



Model for Practitioner Evaluation Manual

SCHOOL SOCIAL WORKER

*Approved by Board of Education
August 28, 2002
Revised August 2008*

Model for Practitioner Evaluation

Guidelines and Process

for Traditional Evaluation

Step 1: Exchange Conference and Discussion of the Individual Professional Growth Plan

- To be held either in summer (voluntary) or early fall
- Prior to the Exchange Conference, each staff member will be provided with:
 - the Exchange Conference form
 - Individual Professional Growth Plan
 - Performance Indicators
 - corresponding Rubrics to review
- Ideally these should be individual meetings, but in some cases it may be appropriate to conduct these conferences in a group or team setting
- The practitioner should come prepared to discuss the area(s) of focus for the year
- The administrator and practitioner discuss the corresponding performance indicators and rubrics applicable to the area selected
- The practitioner circles the area(s) of focus on the Exchange Conference form
- The practitioner identifies the area(s) of focus on the Individual Professional Growth Plan and relates the individual plan to the site-based plan which reflects the district focus areas
- The administrator and practitioner sign the Exchange Conference form and send it to the Personnel Office
- The Individual Professional Growth Plan is completed by the practitioner and submitted to the administrator within two weeks after the Exchange Conference.

Step 2: Classroom Observation

- Probationary practitioners: minimum of two observations per year
- Tenured practitioners: minimum of one observation per year

Step 3: Post Observation Conference [after classroom observation(s)]

- The lesson(s) is jointly discussed with the practitioner and administrator
- Progress is discussed in the areas defined in the Exchange Conference (Rubrics and Performance Indicators will be used as a resource)
- The discussion will relate to the Performance Indicators, which are the standards for teaching
- The written observation form is completed and submitted to the Personnel Office

Step 4: Self-reflection/Review of the Individual Professional Growth Plan

- The practitioner completes this by the end of the school year
- The completed Self-reflection will be shared with the administrator at the Exchange Conference held in the summer or fall as the basis for goals for the following year

Discussion about practice is encouraged throughout the process; concerns should be addressed as they occur. The process, procedures, and forms associated with Assistance Plans and Corrective Action Plans will remain the same.

Guidelines and Process for Alternative Evaluation

STEP 1: By the second week of October **Exchange Conference**

The administrator and practitioner complete Exchange Conference document. This identifies the domains, elements, and performance indicators that they would like to focus on. The method of alternative evaluation option will be indicated. The Individual Professional Growth Plan is developed.

By the end of October **Individual Professional Growth Plan**

Practitioners must have Individual Professional Growth Plan turned in to school administrator.

STEP 2: By Last Week of January **Initial Progress Review (First Status Meeting)**

The administrator and practitioner meet to review progress. In the case of peer coaching, administrator and coaching pairs meet. A 10-15 minute conversation takes place. The administrator may take notes on status of alternative evaluation options and on evidence that identified areas from the exchange conference and Individual Professional Growth Plan are being addressed. Questions may include but are not limited to:

- As you reflect on your progress towards _____, how do you think it is going?
- How is _____ impacting your instruction?
- What evidence do you have?
- What have you learned so far?
- Can you (think, picture, imagine, feel) another way you could _____?
- What do you need to do next? How can I assist you?

At this point in the process, the practitioner may withdraw his/her intention to do the Alternative Evaluation and, in agreement with the administrator, he/she may be evaluated using the traditional method.

STEP 3: Beginning the First Week of April **Presentation/Practitioner Summary** **and Concluded by last week of April** **(Second Status Meeting)**

The administrator and practitioner(s) meet and review the work to date. The practitioner shares documented evidence of the identified areas of focus. The practitioner may also invite guests to participate in giving feedback or in observing the final presentation.

Questions may include but are not limited to:

- Clarifying questions on the impact the learning had on instructional practice and student learning.
- Next steps and future plans.

The practitioner provides a written summary of progress for the year (Part III of the Form). This includes comments about the alternative evaluation option experience process.

By the End of May **Administrator Final Summary Comments** **(Third Status Meeting)**

The administrator meets with the practitioner(s) for final review. The administrator completes the Alternative Evaluation Report Form (Part IV of the Form) using the evidence presented orally and in final products in the case of portfolio and action research. In the case of peer coaching, this review/final feedback piece would be done jointly with coaching pairs, and more personal aspects of the evaluation may be reviewed individually. The final work product belongs to the practitioner.

STEP 4: End of School Year **Self Reflection**

The practitioner completes the Self Reflection and shares it with the administrator.

Alternative Evaluation Report Form

Practitioner: _____

Teaching Assignment: _____

Building Assignment: _____ School Year: _____

I. Check Evaluation Option:

- Option 1 — Action Research
- Option 2 — Peer Coaching
- Option 3 — Portfolio
- Option 4 — National Board Certification

II. Timeline

Exchange Conference _____
Status Meeting (Jan.) _____
Status Meeting (Apr.) _____
Status Meeting (May) _____

Date Held

III. Practitioner Comments: Please summarize your progress.

IV. Administrator Comments: This section is designed for administrative feedback/acknowledgment.

Practitioner _____ Administrator _____ Signature _____

_____ Signature _____ Date _____

_____ Date _____

(Practitioner signature indicates only that this document has been discussed with the administrator. Practitioner has the right to attach his/her own statement within ten [10] workdays of the affixed date.)

Copies to: Practitioner, Principal, Personnel, Director/Supervisor

Revised: July 2005

Model for Practitioner Evaluation

Developing an Individual Professional Growth Plan

Review the District's target areas (curriculum, literacy, technology, assessment, diversity) and building's.



Review the nine (9) Evaluation Criteria (student development, content knowledge, preparation, instructional delivery, classroom management, student assessment, collaboration, professional qualities, reflective and responsive practices), corresponding Performance Indicators, and Rubrics.



Prioritize the nine (9) Evaluation Criteria for your Individual Growth Plan.



Choose 1 or 2 of the nine (9) Evaluation Criteria and complete your Individual Growth Plan including: **goals; impact on teaching and learning; and actions steps to achieve goals.**



Submit your Individual Professional Growth Plan to your building administrator within two weeks after the Exchange Conference.



Implement your Individual Professional Growth Plan.



By the end of the year, submit your Individual Professional Growth Plan with the completed Self-reflection to your building administrator and retain a copy.



Self-reflection will be used as the basis of the Individual Professional Growth Plan for the following year.

Model for Practitioner Evaluation

A Practitioner's Guide to Developing an Individual Professional Growth Plan

This planning guide is designed to assist you in developing your Individual Professional Growth Plan. The steps below will guide you through the planning process:

- A. Review the District's and your building's target areas.
- B. Based on your assessment and the review of the District's target areas (**Curriculum, Literacy, Technology, Assessment, Diversity**), and your building's school improvement plan, prioritize the Evaluation Criteria from 1-9, with 1 indicating your highest priority for growth.

Planning and Designing Instruction

- _____ 1. Student Development
_____ 2. Content Knowledge
_____ 3. Preparation

Instruction

- _____ 4. Instructional Delivery
_____ 5. Classroom Management
_____ 6. Student Assessment

Professional Responsibilities

- _____ 7. Collaboration
_____ 8. Professional Qualities
_____ 9. Reflective and Response Practice

- C. Choose 1 or 2 of the Evaluation Criteria and corresponding Performance Indicators and Rubrics that you can realistically achieve this school year and that will have the greatest impact on teaching and learning.
- D. Identify the impact on teaching and learning and action steps in preparation for your discussion with your administrator.

Possible action steps include:

- focused reading
- coaching
- team/department planning
- distance learning
- teach an inservice
- shadowing/visitations
- inservice courses
- action research
- on-line courses
- present a workshop/seminar
- college courses
- workshop /conference/seminar
- study group/collegial circle
- keep a reflective journal
- committee work

- E. Be sure to identify resources and/or staff members needed to support your Individual Professional Growth Plan.
- F. Complete the self-reflection to share with your administrator by the end of the school year. This self-reflection will be used as the basis for your Individual Professional Growth Plan for the next school year.

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

Goals:	Action Steps/Resources to Achieve Goal (What Will You Do?)	Impact on Teaching and Learning

SAMPLE

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

Goals:	Action Steps/Resources to Achieve Goal (What Will You Do?)	Impact on Teaching and Learning
<p>Focus on problem-solving and higher order thinking skills in instructional delivery on a consistent basis through the use of Connected Math (Instructional Delivery).</p> <p>Network with colleagues, support staff, and administration consistently (collaboration).</p>	<ol style="list-style-type: none">1. Work with reading teacher to help student better understand math problems.2. More focused coaching with Kim Loukes, BOCES.3. Monitor/adjust lesson plans in Connected Math based on first year results. <ol style="list-style-type: none">1. Plan consistently with computer lab and reading teacher.2. Math Department meeting focused on sharing strategies to successfully implement Connected Math.	<p>The students will be able to solve problems independently with any solution that works best for the student, accurately.</p> <p>The students will be able to access lesson goals with greater understanding.</p>

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

Goals:	Action Steps/Resources to Achieve Goal (What Will You Do?)	Impact on Teaching and Learning
<p>Implement the Math Investigations program in my classroom.</p> <p>Collaborate with my team to support Investigations and a constructivist approach to math.</p>	<p>Attend workshop/in-service.</p> <p>Work with my team to plan Investigations lessons. Use time during half-day workshops, Superintendent's Conference Day.</p> <p>Use CESAME Internet site that supports Investigations.</p>	<p>My understanding of mathematical thinking will be expanded.</p> <p>The students' math thinking and reasoning will be more clearly expressed through their participation in classroom activities.</p>

SAMPLE

Model for Practitioner Evaluation Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

Goals:	Action Steps/Resources to Achieve Goal (What Will You Do?)	Impact on Teaching and Learning
<p>Regularly assess student learning in order to determine if the students have met the short-term instructional goals of a unit or lesson.</p> <p>Assess students to determine if curricular goals have been met.</p> <p>Modify instructional delivery if student assessment shows the need.</p>	<ol style="list-style-type: none">1. Use assessments that are aligned with lesson objectives.2. Develop a portfolio of research articles related to assessment.3. Include multiple forms of assessment:<ul style="list-style-type: none">— teacher/student— peer to peer— self-assessment— rubrics4. Take course on <i>EducationalImpact.com</i> relating to assessment.	<p>Assessments can be used to provide feedback for students.</p> <p>Appropriately given assessments aligned with meaningful and authentic instruction can be used to determine the direction of learning.</p> <p>According to Marzano's Classroom Instruction That Works, assessments are more likely to have a positive influence on student learning if time is set aside to make sure students understand what they did well and what they did not do well.</p>

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

<p>Content Knowledge:</p> <ol style="list-style-type: none"> 1. The teacher shall demonstrate a thorough knowledge of the subject matter and curriculum relating to English Language Learning, Bilingual Education, and Sheltered Social Studies. 2. Use the curriculum to develop and design appropriate lessons and activities for students. 3. Effectively communicate the subject matter and curriculum to students, colleagues, and community. 4. Extend knowledge and continually learn about current developments and research in fields related to curriculum. 5. Make connections with other content areas: Math, Science, and Social Studies. 	<ol style="list-style-type: none"> 1. My understanding of the subject matter and curriculum will be expanded. 2. The students will be able to demonstrate understanding of the subject matter and curriculum through their participation in classroom lessons, activities, and assessments. 3. I will be able to effectively communicate the subject matter and curriculum to students, colleagues, and community in order to explain and enhance what I do. 4. I will continue my own education in the subject matter and curriculum. 5. I will extend my knowledge of the subject matter and curriculum to Math, Science, and Social Studies classes. 	<ol style="list-style-type: none"> 1. Expand my understanding of the subject matter and curriculum by taking "Teaching Content Areas in Spanish Bilingual Classrooms" through Nazareth College, "Native Language Arts" workshop and all related seminars through BOCES, and on-line programs through Educational Impact. 2. Monitor and adjust lesson plans, activities, and assessments as needed in order to assure student understanding. 3. Review and record daily objectives with students. Share best practices in subject matter and curriculum with colleagues. Make myself available to community members who may have questions or concerns regarding subject matter and curriculum. 4. Continue my own education through Nazareth College, BOCES, Educational Impact, and any available resources in the community or on-line. 5. Share what I learn with Math and Science colleagues. Implement what I learn in Sheltered Social Studies class.
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Exchange Conference Report Form

School Social Worker _____ School _____

Exchange Conference Date _____ Probationary Period From _____ To _____

Tenured: Yes No

Evaluation Option _____

Review of Evaluation Criteria: Please circle the criteria which were discussed at the Exchange Confer-

I. Student Development

- A. School social workers shall demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate strategies in working with students/teachers.
- B. Develop long-range plans consistent with the School Improvement Plan and the learning needs of students.
- C. Design and implement group activities that are integrated with the curriculum to reflect the state standards and district strategic plan including character education, pro-social skills, and diversity initiatives.
- D. Respond effectively to individual student and family needs.
- E. Help children develop educational goals.

II. Supporting a Learning Community

- A. **Promote Understanding of Children to Teachers**
Promote understanding of children’s behavior to their teachers, giving suggestions for management, assessment, and appropriate referral, to help teachers recognize and appropriately deal with attitudes, expectations, and value differences.
- B. **Liaison Between Families/Community Agencies**
To assess family needs and problems, making referrals to community agencies and encouraging and supporting families in the use of these services.
- C. **Leadership and Policy Making**
To assist in formulating and implementing school policy and programs.

III. Communication

- A. Demonstrates effective use of interpersonal and written skills in communicating with students, colleagues, and peers.
- B. Communicates regularly with families and addresses concerns in a timely and sensitive manner. Interprets school expectations to children and parents to elicit support, cooperation, and understanding.
- C. Maintains and routinely updates professional records appropriate to assignment.
- D. Uses research concepts and materials including technology to inform students and parents of available resources.

- E. Interprets children’s behavior to their teachers, giving suggestions for management, assessment, and appropriate referral to help teachers recognize and appropriate deal with attitudes, expectations, and value differences.
- F. Describes the range of services available from the school social worker, establishing procedures for their usage.

IV. Ethical and Professional Responsibilities

- A. Follows the standards of ethical conduct as put forth by recognized national professional organizations.
- B. Is punctual and regular in attendance and demonstrates a willingness to extend self beyond minimal requirements.
- C. Works collaboratively with parents, teachers, administrators, and other staff and community resources.
- D. Enhances student achievement and ensures a safe and secure learning environment.
- E. Offers help and support to students and families, clarifying developmental needs and diagnosing problems.
- F. Provides a therapeutic relationship to children, either individually or in groups, so that their needs are met and problems are managed or resolved and behavior change is promoted.

V. Professional Development – Contributes to Professional Growth Plan

- A. Is able to evaluate his/her professional growth on a regular basis. Based on such an evaluation, extend knowledge and continually learn about current developments and research in the fields related to social work practice.
- B. Is able to incorporate supervisory suggestions into his/her professional behavior.
- C. Demonstrates a thorough knowledge and application of social work practices and techniques.
- D. Articulates areas of strength, as well as areas that need additional focus, in order to maximize student achievement.
- E. Discusses professional practices with peers.

Signature of Administrator

Date

Signature of School Social Worker

Date

Assistance Plan for Improvement/Collaborative Conversation

If a concern is identified during the Evaluation Conference, or at another time, which will be included on the Evaluation Report Form, then an Assistance Plan must be developed for the practitioner to use. The Assistance Plan for Improvement is the initial level to resolve a concern before it becomes a deficiency which requires a Corrective Action Plan. It is the first notice to a practitioner that improvement of performance must take place. The first Assistance Plan should be jointly developed by the practitioner and administrator. The practitioner may request representation at these meetings. However, the practitioner may decide which strategies and resources are to be used. In any case, the practitioner will receive a draft of the Assistance Plan at the Evaluation Conference. A date for the next written evaluation will be discussed and established. If possible, this date should be mutually agreed upon.

At the next evaluation conference following the implementation of an Assistance Plan, the discussion will focus on what improvement has been made.

- If the concern(s) has been resolved and no new concern(s) has to be addressed, a satisfactory evaluation shall be issued.
- If the concern(s) has been resolved, but a new concern(s) has been identified, a new Assistance Plan must be written.
- If the concern(s) still exists, even though data shows some significant and/or consistent improvement, the Assistance Plan shall be continued.
- If insufficient or no improvement can be documented, the practitioner and administrator will jointly develop a plan for further assistance. The possible implementation of a Corrective Action will be discussed at this time. A date for the next written evaluation will be discussed and established.
- If resolution or improvement is not shown by the next evaluation conference, Corrective Action will be implemented.

The Assistance Plan for Improvement for tenured practitioners must reach resolution or proceed to the next level within one calendar year from the identification of the concern(s).

Regarding probationary practitioners: The time limits and procedures contained herein shall not preclude the District from exercising its rights pursuant to Section 3031 of Education Law.¹ The resources available under the Assistance and Corrective Action Plans shall be available to all practitioners regardless of tenure status.

¹ Refer to Contractual Agreement – Unit One, Article 6, *Teachers Rights and Responsibilities*, Section E.

Syracuse City School District

Assistance Plan for Improvement/Collaborative Conversation

Practitioner _____ School/Building _____ Exchange Conference Date ____/____/____

Probationary Period From _____ To _____ Tenured: Yes No Observation Date ____/____/____

Evaluation Conference Date ____/____/____ Assistance Plan Implementation Date ____/____/____

Concern(s)	Strategies	Resource Person(s) and Material(s):	Desired Outcome

Next Scheduled Evaluation: ____/____/____

The practitioner gives permission for a copy of this Assistance Plan to be forwarded to the Syracuse Teachers Association by the Director of Personnel.

_____/____/____
Signature of Administrator *Date*

_____/____/____
Signature of Practitioner *Date*

Corrective Action Plan

A Corrective Action Plan, the next level for resolving a problem related to a practitioner's performance, is implemented when efforts to use the Assistance Plan have not been effective or when a previous Corrective Action Plan needs to be repeated. Corrective Action shall be implemented by an administrator after notifying the Director of Personnel. This plan may be used more than once.

The Corrective Action Plan will be jointly discussed and developed by the practitioner and the administrator. Lack of joint agreement shall not preclude development of a plan by an administrator. In any case, the practitioner will receive a draft of the Corrective Action Plan at the Evaluation Conference. A copy of the plan shall be sent to the Director of Personnel, who shall notify the Syracuse Teachers Association that Corrective Action has been implemented. With the practitioner's permission, a copy will be sent to the Association.

After the implementation of Corrective Action, another evaluation conference must take place between two and three months.² This conference will result in:

- A satisfactory evaluation if the deficiency(ies) has been resolved
- Continuation of the Corrective Action Plan if the deficiency(ies) still exists, even though data shows some significant and/or consistent improvement
- A written evaluation documenting insufficient or no improvement. As a result, the Corrective Action Plan will be continued and/or revised. The administrator will contact the Director of Personnel, who shall meet with the practitioner to discuss the implementation of the termination process.³ The practitioner may request Syracuse Teachers Association or other representation at this meeting.

At the next evaluation conference, the following should occur:

- If the deficiency(ies) has been resolved, a satisfactory evaluation shall be issued.
- If the deficiency(ies) still exists, even though data shows some significant and/or consistent improvement, Correction Action shall continue, with another evaluation conference scheduled within 90 days.
- If insufficient or no improvement can be documented, for tenured practitioners, the termination process³ shall begin with a written notice of Intent to Dismiss from the Superintendent of Schools.

Corrective Action should reach resolution or proceed to the next level, the termination process, within one calendar year from implementation of the Corrective Action Plan.

² Exclusive of July and August.

³ Refer to Contractual Agreement – Unit One, Article 26, *Grievance Procedure*

Corrective Action Plan

Practitioner _____ School/Building _____

Exchange Conference Date _____ Probationary Period From _____ To _____

Tenured Yes No Observation Date _____ Evaluation Conference Date _____

Corrective Action Implementation Date _____

Deficiency(ies):

Strategies:

Resource Person(s) and Material(s):

Desired Outcome:

Next Scheduled Evaluation:

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-
- The practitioner gives permission for a copy of this Corrective Action Plan to be forwarded to the Syracuse Teachers Association by the Director of Personnel.

Signature of Administrator

Date

Signature of Practitioner

Date

Self-Reflection

One of the goals of the evaluation process is to allow both the administrator and practitioner to interact and share areas of strength, accomplishments, and areas of continued growth. In order to do this, an annual self-reflection will be completed and shared with the administrator.

This self-reflection will allow the practitioner to focus on accomplishments during this school year, based on the evaluation criteria.

Signature _____

Date ____ / ____ / ____

SUPPLEMENTAL MATERIALS

PERFORMANCE INDICATORS SCHOOL SOCIAL WORKERS

I. Supporting Instruction

- A. *Student Development*** – School Social Workers shall demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate strategies in working with students and teachers.
- Show an understanding of how students’ social, emotional, and intellectual development affects their learning and school adjustment.
 - Demonstrate an understanding of the implication of how ethnic, economic, and cultural group membership impacts students’ interaction with peers and adults in the school setting.
 - Develop a repertoire of developmentally appropriate intervention strategies to support students’ instructional programs.
 - Draw upon effective techniques and ideas to establish rapport with students, parents, and teaching staff from diverse backgrounds.
- B.** Develop long-range plans consistent with the School Improvement Plan and the learning needs of students.
- Will be familiar with School Improvement Plan.
 - Develop an understanding of what students need to know and do in order to be successful in the learning environment.
- C.** Design group activities that are integrated with the curriculum to reflect the state standards and District strategic plan including character education, pro-social skills, and diversity initiatives.
- School social workers must be aware of state standards in all areas.
 - Design activities that support instruction and are integrated with the curriculum.
 - Design activities that increase awareness of diversity and promote character.
 - Design activities to build students’ self-esteem and increase ability to interact with others.
 - Can reference the major instructional milestones that students can master to advance through the curriculum.
 - Knowledge of positive effective behavior intervention techniques teachers can use when interacting with individuals or groups of students.
- D.** Respond effectively to individual student and family needs.
- Identify individual student needs.
 - Have resources available to meet identified needs.
- E.** Help children develop educational goals.
- Develop a plan to help students determine educational goals.
 - Assist students in implementation of educational goals.

II. Supporting A Learning Community

- A. Promote Understanding of Children to Their Teachers**
- Promote understanding of children’s behavior to their teachers, giving suggestions for management, assessment, and appropriate referral to help teachers recognize and appropriately deal with attitudes, expectations, and value differences.
 - Understand how academic difficulties can contribute to behavior issues and communicate this to teachers.
 - Consult with teachers and parents about techniques to individualize instruction to accommodate student’s unique learning.
 - Meet with teachers to interpret behavior, social, and emotional concerns and to promote understanding of student’s life outside of school and its impact in student learning.

PERFORMANCE INDICATORS SCHOOL SOCIAL WORKER

II. Supporting A Learning Community

B. *Liaison Between Families and Community Agencies* – To assess family needs and problems, making referrals to community agencies and encouraging and supporting families in the use of these services.

- Is able to assess student and family needs and make appropriate recommendations.
- Is aware of the services provided by agencies in the community.
- Can access those services to match the needs of children and families.
- Is an effective ongoing liaison to ensure continuity of services.

C. *Leadership and Policy Making* – To assist in formulating and implementing school policy and programs.

- Promote understanding of the social behavioral and learning needs of students.
- Participate in the planning of school activities that will meet the needs of students by involving parents and community.

III. Supporting A Learning Community

A. Demonstrates effective use of interpersonal and written skills in communicating with students, colleagues, and parents.

- Develops a variety of techniques and strategies for interpersonal communication with parents, staff, and community supports.
- Keeps accurate records of interaction with students, parents, agencies, and colleagues.

B. Interprets school expectations to children and parents to help children develop educational goals and values commensurate with their interests and abilities to elicit support, cooperation, and understanding.

- Be thoroughly familiar with Student Behavior Handbook on Code of Conduct.
- Interpret Code of Conduct to parents and students.
- Promote understanding of school expectations through the use of activities, small and large group discussions.
- Design activities that are within the ability level of students and that help students to set and achieve goals.

C. Maintains and routinely updates professional records appropriate to assignment.

- Maintains accurate records of interactions with students, parents, and staff.
- Completion of social histories within established time frame.

D. Use research concepts and materials including technology to inform students and parents of available resources.

- Regularly update knowledge of research related to social, emotional, and behavioral needs of students.
- Participates in professional development activities by attendance at professional meetings in the community.
- Attend meetings provided by community agencies to keep updates on services available to children and families locally.
- Keep abreast of literature related to pro-social skills, self-esteem building, and other techniques to increase student's school adjustment.

E. To interpret children's behavior to their teachers, giving suggestions for management, assessment and appropriate referral to help teachers recognize and appropriately deal with attitudes, expectations, and value differences.

PERFORMANCE INDICATORS

SCHOOL SOCIAL WORKER

IV. Ethical and Professional Responsibilities

- A. Follows the standards of ethical conduct as put forth by recognized national professional organizations.**
- Is familiar with standards promoted by the National Association of School Social Workers.
 - Applies standards to professional practice.
 - Provides a wide range of social work services to students and families based on need.
 - Is able to apply effective interventions with agencies such as Child Protective, Department of Social Services, the Police Department, and other community agencies.
- B. Is punctual and regular in attendance and demonstrates a willingness to extend self beyond minimal requirements.**
- Is willing to “go the extra mile” to meet the needs of children and families.
 - Creates culture where student needs are first.
- C. Be available to do home visits.**
- Attends staff or team meetings as appropriate.
 - Provides information to parents, teachers, and administrators regarding community support services.
 - Communicates with community service agencies.
- D. Work with parents and students to promote self-esteem and social skills in order to enhance student achievement.**
- Educates students and families regarding personal, school, and community safety.
- E. Attends and participates in PST or CSE meetings.**
- F.**
- Facilitates individual or group counseling sessions.
 - Refers students/families to therapeutic counseling agencies.

V. Professional Development – Contributes to Professional Growth Plan

- A. Is able to evaluate his/her professional growth on a regular basis. Based on such an evaluation, extends knowledge and continually learns about current developments and research in the fields related to social work practice.**
- Takes advantage of District-sponsored professional development opportunities.
 - Takes advantage of District-sponsored monthly social work meetings.
- B. Is able to incorporate supervisory suggestions into his/her professional behavior.**
- C. Demonstrates a thorough knowledge and application of social work practices and techniques.**
- D. Articulates his/her areas of strength, as well as areas that need additional focus, in order to maximize student achievement.**
- Reflects on professional practice on a regular basis.
 - Is able to develop personal professional growth objectives identifying strengths and weaknesses.
 - Is able to develop a plan to meet goals and strengthen areas of need.
- E. Discusses professional practices with District school social work colleagues.**
- Interacts with fellow school social workers on a regular basis to update skills and knowledge.
 - Stays informed on issues of child development and new and effective practice through interaction with school social work colleagues.
 - Seeks advice from colleagues and administrators to help clarify professional responsibilities in situations where there may be ethical dilemmas.
 - Attends monthly school social worker meetings to update and increase knowledge.

Rubrics of Performance Indicators – School Social Worker

Rubrics

The rubrics have been developed as a continuum reflecting one's professional performance and as such can be viewed as a collection of descriptors.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
consistently	frequently	demonstrates growth	needs significant support
exemplary	usually	willing to try	seldom
customarily	systematically	begins to implement	hardly ever
almost always	routinely	needs additional support	not/never
	typically		rarely

DOMAIN I: SUPPORTING INSTRUCTION

ELEMENT A: STUDENT DEVELOPMENT: The school social worker will demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate strategies in working with students and teachers.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently demonstrates an understanding of how student's social, emotional, and intellectual development affects their learning and school adjustment. 	<ul style="list-style-type: none"> Frequently demonstrates an understanding of how student's social, emotional, and intellectual development affects their learning and school adjustment. 	<ul style="list-style-type: none"> Demonstrates growth in understanding of how student's social, emotional, and intellectual development affects their learning and school adjustment. 	<ul style="list-style-type: none"> Needs significant support in the understanding of how student's social, emotional, and intellectual development affects their learning and school adjustment.
<ul style="list-style-type: none"> Consistently demonstrates an understanding of the implication of how ethnic, economic, and cultural group membership impacts student's interactions with peers and adults in the school setting. 	<ul style="list-style-type: none"> Frequently demonstrates an understanding of the implication of how ethnic, economic, and cultural group membership impacts student's interactions with peers and adults in the school setting. 	<ul style="list-style-type: none"> Demonstrates growth in an understanding of the implication of how ethnic, economic, and cultural group membership impacts student's interactions with peers and adults in the school setting. 	<ul style="list-style-type: none"> Needs significant support to demonstrate an understanding of the implication of how ethnic, economic, and cultural group membership impacts student's interactions with peers and adults in the school setting.

<ul style="list-style-type: none"> Consistently develops a repertoire of developmentally appropriate intervention strategies to support student's instructional programs. 	<ul style="list-style-type: none"> Frequently develops a repertoire of developmentally appropriate intervention strategies to support student's instructional programs. 	<ul style="list-style-type: none"> Demonstrates growth in understanding a repertoire of developmentally appropriate intervention strategies to support student's instructional programs. 	<ul style="list-style-type: none"> Needs significant support to develop a repertoire of developmentally appropriate intervention strategies to support student's instructional programs.
<ul style="list-style-type: none"> Consistently draws upon effective techniques and ideas to establish rapport with students, parents, and teaching staff from diverse backgrounds. 	<ul style="list-style-type: none"> Frequently draws upon effective techniques and ideas to establish rapport with students, parents, and teaching staff from diverse backgrounds. 	<ul style="list-style-type: none"> Demonstrates growth in understanding effective techniques and ideas to establish rapport with students, parents, and teaching staff from diverse backgrounds. 	<ul style="list-style-type: none"> Needs significant support to draw upon effective techniques and ideas to establish rapport with students, parents, and teaching staff from diverse backgrounds.

DOMAIN I: SUPPORTING INSTRUCTION

ELEMENT B: STUDENT DEVELOPMENT: The school social worker will develop long-range plans consistent with the School Improvement Plan and the learning needs of students.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently understands the School Improvement Plan. 	<ul style="list-style-type: none"> Frequently uses the School Improvement Plan. 	<ul style="list-style-type: none"> Demonstrates and understands the School Improvement Plan. 	<ul style="list-style-type: none"> Needs significant support in being familiar with the School Improvement Plan.
<ul style="list-style-type: none"> Consistently develops an understanding of what students need to know and do in order to be successful in the learning environment. 	<ul style="list-style-type: none"> Frequently develops an understanding of what students need to know and do in order to be successful in the learning environment. 	<ul style="list-style-type: none"> Demonstrates growth in developing an understanding of what students need to know and do in order to be successful in the learning environment. 	<ul style="list-style-type: none"> Needs significant support to develop an understanding of what students need to know and do in order to be successful in the learning environment.

DOMAIN I: SUPPORTING INSTRUCTION

ELEMENT C: STUDENT DEVELOPMENT: The school social worker will design group activities that are integrated with the curriculum to reflect the state standards and District strategic plan including character education, pro-social skills, and diversity initiatives.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently is aware of state standards in all areas. 	<ul style="list-style-type: none"> Frequently is aware of state standards in all areas. 	<ul style="list-style-type: none"> Demonstrates growth in being aware of state standards in all areas. 	<ul style="list-style-type: none"> Needs significant support in being aware of state standards in all areas.
<ul style="list-style-type: none"> Consistently designs activities that support instruction and are integrated with the curriculum. 	<ul style="list-style-type: none"> Frequently designs activities that support instruction and are integrated with the curriculum. 	<ul style="list-style-type: none"> Demonstrates growth in designing activities that support instruction and are integrated with the curriculum. 	<ul style="list-style-type: none"> Needs significant support to design activities that support instruction and are integrated with the curriculum.
<ul style="list-style-type: none"> Consistently designs activities that increase awareness of diversity and promoting character. 	<ul style="list-style-type: none"> Frequently designs activities that increase awareness of diversity and promoting character. 	<ul style="list-style-type: none"> Demonstrates growth in designing activities that increase awareness of diversity and promoting character. 	<ul style="list-style-type: none"> Needs significant support in designing activities that increase awareness of diversity and promoting character.
<ul style="list-style-type: none"> Consistently designs activities to build student's self-esteem and increases ability to interact with others. 	<ul style="list-style-type: none"> Frequently designs activities to build student's self-esteem and increases ability to interact with others. 	<ul style="list-style-type: none"> Demonstrates growth in designing activities to build student's self-esteem and increases ability to interact with others. 	<ul style="list-style-type: none"> Needs significant support to design activities to build student's self-esteem and increases ability to interact with others.
<ul style="list-style-type: none"> Consistently references the major instructional milestones that students can master to advance through the curriculum. 	<ul style="list-style-type: none"> Frequently references the major instructional milestones that students can master to advance through the curriculum. 	<ul style="list-style-type: none"> Demonstrates growth in referencing the major instructional milestones that students can master to advance through the curriculum. 	<ul style="list-style-type: none"> Needs significant support in referencing the major instructional milestones that students can master to advance through the curriculum.
<ul style="list-style-type: none"> Consistently shows knowledge of positive effective behavior intervention techniques that teachers can use when interacting with individuals or groups of students. 	<ul style="list-style-type: none"> Frequently shows knowledge of positive effective behavior intervention techniques that teachers can use when interacting with individuals or groups of students. 	<ul style="list-style-type: none"> Demonstrates growth in knowledge of positive effective behavior intervention techniques that teachers can use when interacting with individuals or groups of students. 	<ul style="list-style-type: none"> Needs significant support to show knowledge of positive effective behavior intervention techniques that teachers can use when interacting with individuals or groups of students.

DOMAIN I: SUPPORTING INSTRUCTION

ELEMENT D: STUDENT DEVELOPMENT: The school social worker will respond effectively to individual student and family needs.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently identifies individual student needs. 	<ul style="list-style-type: none"> Frequently identifies individual student needs. 	<ul style="list-style-type: none"> Demonstrates growth in willingness to identify individual student needs. 	<ul style="list-style-type: none"> Needs significant support to identify individual student needs.
<ul style="list-style-type: none"> Consistently has a resource available to meet identified needs. 	<ul style="list-style-type: none"> Frequently has resources available to meet identified needs. 	<ul style="list-style-type: none"> Demonstrates growth in having resources available to meet identified needs. 	<ul style="list-style-type: none"> Needs significant support to locate resources available to meet identified needs.

DOMAIN I: SUPPORTING INSTRUCTION

ELEMENT E: STUDENT DEVELOPMENT: The school social worker will help children develop educational goals.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently develops a plan to help students determine educational goals. 	<ul style="list-style-type: none"> Frequently develops a plan to help students determine educational goals. 	<ul style="list-style-type: none"> Demonstrates growth in developing a plan to help students determine educational goals. 	<ul style="list-style-type: none"> Needs significant support to develop a plan to help students determine educational goals.
<ul style="list-style-type: none"> Consistently assists students in implementing educational goals. 	<ul style="list-style-type: none"> Frequently assists students in implementing educational goals. 	<ul style="list-style-type: none"> Demonstrates growth in assisting students in implementing educational goals. 	<ul style="list-style-type: none"> Needs significant support to assist students in implementing educational goals.

28 **DOMAIN II: SUPPORTING A LEARNING COMMUNITY**

ELEMENT A: PROMOTE UNDERSTANDING OF CHILDREN TO THEIR TEACHERS: The school social worker will promote understanding of children’s behavior to their teachers, giving suggestions for management, assessment, and appropriate referral, to help teachers recognize and appropriately deal with attitudes, expectations, and value differences.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently understands how academic difficulties can contribute to behavior issues and communicates this to teachers. 	<ul style="list-style-type: none"> Frequently understands how academic difficulties can contribute to behavior issues and communicates this to teachers. 	<ul style="list-style-type: none"> Demonstrates growth in understanding how academic difficulties can contribute to behavior issues and communicates this to teachers. 	<ul style="list-style-type: none"> Needs significant support in understanding how academic difficulties can contribute to behavior issues and communicates this to teachers. 	
<ul style="list-style-type: none"> Consistently consults with teachers and parents about techniques to individualize instruction to accommodate student’s unique learning. 	<ul style="list-style-type: none"> Frequently consults with teachers and parents about techniques to individualize instruction to accommodate student’s unique learning. 	<ul style="list-style-type: none"> Demonstrates growth in consulting with teachers and parents about techniques to individualize instruction to accommodate student’s unique learning. 	<ul style="list-style-type: none"> Needs significant support meeting with teachers and parents about techniques to individualize instruction to accommodate student’s unique learning. 	
<ul style="list-style-type: none"> Consistently meets with teachers to interpret behavior, social, and emotional concerns and to promote understanding of student’s life outside of school and its impact in student learning. 	<ul style="list-style-type: none"> Frequently meets with teachers to interpret behavior, social, and emotional concerns and to promote understanding of student’s life outside of school and its impact in student learning. 	<ul style="list-style-type: none"> Demonstrates growth in meeting with teachers to interpret behavior, social, and emotional concerns and to promote understanding of student’s life outside of school and its impact in student learning. 	<ul style="list-style-type: none"> Needs significant support with teachers to interpret behavior, social, and emotional concerns and to promote understanding of student’s life outside of school and its impact in student learning. 	

DOMAIN II: SUPPORTING A LEARNING COMMUNITY

ELEMENT B: LIAISON BETWEEN FAMILIES AND COMMUNITY AGENCIES: The school social worker will assess family needs and problems, making referrals to community agencies, and encouraging and supporting families in the use of these services.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently is able to assess student and family needs and makes appropriate recommendations. 	<ul style="list-style-type: none"> Frequently is able to assess student and family needs and makes appropriate recommendations. 	<ul style="list-style-type: none"> Demonstrates growth in assessing student and family needs and makes appropriate recommendations. 	<ul style="list-style-type: none"> Needs significant support assessing student and family needs and makes appropriate recommendations.
<ul style="list-style-type: none"> Consistently is aware of the services provided by agencies in the community. 	<ul style="list-style-type: none"> Frequently is aware of the services provided by agencies in the community. 	<ul style="list-style-type: none"> Demonstrates growth in being aware of the services provided by agencies in the community. 	<ul style="list-style-type: none"> Needs significant support in awareness of the services provided by agencies in the community.
<ul style="list-style-type: none"> Consistently accesses services to match the needs of children and families. 	<ul style="list-style-type: none"> Frequently accesses services to match the needs of children and families. 	<ul style="list-style-type: none"> Demonstrates growth trying to access services to match the needs of children and families. 	<ul style="list-style-type: none"> Needs significant support accessing services to match the needs of children and families.
<ul style="list-style-type: none"> Consistently is an effective ongoing liaison to ensure continuity of services. 	<ul style="list-style-type: none"> Frequently is an effective ongoing liaison to ensure continuity of services. 	<ul style="list-style-type: none"> Demonstrates growth in being an effective ongoing liaison to ensure continuity of services. 	<ul style="list-style-type: none"> Needs significant support in being an effective ongoing liaison to ensure continuity of services.

DOMAIN II: SUPPORTING A LEARNING COMMUNITY

ELEMENT C: LEADERSHIP AND POLICY MAKING: The school social worker will assist in formulating and implementing school policy and programs.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>			
<ul style="list-style-type: none"> Consistently promotes understanding of the social, behavioral, and learning needs of students. 	<ul style="list-style-type: none"> Frequently promotes understanding of the social, behavioral, and learning needs of students. 	<ul style="list-style-type: none"> Demonstrates growth in understanding of the social, behavioral, and learning needs of students. 	<ul style="list-style-type: none"> Needs significant support promoting the understanding of the social, behavioral, and learning needs of students. 	<ul style="list-style-type: none"> Consistently participates in the planning of school activities that will meet the needs of students by involving parents and community. 	<ul style="list-style-type: none"> Frequently participates in the planning of school activities that will meet the needs of students by involving parents and community. 	<ul style="list-style-type: none"> Demonstrates growth in participating in the planning of school activities that will meet the needs of students by involving parents and community. 	<ul style="list-style-type: none"> Needs significant support in the planning of school activities that will meet the needs of students by involving parents and community.

DOMAIN III: COMMUNICATION

ELEMENT A: The school social worker will demonstrate effective use of interpersonal and written skills in communicating with students, colleagues, and parents.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>			
<ul style="list-style-type: none"> Consistently develops a variety of techniques and strategies for interpersonal communication with parents, staff, and community supports. 	<ul style="list-style-type: none"> Frequently develops a variety of techniques and strategies for interpersonal communication with parents, staff, and community supports. 	<ul style="list-style-type: none"> Demonstrates growth in developing a variety of techniques and strategies for interpersonal communication with parents, staff, and community supports. 	<ul style="list-style-type: none"> Needs significant support developing a variety of techniques and strategies for interpersonal communication with parents, staff, and community supports. 	<ul style="list-style-type: none"> Consistently keeps accurate records of interaction with students, parents, agencies, and colleagues. 	<ul style="list-style-type: none"> Frequently keeps accurate records of interaction with students, parents, agencies, and colleagues. 	<ul style="list-style-type: none"> Demonstrates growth in keeping accurate records of interaction with students, parents, agencies, and colleagues. 	<ul style="list-style-type: none"> Needs significant support keeping accurate records of interaction with students, parents, agencies, and colleagues.

DOMAIN III: COMMUNICATION

ELEMENT B: The school social worker will interpret school expectations to children and parents; to help children develop educational goals and values commensurate with their interests and abilities; to elicit support, cooperation, and understanding.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>	
<ul style="list-style-type: none"> Consistently familiar with Student Behavior Handbook or the Code of Conduct. 	<ul style="list-style-type: none"> Frequently familiar with Student Behavior Handbook or the Code of Conduct. 	<ul style="list-style-type: none"> Demonstrates growth in being familiar with Student Behavior Handbook or the Code of Conduct. 	<ul style="list-style-type: none"> Needs significant support with Student Behavior Handbook or the Code of Conduct. 		
<ul style="list-style-type: none"> Consistently interprets Code of Conduct to parents and students. 	<ul style="list-style-type: none"> Frequently interprets Code of Conduct to parents and students. 	<ul style="list-style-type: none"> Demonstrates growth in interpreting Code of Conduct to parents and students. 	<ul style="list-style-type: none"> Needs significant support interpreting the Code of Conduct to parents and students. 		
<ul style="list-style-type: none"> Consistently promotes understanding of school expectations through the use of activities and small and large group discussions. 	<ul style="list-style-type: none"> Frequently promotes understanding of school expectations through the use of activities and small and large group discussions. 	<ul style="list-style-type: none"> Demonstrates growth in promoting understanding of school expectations through the use of activities and small and large group discussions. 	<ul style="list-style-type: none"> Needs significant support in promoting understanding of school expectations through the use of activities and small and large group discussions. 		
<ul style="list-style-type: none"> Consistently designs activities that are within the ability level of students and that help students set and achieve goals. 	<ul style="list-style-type: none"> Frequently designs activities that are within the ability level of students and that help students set and achieve goals. 	<ul style="list-style-type: none"> Demonstrates growth in designing activities that are within the ability level of students and that help students set and achieve goals. 	<ul style="list-style-type: none"> Needs significant support in designing activities that are within the ability level of students and that help students set and achieve goals. 		

DOMAIN III: COMMUNICATION

ELEMENT C: The school social worker will maintain and routinely update professional records appropriate to assignment.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>	
<ul style="list-style-type: none"> Consistently maintains accurate records of interactions with students, parents, and staff. 	<ul style="list-style-type: none"> Frequently maintains accurate records of interactions with students, parents, and staff. 	<ul style="list-style-type: none"> Demonstrates growth in maintaining accurate records of interactions with students, parents, and staff. 	<ul style="list-style-type: none"> Needs significant support in maintaining accurate records of interactions with students, parents, and staff. 		
<ul style="list-style-type: none"> Consistently completes social histories within established time frame. 	<ul style="list-style-type: none"> Frequently completes social histories within established time frame. 	<ul style="list-style-type: none"> Demonstrates growth in completing social histories within established time frame. 	<ul style="list-style-type: none"> Needs significant support in completing social histories within established time frame. 		

DOMAIN III: COMMUNICATION**ELEMENT D:** The school social worker will use research concepts and materials including technology to inform students and parents of available

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>	
<ul style="list-style-type: none"> Consistently updates knowledge of research related to social, emotional, and behavioral needs of students. 	<ul style="list-style-type: none"> Frequently updates knowledge of research related to social, emotional, and behavioral needs of students. 	<ul style="list-style-type: none"> Demonstrates growth in updating knowledge of research related to social, emotional, and behavioral needs of students. 	<ul style="list-style-type: none"> Needs significant support updating knowledge of research related to social, emotional, and behavioral needs of students. 		
<ul style="list-style-type: none"> Consistently participates in professional development activities by attendance at professional meetings in the community. 	<ul style="list-style-type: none"> Frequently participates in professional development activities by attendance at professional meetings in the community. 	<ul style="list-style-type: none"> Demonstrates growth in participating in professional development activities by attendance at professional meetings in the community. 	<ul style="list-style-type: none"> Needs significant support participating in professional development activities by attendance at professional meetings in the community. 		
<ul style="list-style-type: none"> Consistently attends meetings provided by community agencies to keep updated on services available to children and families locally. 	<ul style="list-style-type: none"> Frequently attends meetings provided by community agencies to keep updated on services available to children and families locally. 	<ul style="list-style-type: none"> Demonstrates growth in attending meetings provided by community agencies to keep updated on services available to children and families locally. 	<ul style="list-style-type: none"> Needs significant support in attending meetings provided by community agencies to keep updated on services available to children and families locally. 		
<ul style="list-style-type: none"> Consistently keeps abreast of literature related to pro-social skills, self-esteem building, and other techniques to increase student's school adjustment. 	<ul style="list-style-type: none"> Frequently keeps abreast of literature related to pro-social skills, self-esteem building, and other techniques to increase student's school adjustment. 	<ul style="list-style-type: none"> Demonstrates growth in keeping abreast of literature related to pro-social skills, self-esteem building, and other techniques to increase student's school adjustment. 	<ul style="list-style-type: none"> Needs significant support keeping abreast of literature related to pro-social skills, self-esteem building, and other techniques to increase student's school adjustment. 		

DOMAIN III: COMMUNICATION

ELEMENT E: The school social worker will interpret children’s behavior to their teachers, giving suggestions for management, assessment, and appropriate referral to help teachers recognize and appropriately deal with attitudes, expectations, and value differences.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently visits classrooms and consults with teachers to interpret children’s behavior and assists teachers in developing behavioral, social, and emotional academic interventions to support children in the classroom. 	<ul style="list-style-type: none"> Frequently visits classrooms and consults with teachers to interpret children’s behavior and assists teachers in developing behavioral, social, and emotional academic interventions to support children in the classroom. 	<ul style="list-style-type: none"> Demonstrates growth in visiting classrooms and consulting with teachers to interpret children’s behavior and assisting teachers in developing behavioral, social, and emotional academic interventions to support children in the classroom. 	<ul style="list-style-type: none"> Needs significant support in visiting classrooms and consulting with teachers to interpret children’s behavior and assisting teachers in developing behavioral, social, and emotional academic interventions to support children in the classroom.

DOMAIN III: COMMUNICATION

ELEMENT F: The school social worker will describe the range of services available from the school social worker, establishing procedures for their

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently follows state and local policies with regard to the reporting of child abuse and neglect. 	<ul style="list-style-type: none"> Frequently follows state and local policies with regard to the reporting of child abuse and neglect. 	<ul style="list-style-type: none"> Demonstrates growth in following state and local policies with regard to the reporting of child abuse and neglect. 	<ul style="list-style-type: none"> Needs significant support in following state and local policies with regard to the reporting of child abuse and neglect.
<ul style="list-style-type: none"> Consistently articulates standards of professional conduct and discusses how they should be observed in practice. 	<ul style="list-style-type: none"> Frequently articulates standards of professional conduct and discusses how they should be observed in practice. 	<ul style="list-style-type: none"> Demonstrates growth in articulating standards of professional conduct and discussing how they should be observed in practice. 	<ul style="list-style-type: none"> Needs significant support articulating standards of professional conduct and hardly ever discusses how they should be observed in practice.
<ul style="list-style-type: none"> Consistently applies standards of professional conduct in job assignment. 	<ul style="list-style-type: none"> Frequently applies standards of professional conduct in job assignment. 	<ul style="list-style-type: none"> Demonstrates growth in applying standards of professional conduct in job assignment. 	<ul style="list-style-type: none"> Needs significant support in applying standards of professional conduct in job assignment.

DOMAIN IV: ETHICAL AND PROFESSIONAL RESPONSIBILITIES**ELEMENT A:** The school social worker follows standards of ethical conduct as put forth by recognized national professional organizations.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>	
<ul style="list-style-type: none"> • Is consistent with standards promoted by National Association of School Social Workers. 	<ul style="list-style-type: none"> • Frequently is familiar with standards promoted by National Association of School Social Workers. 	<ul style="list-style-type: none"> • Demonstrates growth in being familiar with standards promoted by National Association of School Social Workers. 	<ul style="list-style-type: none"> • Needs significant support being familiar with standards promoted by National Association of School Social Workers. 		
<ul style="list-style-type: none"> • Consistently applies standards to professional practice. 	<ul style="list-style-type: none"> • Frequently applies standards to professional practice. 	<ul style="list-style-type: none"> • Demonstrates growth in applying standards to professional practice. 	<ul style="list-style-type: none"> • Needs significant support to apply standards to professional practice. 		
<ul style="list-style-type: none"> • Consistently provides a wide range of social work services to students and families based on need. 	<ul style="list-style-type: none"> • Frequently provides a wide range of social work services to students and families based on need. 	<ul style="list-style-type: none"> • Demonstrates growth in providing a wide range of social work services to students and families based on need. 	<ul style="list-style-type: none"> • Needs significant support providing a wide range of social work services to students and families based on need. 		
<ul style="list-style-type: none"> • Consistently applies effective interventions with agencies such as Child Protective, Department of Social Services, the Police Department, and other community agencies. 	<ul style="list-style-type: none"> • Frequently applies effective interventions with agencies such as Child Protective, Department of Social Services, the Police Department, and other community agencies. 	<ul style="list-style-type: none"> • Demonstrates growth in applying effective interventions with agencies such as Child Protective, Department of Social Services, the Police Department, and other community agencies. 	<ul style="list-style-type: none"> • Needs significant support in applying effective interventions with agencies such as Child Protective, Department of Social Services, the Police Department, and other community agencies. 		

DOMAIN IV: ETHICAL AND PROFESSIONAL RESPONSIBILITIES

ELEMENT B: The school social worker is punctual in attendance and demonstrates a willingness to extend self beyond minimal requirements.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>			
<ul style="list-style-type: none"> Consistently willing to “go the extra mile” to meet the needs of children and families. 	<ul style="list-style-type: none"> Frequently willing to “go the extra mile” to meet the needs of children and families. 	<ul style="list-style-type: none"> Demonstrates growth in willingness to “go the extra mile” to meet the needs of children and families. 	<ul style="list-style-type: none"> Needs significant support in “going the extra mile” to meet the needs of children and families. 	<ul style="list-style-type: none"> Consistently creates culture where students’ needs are first. 	<ul style="list-style-type: none"> Frequently creates culture where students’ needs are first. 	<ul style="list-style-type: none"> Demonstrates growth in creating culture where students’ needs are first. 	<ul style="list-style-type: none"> Needs significant support creating a culture where students’ needs are first.

DOMAIN IV: ETHICAL AND PROFESSIONAL RESPONSIBILITIES

ELEMENT C: The school social worker works collaboratively with parents, teachers, other staff, and agency personnel by attending meetings and serving as an information conduit in both directions.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>			
<ul style="list-style-type: none"> Consistently available to do home visits. 	<ul style="list-style-type: none"> Is frequently available to do home visits. 	<ul style="list-style-type: none"> Demonstrates growth in being available to do home visits. 	<ul style="list-style-type: none"> Needs significant support to do home visits. 	<ul style="list-style-type: none"> Consistently attends staff or team meetings as appropriate. 	<ul style="list-style-type: none"> Frequently attends staff or team meetings as appropriate. 	<ul style="list-style-type: none"> Demonstrates growth in attending staff or team meetings. 	<ul style="list-style-type: none"> Needs significant support attending staff or team meetings.
<ul style="list-style-type: none"> Consistently provides information to parents, teachers, and administrators regarding community support services. 	<ul style="list-style-type: none"> Frequently provides information to parents, teachers, and administrators regarding community support services. 	<ul style="list-style-type: none"> Demonstrates growth in providing information to parents, teachers, and administrators regarding community support services. 	<ul style="list-style-type: none"> Needs significant support providing information to parents, teachers, and administrators regarding community support services. 	<ul style="list-style-type: none"> Consistently communicates with community social agencies. 	<ul style="list-style-type: none"> Frequently communicates with community social agencies. 	<ul style="list-style-type: none"> Demonstrates growth in communicating with community social agencies. 	<ul style="list-style-type: none"> Needs significant support communicating with community social agencies.

DOMAIN IV: ETHICAL AND PROFESSIONAL RESPONSIBILITIES**ELEMENT D:** The school social worker works with parents and students to promote self-esteem and social skills, in order to enhance student

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>			
<ul style="list-style-type: none"> Consistently educates students and families regarding personal, school, and community safety. 		<ul style="list-style-type: none"> Frequently educates students and families regarding personal, school, and community safety. 		<ul style="list-style-type: none"> Demonstrates growth in educating students and families regarding personal, school, and community safety. 		<ul style="list-style-type: none"> Needs significant support educating students and families regarding personal, school, and community safety. 	

DOMAIN IV: ETHICAL AND PROFESSIONAL RESPONSIBILITIES**ELEMENT E:** The school social worker attends and participates in PST or CSE meetings.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>			
<ul style="list-style-type: none"> Consistently attends PST and CSE meetings in order to advocate for the identified needs of students. 		<ul style="list-style-type: none"> Frequently attends PST and CSE meetings in order to advocate for the identified needs of students. 		<ul style="list-style-type: none"> Demonstrates growth increasing the participation in attending PST and CSE meetings in order to advocate for the identified needs of students. 		<ul style="list-style-type: none"> Needs significant support attending PST and CSE meetings in order to advocate for the identified needs of students. 	

DOMAIN IV: ETHICAL AND PROFESSIONAL RESPONSIBILITIES

ELEMENT F: The school social worker facilitates individual and group counseling and, when deemed appropriate, provides information to students and families regarding referral to counseling agencies in the community.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>	
<ul style="list-style-type: none"> Consistently facilitates individual or group counseling sessions. 	<ul style="list-style-type: none"> Frequently facilitates individual or group counseling sessions. 	<ul style="list-style-type: none"> Demonstrates growth in facilitating individual or group counseling sessions. 	<ul style="list-style-type: none"> Needs significant support to facilitate individual or group counseling sessions. 	<ul style="list-style-type: none"> Consistently refers students/families to therapeutic counseling agencies. 	<ul style="list-style-type: none"> Frequently refers students/families to therapeutic counseling agencies.
<ul style="list-style-type: none"> Demonstrates growth in referring students/families to therapeutic counseling agencies. 	<ul style="list-style-type: none"> Needs significant support in referring students/families to therapeutic counseling agencies. 	<ul style="list-style-type: none"> Demonstrates growth in referring students/families to therapeutic counseling agencies. 	<ul style="list-style-type: none"> Needs significant support in referring students/families to therapeutic counseling agencies. 		

DOMAIN V: PROFESSIONAL DEVELOPMENT — CONTRIBUTES TO PROFESSIONAL GROWTH PLAN

ELEMENT A: The school social worker is able to evaluate his/her professional growth on a regular basis. Based on such an evaluation, extends knowledge and continually learns about current developments and research in the fields related to social work practice.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>	
<ul style="list-style-type: none"> Consistently takes advantage of District-sponsored professional development opportunities. 	<ul style="list-style-type: none"> Frequently takes advantage of District-sponsored professional development opportunities. 	<ul style="list-style-type: none"> Demonstrates growth in taking advantage of District-sponsored professional development opportunities. 	<ul style="list-style-type: none"> Needs significant support to take advantage of District-sponsored professional development opportunities. 	<ul style="list-style-type: none"> Consistently takes advantage of District-sponsored monthly social work meetings. 	<ul style="list-style-type: none"> Frequently takes advantage of District-sponsored monthly social work meetings.
<ul style="list-style-type: none"> Demonstrates growth in taking advantage of District-sponsored monthly social work meetings. 	<ul style="list-style-type: none"> Needs significant support to take advantage of District-sponsored monthly social work meetings. 	<ul style="list-style-type: none"> Demonstrates growth in taking advantage of District-sponsored monthly social work meetings. 	<ul style="list-style-type: none"> Needs significant support to take advantage of District-sponsored monthly social work meetings. 		

DOMAIN V: PROFESSIONAL DEVELOPMENT — CONTRIBUTES TO PROFESSIONAL GROWTH PLAN**ELEMENT B:** The school social worker is able to incorporate supervisory suggestions into his/her professional behavior.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently incorporates supervisory suggestions into his/her professional behavior in order to improve performance and support to students, families, and staff. 	<ul style="list-style-type: none"> Frequently incorporates supervisory suggestions into his/her professional behavior in order to improve performance and support to students, families, and staff. 	<ul style="list-style-type: none"> Demonstrates growth in incorporating supervisory suggestions into his/her professional behavior in order to improve performance and support to students, families, and staff. 	<ul style="list-style-type: none"> Needs significant support incorporating supervisory suggestions into his/her professional behavior in order to improve performance and support to students, families, and staff.

DOMAIN V: PROFESSIONAL DEVELOPMENT — CONTRIBUTES TO PROFESSIONAL GROWTH PLAN**ELEMENT C:** The school social worker demonstrates a thorough knowledge and application of social work practices and techniques.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently keeps abreast of current research and updates knowledge and applies knowledge through new and updated techniques. 	<ul style="list-style-type: none"> Frequently keeps abreast of current research and updates knowledge and applies knowledge through new and updated techniques. 	<ul style="list-style-type: none"> Demonstrates growth in keeping abreast of current research and updates knowledge and applies knowledge through new and updated techniques. 	<ul style="list-style-type: none"> Needs significant support keeping abreast of current research.

DOMAIN V: PROFESSIONAL DEVELOPMENT — CONTRIBUTES TO PROFESSIONAL GROWTH PLAN

ELEMENT D: The school social worker articulates his/her areas of strength, as well as areas that need additional focus in order to maximize student

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>	
<ul style="list-style-type: none"> Consistently reflects on professional practices on a regular basis. 	<ul style="list-style-type: none"> Frequently reflects on professional practices on a regular basis. 	<ul style="list-style-type: none"> Demonstrates growth in reflecting on professional practices on a regular basis. 	<ul style="list-style-type: none"> Needs significant support reflecting on professional practices. 		
<ul style="list-style-type: none"> Consistently develops personal and professional growth objectives identifying strengths and weaknesses. 	<ul style="list-style-type: none"> Frequently develops personal and professional growth objectives identifying strengths and weaknesses. 	<ul style="list-style-type: none"> Demonstrates growth in developing personal and professional growth objectives identifying strengths and weaknesses. 	<ul style="list-style-type: none"> Needs significant support developing personal and professional growth objectives identifying strengths and weaknesses. 		
<ul style="list-style-type: none"> Consistently develops a plan to meet goals and strengthen areas of need. 	<ul style="list-style-type: none"> Frequently develops a plan to meet goals and strengthen areas of need. 	<ul style="list-style-type: none"> Demonstrates growth developing a plan to meet goals and strengthen areas of need. 	<ul style="list-style-type: none"> Needs significant support developing a plan to meet goals and strengthen areas of need. 		

DOMAIN V: PROFESSIONAL DEVELOPMENT — CONTRIBUTES TO PROFESSIONAL GROWTH PLAN**ELEMENT E:** The school social worker discusses professional practices with District school social work colleagues.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>		<i>DOES NOT MEET THE STANDARDS</i>	
<ul style="list-style-type: none"> Consistently interacts with fellow school social workers on a regular basis to update skills and knowledge. 	<ul style="list-style-type: none"> Frequently interacts with fellow school social workers on a regular basis to update skills and knowledge. 	<ul style="list-style-type: none"> Demonstrates growth interacting with fellow school social workers on a regular basis to update skills and knowledge. 	<ul style="list-style-type: none"> Needs significant support interacting with fellow school social workers on a regular basis to update skills and knowledge. 		
<ul style="list-style-type: none"> Consistently stays informed on issues of child development and new effective practices through interaction with school social work colleagues. 	<ul style="list-style-type: none"> Frequently stays informed on issues of child development and new effective practices through interaction with school social work colleagues. 	<ul style="list-style-type: none"> Demonstrates growth in staying informed on issues of child development and new effective practices through interaction with school social work colleagues. 	<ul style="list-style-type: none"> Needs significant support staying informed on issues of child development and new effective practices through interaction with school social work colleagues. 		
<ul style="list-style-type: none"> Consistently seeks advice from colleagues and administrators to help clarify professional responsibilities in situations where there may be ethical dilemmas. 	<ul style="list-style-type: none"> Frequently seeks advice from colleagues and administrators to help clarify professional responsibilities in situations where there may be ethical dilemmas. 	<ul style="list-style-type: none"> Demonstrates growth in seeking advice from colleagues and administrators to help clarify professional responsibilities in situations where there may be ethical dilemmas. 	<ul style="list-style-type: none"> Needs significant support seeking advice from colleagues and administrators to help clarify professional responsibilities in situations where there may be ethical dilemmas. 		
<ul style="list-style-type: none"> Consistently attends monthly school social worker meetings to update and increase knowledge. 	<ul style="list-style-type: none"> Frequently attends monthly school social worker meetings to update and increase knowledge. 	<ul style="list-style-type: none"> Demonstrates growth in attending monthly school social worker meetings to update and increase knowledge. 	<ul style="list-style-type: none"> Needs significant support attending monthly school social worker meetings to update and increase knowledge. 		

Glossary

<i>ACTION PLAN</i>	A school’s program for improving student performance. Includes analysis of relevant data, identification of needs, clear goals and tasks, and roles and responsibilities.
<i>ACTION RESEARCH</i>	Allows a practitioner to identify problems in their own classroom, investigate those problems in a systematic way, raise questions about teaching and learning, and have the opportunity to share findings with colleagues.
<i>APPRECIATION OF DIVERSITY</i>	Recognition, understanding, and respect of similarities and differences in gender, age, race, ethnicity, and learning style, socioeconomic status, ability, and disability.
<i>ASSESSMENT</i>	The process of quantifying, describing, gathering data about, or giving feedback about performance. Assessment results are used to identify instructional practices that should be improved, to focus professional development for practitioners, and to supply new or different instructional resources for learners.
<i>ASSESSMENT PLAN</i>	A set of choices regarding how student learning will be assessed in relation to identified standards and criteria.
<i>ASSISTANCE PLAN FOR IMPROVEMENT</i>	The negotiated document which provides written strategies developed by the practitioner and administrator to resolve a concern(s).
<i>AUTHENTIC ASSESSMENT</i>	The process of gathering evidence and documentation of a student’s learning and growth in ways that resemble “real life” as closely as possible (e.g., a driving test, a presentation to a board on a “real” issue). To measure growth and progress, students’ work is compared to their previous work rather than to the work of others. Authentic assessment is based on what the child actually does in a variety of contexts at points throughout the school year. Authentic work represents the student’s application, not mere acquisition, of knowledge and skills. Authentic assessment also engages students in the activity and reflects best instructional activities.
<i>COLLABORATION</i>	To work jointly with others in an intellectual endeavor, being cooperative and willing to assist.
<i>COLLABORATIVE CONVERSATION</i>	The negotiated document which provides written strategies developed by the practitioner and administrator to resolve a concern(s).

Glossary

COMMUNICATION	A process by which information is exchanged, verbal or written, between individuals.
COMMUNITY	An interacting population with a common interest in a particular area.
CONCERN	The initial written identification of a problematic situation or condition related to the evaluation criteria. This concern(s) is the focus of the Assistance Plan for Improvement.
CONSULTANT TEACHER	An experienced tenured teacher who works under the supervision of the PAR Panel, provides support and guidance to the first year intern, and is responsible for the formal evaluation.
CORRECTIVE ACTION PLAN	The negotiated document which provides written strategies developed by the practitioner and administrator to correct a deficiency(ies). The document is developed if outcomes of the Collaborative Conversation/ Assistance Plan have not been met.
DATA COLLECTION	Records and reports of formal and informal observations, experiences, and events. Data are artifacts, facts or figures from which conclusions may be drawn. Data become information when they are put to use, as for planning and decision making.
DEFICIENCY	An area where a practitioner is not meeting standards.
EVALUATION	Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria. Evaluations are usually based on multiple sources of information. The terms “evaluation” and “assessment” are often used interchangeably.
EVALUATION CONFERENCE	A meeting between an administrator and the practitioner to review and discuss the practitioner’s overall performance.
EVALUATION REPORT	The written documentation of a practitioner’s overall performance based on information shared at the evaluation conference.
EXCHANGE CONFERENCE	An annual, non-data-collecting meeting between the practitioner(s) and an administrator to discuss the criteria for evaluation.
INTENT TO DISMISS	A formal written notice by the superintendent.

Glossary

<i>INTERN</i>	A first year teacher.
<i>INDIVIDUAL PROFESSIONAL GROWTH PLAN</i>	Individuals identify goals for professional growth based on district and school goals using Performance Indicators as a base. Rubrics are used as a resource. Action steps are developed to meet these goals.
<i>MENTOR</i>	One who works with a staff member in a non-evaluative role to acclimate them to the District’s policies, procedures, and performance indicators.
<i>MENTOR TEACHER INTERN PROGRAM (MTIP)</i>	A year-long program for first or second year practitioners to work with an experienced tenured practitioner as a confidential mentor using time for job-embedded professional development.
<i>MULTIPLE DATA SOURCES</i>	Use of more than one source of feedback in practitioner evaluation process to achieve a varied representation of practitioner performance.
<i>NATIONAL BOARD CERTIFICATION</i>	Rigorous process through which practitioner demonstrates their expertise in a given content area or field.
<i>NETWORKING</i>	The exchange of information or services among individuals, groups, or institutions.
<i>OUTCOME</i>	Those items or tasks for which students must create a response or answer (e.g., a written or oral answer, a product, or a performance).
<i>PACING</i>	The deliberate movement of lesson activities to ensure maximum student participation.
<i>PEDAGOGY</i>	The art, science, or profession of teaching.
<i>PEER ASSISTANCE AND REVIEW PANEL</i>	The PAR Panel is the governing body of the PAR Program. The Panel consists of five appointed union representatives named by STA and four appointed management representatives named by the Superintendent of Schools in consultation with SAAS.
<i>PEER ASSISTANCE AND REVIEW PROGRAM (PAR)</i>	The Peer Assistance and Review Program (PAR) is a cooperative union management program of teacher evaluation for first-year teachers (interns).

Glossary

PEER COACHING	A process of providing specific, immediate feedback to a person with the same job description or authority base about areas needing refinement and helping the peer generate options for refining a skill, strategy, or concept.
PEER EVALUATION <i>(Peer Assistance & Review)</i>	A process by which peers conduct formative and summative evaluation of their colleagues.
PERFORMANCE INDICATOR	A measure that describes performance related to teaching standards.
PROFESSIONAL PARTNER	One who works collegially with any non-tenured staff member not in a formal support program.
PORTFOLIO REVIEW	A portfolio is a folder, album, or storage container of artifacts that display evidence of a practitioner's knowledge and skills. The portfolio embodies an attitude that assessment is dynamic and that the richest portrayals of practitioner and student performance are based on multiple sources of evidence collected over time in authentic settings.
REBUTTAL	A written response refuting an Evaluation Report.
RUBRIC	An established set of parameters for performance tasks. Rubrics consist of a set of clear criteria and performance descriptions for each criterion at each point on the scale that illustrates various levels of performance.
SELF-REFLECTION	The monitoring of one's own behavior in relation to goals, expectations, and outcomes.
STAKEHOLDERS	Population with a common interest in a particular area.
TENURED TEACHER INTERVENTION PROGRAM	A cooperative union management program to support tenured practitioners to meet performance standards.

Adapted from Succeeding with Standards by Judy F. Carr and Douglas E. Harris (2001).

Notes



The Syracuse City School District hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to age, gender, race, color, religion, marital status, sexual preference, national origin or disability. Inquiries regarding this non-discrimination policy may be directed to:

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