PLANNING FOR INSTRUCTION \_\_\_\_\_
- \_\_\_\_\_ Section 2      IMPLEMENTING INSTRUCTION \_\_\_\_\_
- \_\_\_\_\_ Section 3      EVALUATING INSTRUCTION \_\_\_\_\_
- \_\_\_\_\_ Section 4      CLASSROOM MANAGEMENT \_\_\_\_\_
- \_\_\_\_\_ Section 5      DEMONSTRATES PROFESSIONALISM \_\_\_\_\_

SUMMARY/RECOMMENDATIONS:

\_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Conference Date

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Conference Date

(Signature indicates I have read and received a copy of this report. It does not imply agreement with the contents.)

DISTRIBUTION:

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Original: Personnel File                      Copy: Staff Member                      Copy: Evaluator

**SIoux FALLS SCHOOL DISTRICT**  
**COUNSELOR ACTION EVALUATION FORM**

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Classroom Description:  
 Grade, subject etc.: \_\_\_\_\_  
 Number of students: \_\_\_\_\_  
 Other relevant information: \_\_\_\_\_

CHECK ONE:

- Staff member in first three years of employment  
 Comprehensive Evaluation - Observation (check one) #1  #2
- Staff member in or beyond fourth consecutive year of employment  
 Comprehensive Evaluation - Observation (check one) #1
- Staff member in or beyond fourth year with an assignment change  
 Annual Evaluation - Observation #1

Pre-Observation Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_

**GOAL I: "LEARNING TO LIVE TOGETHER"**

All Sioux Falls School District students will gain an understanding of self and others and develop relationship skills for life in a global community.

Student Results	Counselor Action	Deadline	Date Completed
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

**GOAL II: "LEARNING FOR A LIFETIME"**

All Sioux Falls School District students will develop skills in order to make lifelong education choices.

Student Results	Counselor Action	Deadline	Date Completed
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

**GOAL III: "LEARNING FOR A LIVING"**

All Sioux Falls School District students will develop knowledge and skills necessary to make career decisions in a changing world.

Student Results	Counselor Action	Deadline	Date Completed
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

**SUMMARY/RECOMMENDATIONS:**

\_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Conference Date

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Conference Date

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