

**Monona Grove School District
Professional Staff, Supervision, Evaluation, and Development**

for

**Occupational/Physical Therapist
Framework for Self Assessment**

**Domain I – Planning and Preparation
Component 1a – Demonstrating Knowledge**

Level of Performance

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Demonstrates a clear understanding of school – based occupational or school-based physical therapy and their role within the educational system.	Lacks knowledge and a clear understanding of school-based occupational or school-based physical therapy and their role within the educational system.	Displays basic knowledge and understanding of the role of school-based occupational and school-based physical therapy but cannot articulate connections with other parts of the educational system.	Displays solid knowledge and understanding of the role of school-based occupational or school-based physical therapy and makes connections among and between other parts of the educational system.	Displays extensive knowledge and understanding of school-based occupational or school-based physical therapy, makes connections between other parts of the educational system, shows evidence of continuing pursuit of knowledge and skills, and shares knowledge and skills with others.
	1 2 3	1 2 3	1 2 3	1 2 3
Knows and follows applicable district, state, and/or federal policies and regulations	Displays little understanding of and does not follow applicable district, state, and/or federal policies and regulations within occupational or physical therapy.	Displays basic knowledge of processes of applicable district, state, and/or federal policies and regulations within occupational or physical therapy, but does not anticipate misunderstandings or obstacles in their application or implementation.	Practices reflect current knowledge and implementation of applicable district, state, and/or federal policies or regulations within occupational or physical therapy but without anticipating misunderstandings or obstacles.	Displays solid knowledge and implementation of applicable district, state, and/or federal policies and regulations within occupational and physical therapy and anticipates misunderstandings or obstacles and shares knowledge with others.
	1 2 3	1 2 3	1 2 3	1 2 3
Keeps abreast of changes in policies, procedures, and regulations within occupational or physical therapy.	Lacks basic knowledge concerning changes in policies, procedures, and regulations within occupational or physical therapy.	Displays basic knowledge of changes in policies, procedures, and regulations within occupational or physical therapy, but does not anticipate misunderstandings or obstacles in their application or implementation.	Displays solid knowledge of changes in policies, procedures, and regulations within occupational or physical therapy but without anticipating misunderstandings or obstacles.	Displays extensive knowledge of changes in policies, procedures, and regulations within occupational or physical therapy and shows evidence of continuing pursuit of knowledge and shares knowledge with others.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain I – Planning and Preparation
Component 1a – Demonstrating Knowledge

Level of Performance

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Continues to pursue educational studies and professional growth opportunities to explore and apply knowledge about new or improved techniques and strategies in school-based occupational or school-based physical therapy	Lacks basic initiative to pursue educational studies and professional growth opportunities to explore and apply knowledge about new or improved techniques and strategies in school-based occupational or school-based physical therapy	Displays basic initiative to pursue educational studies and professional growth opportunities to explore and apply knowledge about new or improved techniques and strategies in school-based occupational or school-based physical therapy, and activities, but does not connect this knowledge with overall interventions or the educational system.	Displays solid initiative to pursue educational studies and professional growth opportunities to explore and apply knowledge about new or improved techniques and strategies in school-based occupational or school-based physical therapy and connects this knowledge with overall interventions and the educational system.	Displays extensive initiative to pursue educational studies and professional growth opportunities to explore and apply knowledge about new or improved techniques and strategies in school-based occupational or school-based physical therapy; connects this knowledge with overall interventions and the educational system; and shares this knowledge and expertise with others.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain I – Planning and Preparation
Component 1b – Demonstrating knowledge of target population

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Knowledge of developmental characteristics of students at the Pre-K through high school ages.	Displays minimal knowledge of developmental characteristics of students at the Pre-K through high school ages.	Displays generally accurate knowledge of developmental characteristics of students at the Pre-K through high school ages, but does not recognize exceptions to the general pattern.	Displays thorough understanding of developmental and typical characteristics of students at the Pre-K through high school ages, as well as exceptions to general patterns.	Displays extensive knowledge of typical and developmental characteristics of students at the Pre-K through high school ages, exceptions to the patterns, and shares that knowledge with professional staff, paraprofessional staff, parents, and others.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain I – Planning and Preparation
Component 1c – Seeking appropriate goals

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Appropriateness	Goals are not appropriate for students served at the Pre-K through high school ages	Most of the goals are appropriate for most members of the Pre-K through high school ages.	All the goals are appropriate for most members of the Pre-K through high school ages.	Goals take into account the varying issues or needs of individual members of the Pre-K through high school ages.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain I – Planning and Preparation
Component 1d – Demonstrating knowledge of resources

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Resources for students, staff, and families	Is unaware of resources available through the school, district, or community.	Displays limited awareness of resources available through the school, district, or community, and seeks information about other resources.	Is aware of all resources available through the school, district, or community, utilizes them appropriately, and seeks out other resources.	In addition to being proficient, creates new resources.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain I – Planning and Preparation
Component 1d – Demonstrating knowledge of resources

Levels of Performance

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Chooses resources and materials in accordance with program needs.	Does not choose resources and materials in accordance with program needs.	Displays a limited ability to choose resources and materials in accordance with program needs and seeks information about other resources.	Is aware of and chooses appropriate resources and materials in accordance with program needs and continually seeks out other resources.	In addition to being proficient, creates new resources, and serves as a resource to others.
	1 2 3	1 2 3	1 2 3	1 2 3
Uses/integrates technology in the provision of occupational or physical therapy.	Does not use/integrate technology in the provision of occupational or physical	Displays limited use/integration of technology in the provision of occupational or physical therapy.	Displays solid use/integration of technology in the provision of occupational or physical therapy and seeks ways to grow professionally in use/integration of technology into the service.	Displays extensive knowledge and skill in the use/integration of technology in the provision of occupational or physical therapy, and share that expertise with others.

Domain I – Planning and Preparation
Component 1e – Assessing progress of target population

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Congruence with goals	Content, method, and criteria of assessment lack congruence with goals.	Some of the goals are assessed through the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are not clear.	All the goals are assessed through the proposed plan, but the approach is more suitable to some goals than to others. Assessment standards and criteria are clear.	The proposed approach to assessment is completely congruent with the goals, both in content and process. Assessment criteria and standards are clear.
	1 2 3	1 2 3	1 2 3	1 2 3
Use for planning	The assessment results do not affect planning.	Uses assessment results to plan in general for the students receiving occupational or physical therapy.	Uses assessment results to plan for individuals and groups within receiving occupational or physical therapy.	Students receiving occupational or physical therapy are aware of how they are meeting the established standards and participate in planning future goals.
	1 2 3	1 2 3	1 2 3	1 2 3
Uses a variety of methods to assess the effectiveness of services provided and in relation to the educational system.	Does not display skills or the initiative to assess the effectiveness of services provided and in relation to the educational system through any means.	Displays limited awareness and/or skills to assess the effectiveness of services provided and in relation to the educational system, but seeks information on ways to increase skills.	Displays solid knowledge and skills in the effectiveness of services provided and in relation to the educational system and uses assessment data to drive program improvements.	Displays extensive knowledge and skill in assessing the effectiveness of services provided and in relation to the educational system; uses assessment data to drive program improvements; and shares expertise with others.
	1 2 3	1 2 3	1 2 3	1 2 3
Analyzes/interprets data and results efficiently and correctly	Does not display the knowledge or skill to analyze/interpret data and results efficiently or effectively.	Displays limited awareness an/or skills to analyze/interpret data and results efficiently and effectively.	Displays solid knowledge and skills to analyze/interpret data and results efficiently and effectively, and uses data to drive program and service improvements.	Displays extensive knowledge and skills to analyze interpret data and results efficiently and effectively; uses data to drive program and service improvement; and shares expertise with others.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain I – Planning and Preparation
Component 1e – Assessing progress of target population

Level of Performance

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Demonstrates knowledge of current, effective assessment instruments.	Does not display knowledge of current, effective assessment instruments.	Displays limited knowledge of current, effective assessment instruments, but seeks ways to increase knowledge base.	Displays a solid knowledge base of current, effective assessment instruments and shows efforts to keep knowledge base current.	Displays an extensive knowledge base of current, effective assessment instruments; shows efforts to keep knowledge base current; and shares knowledge and expertise with others.
	1 2 3	1 2 3	1 2 3	1 2 3
Uses assessment data to modify strategies, interventions, services, and/or programs.	Does not display the use of assessment data to modify strategies, interventions, services, and/or programs.	Displays limited use of assessment data to modify strategies, interventions, services, and/or programs, but seeks ways to increase knowledge base.	Displays solid use of strategies, interventions, services, and/or programs and shows efforts to keep knowledge base and use of assessment data current.	Displays extensive use of strategies, interventions, services, and/or programs; shows efforts to keep knowledge base and use of assessment data current; and shares knowledge and expertise with others.
	1 2 3	1 2 3	1 2 3	1 2 3
Uses assessment information to make service recommendations or decisions in the best interest of the students and school.	Does not display the use or willingness to use assessment information to make service recommendations, which are in the best interest of the students and school; or, if making recommendations, does so from a self-serving standpoint.	Displays limited use of assessment information to make service recommendations, which are in the best interest of the students and school, but seeks ways to increase knowledge and skill base.	Displays a solid use of assessment information to make service recommendations, which are in the best interest of the students and school and seeks ways to increase knowledge and skill base.	Displays extensive use of assessment information to make service recommendations, which are in the best interest of the students and school; seeks ways to increase knowledge and skill base; and shares knowledge and expertise with others.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain II – The Environment Domain
Component 2a – Creating an environment of respect and rapport

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Interaction with others	Sometimes, the interactions with others are negative, demeaning, sarcastic, or inappropriate.	Interactions with others are generally appropriate and reflect mutual respect.	Interactions with others are friendly and demonstrate general warmth, caring, and mutual respect.	Demonstrates genuine caring and respect for individuals and assists and encourages others to do the same.
	1 2 3	1 2 3	1 2 3	1 2 3
Collaborates with school staff and other service providers to reach educational and therapy treatment decisions, which are in the best interests of the student.	Does not display or evince interest in collaborating with school staff and other service providers to reach educational and therapy service decisions, which are in the best interests of the student.	Displays minimal or limited interest in collaborating with school staff and other service providers to reach educational and therapy treatment decisions, which are in the best interests of the student.	Displays strong interest and actively collaborates with school staff and other service providers to reach educational and therapy treatment, decisions, which are in the best interests of the student; and actively seeks opportunities for collaboration.	Displays a thorough knowledge and interest in collaboration; seeks opportunities for collaboration; and assists in the development and maintenance of a collaborative culture to reach educational and therapy treatment decisions, which are in the best interests of the student.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain II – The Environment Domain
Component 2a – Creating an environment of respect and rapport

Levels of Performance

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Demonstrates positive interpersonal communication skills with students, families, personnel, and the community.	Does not demonstrate the ability or interest in interacting positively with students, families, personnel, and the community.	Demonstrates a limited ability to positively interact with students, families, personnel, and the community, but seeks ways to increase skills and the use of positive communications.	Demonstrates a strong ability to and consistently interacts in a positive manner with students, families, personnel, and the community.	Demonstrates a strong ability to and consistently interacts in a positive manner with students, families, personnel, and the community; and seeks ways to instill positive communication skills in others.
	1 2 3	1 2 3	1 2 3	1 2 3
Initiates communications with parents, school personnel, and community agencies when appropriate.	Does not initiate or show an interest in communication with parents, school personnel, and community agencies when appropriate.	Displays a limited ability or initiative to communicate with parents, school personnel, and community agencies when appropriate, but does not recognize its importance and actively seeks means to improve skills.	Demonstrates a strong ability to and consistently initiates communications with parents, school personnel, and community agencies when appropriate.	Demonstrates a strong ability to and consistently initiates communications with parents, school personnel, and community agencies when appropriate; and seeks ways to share this knowledge and expertise with others.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain II – The Environment Domain
Component 2b – Managing procedures

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Management of individual and/or group therapy sessions	Student(s) are not productively engaged in the therapy session.	Tasks for individual and/or group therapy are partially organized, resulting in some on-task behavior; attempts are made to engage appropriate participants therapy activities.	Tasks for individual and/or group therapy are organized and groups are managed so most students are engaged at all times. All students are engaged appropriately in the therapy activities.	Individuals and/or groups are working cohesively and members are productively engaged in working toward the goal. All students are appropriately engaged in the therapy activities.
	1 2 3	1 2 3	1 2 3	1 2 3
Management of “paperwork”	Paperwork is handled inefficiently and may affect the work of others.	Routines for handling paperwork function moderately well with little negative impact on the work of others.	Routines for handling paperwork occur smoothly.	Routines for handling paperwork are seamless and positively impact on the efficiency of others.
	1 2 3	1 2 3	1 2 3	1 2 3
Management of educational support staff	Does not utilize educational support staff or uses them for inappropriate purposes.	Utilizes educational support staff appropriately and in a respectful manner.	Utilizes educational support staff efficiently and appropriately encourages a team approach.	The educational support staff utilizes a team approach to optimize efficient operation.
	1 2 3	1 2 3	1 2 3	1 2 3
Orients/supervises occupational or physical therapy assistants per applicable district and/or state requirements	Does not orient/supervises occupational or physical therapy assistants per applicable district and/or state requirements	Displays minimal orientation/supervision of occupational or physical therapy assistants per applicable district and/or state requirements	Displays effective orientation and supervision of occupational or physical therapy assistants per applicable district and/or state requirements.	Displays outstanding orientation supervision of occupational or physical therapy assistants per applicable district and/or state requirements
	1 2 3	1 2 3	1 2 3	1 2 3
Timeliness	Deadlines are not met.	Final product completed by the deadline.	Final product completed well before the deadline.	Always meets deadlines. Helps and encourages others to meet theirs.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain II – The Environment Domain
Component 2b – Managing procedures

Levels of Performance

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Maintains accurate, complete, and timely records as required by law, district policies, and administrative directions.	Does not maintain accurate, complete, and timely records as required by law, district policies, and administrative directions.	Displays a limited ability or initiative to maintain accurate, complete, and timely records as required by law, district policies, and administrative directions.	Displays a solid ability to maintain accurate, complete, and timely records as required by law, district policies, and administrative directions and seeks ways to continually improve skills and efficiency.	Displays an extensive ability to maintain accurate, complete, and timely records as required by law, district policies, and administrative directions; seeks ways to continually improve skills and efficiency; and shares knowledge and expertise with others.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain III. Communication and Facilitation Domain
Component 3a – Communicating clearly, accurately, and professionally

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Clarity	Communications are confusing to students, families, or staff.	Communications are vague or unclear.	Communications are clear to students, parents, and staff and contain an appropriate level of detail.	Communications are clear to students, parents, and staff and anticipate possible misunderstanding.
	1 2 3	1 2 3	1 2 3	1 2 3
Correct oral and written language	Spoken language is inaudible or written language is illegible. Spoken or written language may contain grammar and syntax errors. Vocabulary may be inappropriate, vague, or incorrect.	Spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to target populations.	Spoken and written language is clear and correct. Vocabulary is appropriate to target audience.	Spoken and written language is correct and expressive with well-chosen vocabulary that enriches the communication.
	1 2 3	1 2 3	1 2 3	1 2 3
Information about individual students	Provides information to families and staff when requested and does not respond or responds insensitively to concerns about students.	Provides minimal information in a confidential manner to families and responses to concerns are minimal.	Communicates in a confidential manner with families and staff about student's progress on a regular basis and is available as needed to respond to concerns.	Provides information in a confidential manner to families and staff frequently on both positive and negative aspects of student progress. Response to concerns is handled with great sensitivity and discretion.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain III. Communication and Facilitation Domain
Component 3b – Providing feedback

Levels of Performance

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Quality (accurate, substantive, constructive, and specific)	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present while others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Student, staff, and/or therapy assistant uses feedback appropriately.
	1 2 3	1 2 3	1 2 3	1 2 3
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Student, staff, and/or therapy assistant uses feedback promptly.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain III. Communication and Facilitation Domain
Component 3c – Demonstrating flexibility and responsiveness

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Flexibility	Adheres rigidly to a plan even when a change will clearly improve the situation.	Attempts to adjust to the situation or environment with mixed results.	Makes a minor adjustment to the situation or environment and the adjustment occurs smoothly.	Successfully makes a major adjustment to the situation or environment.
	1 2 3	1 2 3	1 2 3	1 2 3
Response to students, parents, and staff	Ignores or brushes aside questions or issues.	Attempts to accommodate questions or issues with mixed results.	Successfully accommodates student's questions, concerns, or issues maintaining confidentiality when appropriate.	Seizes a major opportunity to enhance the situation, building on a spontaneous event while maintaining confidentiality, if appropriate.
	1 2 3	1 2 3	1 2 3	1 2 3
Persistence	When student does not achieve goal, either gives up or blames the student for lack of progress.	Accepts responsibility for the success of the student but has only a limited repertoire of strategies to use.	Persists in seeking approaches for the success of the student and possesses a moderate repertoire of strategies.	Persists in seeking effective approaches for the student, using an extensive repertoire of strategies and soliciting additional resources.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain IV. Professional Responsibilities Domain
Component 4a – Reflecting on Performance

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Accuracy	Does not know if they are effective or achieved their goals, or profoundly misjudges their success	Has a generally accurate impression of their effectiveness and the extent to which goals were met.	Makes an accurate assessment of their effectiveness and the extent to which they achieved their goals. Can cite general references to support the judgment.	Makes a thoughtful and accurate assessment of their effectiveness and the extent to which they achieved their goals providing many specific examples.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain IV. Professional Responsibilities Domain
Component 4a – Reflecting on Performance

Levels of Performance

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Use in future performance	Has no suggestion for improvement.	Makes general suggestions for improvement.	Makes a few specific suggestions for improvement.	Drawing on extensive repertoire of skills, offers specific alternative actions, complete with probability of success of different approaches.
	1 2 3	1 2 3	1 2 3	1 2 3
Acquires feedback from administration, staff, students, and families on therapy services and programs.	Does not seek to acquire feedback from administration, staff, students, and families on therapy services and programs.	Makes a minimal effort to acquire feedback from administration, staff, students, and families on therapy services and programs, but has developed a plan to seek feedback.	Displays a consistent effort to acquire feedback from administration, staff, students, and families on therapy services and programs.	Displays a consistent effort to acquire feedback from administration, staff, students, and families on therapy services and programs and shares skills and expertise with others to develop said skills in others.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain IV. Professional Responsibilities Domain
Component 4b – Maintaining accurate records

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Accurate records	Records are in disarray, resulting in errors or confusion.	Records are adequate, but they require frequent correction.	System for maintaining information is fully effective and generally accurate and confidential.	System for maintaining information is highly effective, confidential, and accurate.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain IV. Professional Responsibilities Domain
Component 4c – Engaging families

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Engagement of families in implementation and generalization of therapy services across settings.	Makes no attempt to engage families in the implementation and generalization of therapy services across settings or such attempts are inappropriate.	Makes minimal and inconsistently successful attempts to engage families in the implementation and generalization of therapy services across settings.	Efforts to engage families in the implementation and generalization of therapy services across settings are frequent and successful, as appropriate.	Efforts to engage families in the implementation and generalization of therapy services across settings are frequent and successful. Students and/or families contribute ideas that will enhance generalization of skills.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain IV. Professional Responsibilities Domain
Component 4d – Contributing to the school district

<u>Element</u>	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Relationship with colleagues	Relationships with colleagues are negative or self-serving.	Maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Takes initiative in assuming leadership among the faculty.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain IV. Professional Responsibilities Domain
Component 4d – Contributing to the school district

Levels of Performance

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Service to the school	Avoids becoming involved in school events.	Participates in school events when specifically asked.	Volunteers to participate in school events, making a substantial contribution.	Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.
	1 2 3	1 2 3	1 2 3	1 2 3
Participation in school and district projects	Avoids becoming involved in school and district projects.	Participates in school and district projects when specifically asked.	Volunteers to participate in school and district projects, making a substantial contribution.	Volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
	1 2 3	1 2 3	1 2 3	1 2 3
Provision of in-service to students, staff, families, and community	Provides no in-services.	Provides in-services when asked.	Volunteers to provide or assist in providing in-services.	Takes the initiative to propose, develop, promote, and provide in-services.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain IV. Professional Responsibilities Domain
Component 4e – Growing and developing professionally

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Enhancement of knowledge and skill	Engages in no professional development activities to enhance knowledge or skill.	Participates in professional activities to a limited extent when they are convenient.	Seeks opportunities for professional development to enhance content knowledge and pedagogical skill.	Seeks opportunities for professional development and makes a systematic attempt to conduct action research.
	1 2 3	1 2 3	1 2 3	1 2 3
Service to the profession	Makes no effort to share knowledge with others or to assume professional responsibilities.	Demonstrates limited ways to contribute to the profession.	Participates actively in assisting other educators.	Initiates important activities to contribute to the profession, such as mentoring new staff, writing articles for publication, and making presentations.
	1 2 3	1 2 3	1 2 3	1 2 3

Domain IV. Professional Responsibilities Domain
Component 4f – Showing professionalism

Levels of Performance

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Service to individual students	Is not alert to students' needs.	Attempts to serve students are inconsistent.	Consistently serves the therapeutic needs of individual students seeking out resources when necessary.	Consistently and appropriately addresses the therapeutic needs of individual students, linking resources when beneficial.
	1 2 3	1 2 3	1 2 3	1 2 3
Advocacy	Contributes to school practices that result in some students being ill served by the school.	Does not knowingly contribute to some students being ill served by the school.	Works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Makes a particular effort to challenge negative attitudes and helps ensure that students, particularly those traditionally underserved, are honored in the school.
	1 2 3	1 2 3	1 2 3	1 2 3
Decision-making	Makes decisions based on self-serving interests.	Decisions are based on limited, though genuinely professional considerations.	Maintains an open mind and participates in team or department decision-making.	Takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
	1 2 3	1 2 3	1 2 3	1 2 3