

Pendleton County School District Certified Evaluation Plan



Pendleton County Schools

Mission

Pendleton County Schools is committed to graduating every student college and/or career ready by empowering staff to deliver high quality instruction and services in a safe and trusting environment.

***United in Pursuing
Excellence***

Vision

Pendleton County Board of Education
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Falmouth, KY 41040
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Joe Buerkley, Superintendent

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Executive Director of Teaching and Learning

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Falmouth, KY 41040

PENDLETON COUNTY EVALUATION PLAN COMMITTEE (March 2022)

Amy Hurst, Teacher

Christy Conner, Teacher,

Tammy Tackett, Teacher

Laura Pugh, Executive Director of Teaching and Learning

Donna Pollard, Director of Special Education/Preschool

Tony Dietrich, Principal of PCHS

EVALUATION PLAN COMMITTEE ROLE

KRS 156.557(5)(c)(1) requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. One administrator, appointed by the Superintendent, will serve as committee chairperson and the designated contact person for the Kentucky Department of Education monitoring purposes. Each school will be responsible for the selection of its teacher representative.

The purposes of Pendleton County's Evaluation Plan Committee shall be:

- to review the certified employee evaluation plan (and subsequent amendments) adopted by the Board of Education;
- to recommend improvements/changes.

The committee is advisory only: It neither complements nor supplements that which is required of the Board in section 8, 704 KAR 3:345, revised. *This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.*

Pendleton County School District

ASSURANCES

Certified Personnel Evaluation Plan

The Pendleton County School District hereby assures the Commissioner of Education that:

- This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.
- The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within thirty (30) calendar days of reporting for employment. This shall occur prior to the implementation of the plan.
- The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.
- All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR3:345. The PGP will be reviewed annually.
- All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.
- All tenured teachers will be evaluated a minimum of once every three years.
- Each evaluator will be trained and approved in the use of the appropriate evaluation techniques and the use of local instruments and procedures.
- Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
- Each evaluatee shall be given a copy of his/her summative evaluation with the evaluator regarding his/her performance and the summative evaluation shall be filed with the official personnel records.
- An opportunity for written response shall be included in the official personnel records.
- The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.
- The evaluation plan will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.
- This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

Pendleton County Board of Education

2525 HWY 27N

Falmouth, KY 41040

April, 2020

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Evaluation of Certified Personnel

Introduction

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve instruction; provide for professional growth of certified staff members; help assess teacher and administrative performance for reappointment and promotion; provide a measure of performance accountability to citizens. It is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready. The evaluation system is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement.

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an Evaluation Committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation. The Evaluation Committee shall review the plan annually to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Pendleton County Board of Education and the Kentucky Department of Education.

Certified Administrative Personnel will be evaluated annually by the superintendent or by the superintendent's designee using the Professional Standards for Educational Leaders (PSEL). The Superintendent will be evaluated annually by the local school board. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

Section 1: Timelines of Evaluation Activities

Certified School Personnel

TIMELINE of Evaluation Activities: Certified School Personnel	
Explanation and Review of Certified Evaluation Plan	<p>The district shall explain and review the evaluation process with an evaluatee no later than the end of the evaluatee’s first thirty (30) calendar days of reporting for employment each year.</p> <p>Observations may begin only after this explanation and review of the certified evaluation process takes place.</p>
Self-Reflection	<p>On a date determined by the evaluator not to exceed the 30th instructional school day: All educators complete and submit to their primary evaluator a self-reflection on the district approved form.</p>
Professional Growth Plan	<p>All educators, in collaboration with the primary evaluator, complete and submit a professional growth plan to be approved by the primary evaluator on the district approved form by September 30th and revised as needed.</p>
Observations for Non-Tenured Certified School Personnel	<p>There are a minimum of two (2) thirty (30) minute required observations completed annually by primary evaluator and will be documented on district approved forms for non-tenured Certified School Personnel. A post- conference shall take place within five (5) working days following each observation. Review of Professional Growth Plan completed by the summative conference. Summative Evaluation completed by April 30th on district approved forms.</p>
Observations for Tenured Certified School Personnel	<p>There is a minimum of one (1) thirty (30) minute required observation completed annually by primary evaluator and documented on district approved forms for tenured Certified School Personnel. A post-conference shall take place within five (5) working days following each observation.</p> <p>Review of Professional Growth Plan completed annually.</p> <p>Summative Evaluation completed a minimum of one (1) time every three years on district approved forms and evaluatee will have the opportunity to submit a written statement in response that will be included in the official personnel record.. Must be completed by April 30th of the summative year.</p>
Additional Observations	<p>As determined by the evaluator throughout the evaluation process. Post-Conference is required.</p>
Assistance Plan for Corrective Action	<p>As determined by the evaluator throughout the evaluation process and documented on district approved forms.</p>
KTIP	<p>Teacher interns shall be evaluated by utilizing the formative data collection gathered through the intern process. Additional observations may be warranted. Timelines associated with the KTIP process will be utilized if different from Pendleton County’s Timeline for Certified School Personnel. If the KTIP program is discontinued, the teacher will be evaluated like other non-tenured certified school personnel.</p>
<p>NOTE: The timeline above will be followed except in the event that a teacher/other professional is hired after the first of the year or is taking an approved-leave of absence at the beginning of the school year. A late hire will be defined as an employee not working 60 or more consecutive school days. A late hire will be expected to have a minimum of 1 full/final observation in their summative year. If an employee in their summative evaluation year misses more than 90 days, the superintendent or designee may suspend the summative evaluation until the following school year.</p>	

Certified Administrative Personnel

TIMELINE of Evaluation Activities: Certified Administrative Personnel	
Explanation and Review of Certified Evaluation Plan	The district shall explain and review the evaluation process with an evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each year. Observations may begin only after this explanation and review of the certified evaluation process takes place.
Self-Reflection	On a date determined by the evaluator not to exceed the 30th instructional school day: All certified administrators complete and submit to their primary evaluator a self-reflection on the district approved form.
Professional Growth Plan	All certified administrators, in collaboration with the primary evaluator, complete and submit a professional growth plan to be approved by the primary evaluator on the district approved form by October 15th and revised as needed.
Site Visit/Observation	The primary evaluator will conduct a site visit/observation by December 30th . The primary evaluator and evaluatee will meet within five (5) working days following each site visit/observation to review and discuss evidence of each performance standard and progress on the Professional Growth Plan to provide systematic feedback. Observation will be documented on district approved form.
Summative Conference	On or before June 15th: the primary evaluator and evaluatee will meet to review and discuss an assessment of performance standards and progress on the Professional Growth Plan to provide systematic feedback. Summative Evaluation completed on district approved forms and evaluatee will have the opportunity to submit a written statement in response that will be included in the official personnel record.
Additional Observations	As determined by the evaluator throughout the evaluation process. Post-Conference is required and shall take place within five (5) working days following each observation.
Assistance Plan for Corrective Action	As determined by the evaluator throughout the evaluation process and documented on district approved form.

Timeline of Evaluation Activities for Staff Missing Sixty 60 or More Consecutive School Days or an Employee Missing More than 90 Days in their Summative Evaluation Year

The Superintendent, or his/her designee, will collaborate with the primary evaluator and may reduce the number of minimum observations of an evaluatee during the summative evaluation cycle for evaluatees who are not working 60 or more consecutive school days. These employees, including any late hires, will be expected to have a minimum of 1 full/final observation in their summative year. If an employee in their summative evaluation year misses more than 90 days, the superintendent or designee may suspend the summative evaluation until the following school year.

The Superintendent, or his/her designee, will collaborate with the primary evaluator to determine the appropriate requirements, timeline, and deadlines for the completion of all components of the Certified Evaluation Plan. The revised timeline and deadlines for completion shall be noted on the district approved form and added to the evaluatee's personnel file.

Section 2: Components of the Evaluation System

Evaluators

The primary evaluator is the immediate supervisor.

Prior to conducting a formative or summative evaluation, evaluators will complete initial certified evaluation training and testing pursuant to KRS.156.557(5)(c)(4), evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school personnel. Evaluators shall receive support and resources necessary to ensure consistent and reliable ratings.

Pursuant to 704 KAR 3:370(6)(4)(c) and (d) all evaluators will receive a minimum of six (6) hours annually of EILA approved personnel evaluation system training. Observation training is required for all evaluators conducting observations and can be applied to the required minimum of six (6) hours annually of EILA approved personnel evaluation system training.

Performance Measures

The Kentucky Framework for Teaching shall be used as the standards for the evaluation of certified personnel with the job title of Teacher and is designed to support student achievement and professional practice through the following performance measures:

- Planning
- Environment
- Instruction
- Professionalism

The Kentucky Framework for Other Professionals shall be used as the standards for the evaluation of certified personnel with the job title of; Speech Language Pathologist, School Psychologist, Library Media Specialist, School Counselor/Social Worker, Diagnostician/Interventionist (Instructional Specialist), and Therapeutic Specialist are designed to support student achievement and professional practice through the following performance measures:

- Planning
- Environment
- Instruction
- Professionalism

The Professional Standards for Educational Leaders (PSEL) shall be used as the standards for the evaluation of Certified Administrative Personnel with the job title of Principal an Assistant Principal are designed to support student achievement and professional best-practice through the following performance measures:

- Planning
- Environment
- Instruction
- Professionalism

The district established standards for the evaluation of Certified Administrative Personnel with the job title of Assistant Superintendent, Executive Director of Pupil Personnel/Student Services, Director of Special Education/Preschool Coordinator, Executive Director of Finance & Human Resources, Executive Director of Teaching and Learning, Director of Elementary Curriculum/Assessment, Director of Secondary Curriculum/Assessment, and Chief Information Officer are designed to support student achievement and professional best-practice through the following performance measures:

- Planning
- Environment
- Instruction
- Professionalism

Self-Reflection and Professional Growth Planning

All certified personnel will participate in self-reflection and professional growth planning each year.

Self-reflection improves practice through ongoing, careful consideration of the impact of professional practice on student growth and achievement.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including observation conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the primary evaluator, evaluatee's will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Observations

The evaluator observation will provide evidence and feedback to measure the effectiveness of an educator's professional practice.

Additional administrative personnel who have been trained in accordance with 704 KAR 3:370 and KRS 156:557, may observe and provide additional information to the primary evaluator.

Observation and Observation Conferencing Requirements for Teachers and Other Professionals

Non-Tenured Educators: There are a **minimum of two (2) thirty (30) minute** required observations completed annually by primary evaluator.

Tenured Educators: There is a **minimum of one (1) thirty (30) minute** required observation completed annually by primary evaluator.

Summative Cycles

Educators with a Continuing Contract (Tenured Educators) – 3 years

Educators with a Limited Contract (Non-Tenured Educators) – 1 year

- Observations may be announced or unannounced
- Video recording may be done with the mutual consent of both parties

- Certified School Personnel meeting the definition of administrator in 704 KAR 3:345 Section 1(1) will receive summative evaluations annually regardless of contract type in accordance with 704 KAR 3:345 Section 4(2)(i)

Evaluators and evaluatees will adhere to the following observation conferencing requirements:

- A Pre-Conference is not required, but is considered best practice for announced observations, and may be conducted in person or electronically.
- A Post-Conference is mandatory after each observation, shall be completed within five (5) working days of the observation, shall be conducted in person, and shall provide feedback to the evaluatee.

KTIP: If funded, teacher interns shall be evaluated by utilizing the formative data collection gathered through the intern process. Additional observations may be warranted.

Observation and Observation Conferencing Requirements for Certified Administrative Personnel

There is one (1) required observation in the summative cycle for tenured and non-tenured Certified Administrative Personnel. Additional observations may occur at the discretion of the evaluator.

Summative Cycles

- All educators in the category of Certified Administrative Personnel will have a one (1) year Summative Cycle regardless of contract status (Limited or Continuing.)
- Observations may be announced or unannounced.

Evaluators and evaluatees will adhere to the following observation conferencing requirements:

- A Pre-Conference is not required, but is considered best practice for announced observations, and may be conducted in person or electronically
- A Post-Conference is mandatory after each observation, shall be completed within five (5) working days of the observation, shall be conducted in person, and shall provide feedback to the evaluatee.

Sources of Evidence and Performance Standard/Measure Alignment

Self-Reflection, Professional Growth Planning and Observation are required sources of evidence.

Evaluatees may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the evaluatee's practice within the performance measures. Examples include:

Additional Measures of Student Learning, Budgets, District or State Assessments, EILA/Professional, Learning experience documentation, Faculty Meeting Agendas and Minutes, Instructional, Round/Walk-Through documentation, Leadership Team Agendas and Minutes, Meeting Agendas and Minutes, Other item(s) deemed appropriate by the evaluator and evaluatee, Parent/Community engagement events documentation, Parent/Community engagement surveys, PLC/Team Meeting, Agendas and Minutes, Products of Practice, Professional Organization memberships, SBDM Minutes, School schedules, Student Growth Goals, Student Voice, Surveys

Teacher: Required Sources of Evidence and Performance Stand./Measure Alignment

Performance Standards/Measures		Planning	Environment	Instruction	Professionalism
Sources of Evidence to Inform Professional Practice	Professional Growth Plan	Self-Reflection and Professional Growth Planning			
	Self-Reflection				
Framework for Teaching	Observation	Pre and Post Conferences	Observation		Pre and Post Conferences
Component		1a: Knowledge of content/pedagogy			
		1b: Demonstrate knowledge of students			
		1c: Setting Instructional Outcomes			
		1d: Demonstrates knowledge of resources			
		1e: Designing Coherent Instruction			
		1f: Designing Student Assessment			
		2a: Creating Environment of Respect & Rapport			
		2b: Establish Culture of Learning			
		2c: Maintaining Classroom Procedures			
		2d: Managing Student Behavior			
		2e: Organizing Physical Space			
		3a: Communicating with Students			
		3b: Questioning & Discussion Techniques			
		3c: Engaging Students in Learning			
		3d: Using Assessment in Learning			
		3e: Demonstrating Flexibility & Responsive			
		4a: Reflecting On Teaching			
		4b: Maintaining Accurate Records			
		4c: Communicating With Families			
		4d: Participating in Professional Learning Community			
		4e: Growing & Developing Professionally			
		4f: Showing Professionalism			

Therapeutic Specialist (Speech Language Pathologist and School Psychologist): Required Sources of Evidence and Performance Standard/Measure Alignment

Performance Standards/ Measures		Planning	Environment	Instruction	Professionalism	
Framework for Therapeutic Specialist						
Component						
1a: Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license						
1b: Establishing goals for the therapy program appropriate to the setting and the students served						
1c: Demonstrating knowledge of District state and federal regulations and guidelines						
1d: Demonstrating knowledge of resources both within and beyond the school and district						
1e: Planning the therapy program integrated with the regular school program to meet the needs of individual students						
1f: Developing a plan to evaluate the therapy program						
2a: Establishing rapport with students						
2b: Organizing time effectively						
2c: Establishing and maintaining clear procedures for referrals						
2d: Establishing standards of conduct in the treatment center						
2e: Organizing physical space for testing of students and providing therapy						
3a: Responding to referrals and evaluating student needs						
3b: Developing and implementing treatment plans to maximize student's success						
3c: Communicating with families						
3d: Collecting information; writing reports						
3e: Demonstrating flexibility and responsiveness						
4a: Reflecting on practice						
4b: Collaborating with teachers and administrators						
4c: Maintaining an effective data management system						
4d: Participating in a professional community						
4e: Engaging in professional development						
4f: Showing professionalism including integrity advocacy and maintaining confidentiality						
Sources of Evidence to Inform Professional Practice		Observation	Observation		Pre and Post Conferences	
		Self-Reflection	Self-Reflection and Professional Growth Planning			
		Professional Growth Plan				

Library/Media Specialist: Required Sources of Evidence and Performance Stand./Measure Alignment

Sources of Evidence to Inform Professional Practice		Performance Standards/ Measures
Professional Growth Plan	Self-Reflection	Framework for Library/Media Specialist Component 1a: Demonstrating Knowledge of Content Curriculum and Process 1b: Demonstrating Knowledge of Students 1c: Supporting Instructional Goals 1d: Demonstrating Knowledge and Use of Resources 1e: Demonstrating a Knowledge of Literature and Lifelong Learning 1f: Collaborating in the Design of Instructional Experiences 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Library Procedures 2d: Managing student behavior 2e: Organizing physical space 3a: Communicating Clearly and Accurately 3b: Using Questioning and Research Techniques 3c: Engaging Students in Learning 3d: Assessment in Instruction (whole class, one-on-one and small group) 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Practice 4b: Maintaining Accurate Records 4c: Communicating with School Staff and Community 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Collection Development and Maintenance 4g: Managing the Library Budget 4h: Managing Personnel 4i: Professional ethics
Self-Reflection		
Observation	Pre and Post Conferences	Planning
	Observation	Environment
	Pre and Post Conferences	Instruction
		Professionalism

School Counselor/Social Worker: Required Sources of Evidence and Performance Stand./Measure Alignment

Performance Standards/ Measures		Planning		Environment		Instruction		Professionalism																																					
Framework for School Guidance Counselor/Social Worker		Component		1a: Demonstrating knowledge of counseling theory and techniques		1b: Demonstrating knowledge of child and adolescent development		1c: Establishing goals for the counseling program appropriate to the setting and the students served																																					
Sources of Evidence to Inform Professional Practice		Observation		Pre and Post Conferences		Observation		1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district		1e: Planning the counseling program integrated with the regular school program		1f: Developing a plan to evaluate the counseling program		2a: Creating an environment of respect and rapport		2b: Establishing a culture for productive communication		2c: Managing routines and procedures		2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school		2e: Organizing physical space		3a: Assessing student needs		3b: Assisting students and teachers in the formulation of academic, personal, social, and career plans based on knowledge of student needs		3c: Using counseling techniques in individual and classroom programs		3d: Brokering resources to meet needs		3e: Demonstrating flexibility and responsiveness		4a: Reflecting on practice		4b: Maintaining records and submitting them in a timely fashion		4c: Communicating with families		4d: Participating in a professional community		4e: Engaging in professional development		4f: Showing professionalism	
		Professional Growth		Self-Reflection and Professional Growth Planning		Pre and Post Conferences																																							
		Observation																																											

Diagnostician/Interventionist (Instructional Specialist): Required Sources of Evidence and Performance Standard/Measure Alignment

Performance Standards/ Measures		Planning	Environment	Instruction	Professionalism
Framework for Instructional Specialist (Diagnostician/Interventionist)					
Component		1a: Demonstrating knowledge of current trends in specialty area and professional development			
		1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program			
		1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served			
		1d: Demonstrating knowledge of resources both within and beyond the school and district			
		1e: Planning the instructional support program integrated with the overall school program			
		1f: Developing a plan to evaluate the instructional support program			
		2a: Creating an environment of trust and respect			
		2b: Establishing a culture for ongoing instructional improvement			
		2c: Establishing clear procedures for teachers to gain access to the instructional support			
		2d: Establishing and maintaining norms of behavior for professional interactions			
		2e: Organizing space for workshops or training			
		3a: Collaborating with teachers in the design of instructional units and lessons			
		3b: Engaging teachers in learning new instructional skills			
		3c: Sharing expertise with staff			
		3d: Locating resources for teachers to support instructional improvement			
		3e: Demonstrating flexibility and responsiveness			
		4a: Reflecting on practice			
		4b: Preparing and submitting budgets and reports			
		4c: Coordinating work with other instructional specialists			
		4d: Participating in a Professional Learning Community			
		4e: Engaging in professional development			
		4f: Showing Professionalism including integrity and confidentiality			
Sources of Evidence to Inform Professional Practice		Observation	Observation	Pre and Post Conferences	Pre and Post Conferences
		Self-Reflection			
Professional Growth Plan	Self-Reflection and Professional Growth Planning				

Principals and Assistant Principals: Required Sources of Evidence and Performance Standard/Measure Alignment

Performance Measures/PSEL		Planning	Environment	Instruction	Professionalism
Sources of Evidence to Inform Professional Practice	Observation	Observations and District Identified Evidence (Conferences)			
	Professional Growth	Professional Growth Planning			
	Self-Reflection	Self-Reflection			

Performance Measures/PSEL		Planning	Environment	Instruction	Professionalism
Sources of Evidence to Inform Professional Practice	Observation	Observations and District Identified Evidence (Conferences)			
	Professional Growth	Professional Growth Planning			
	Self-Reflection	Self-Reflection			

District Administrators: Required Sources of Evidence and Performance Stand./Measure Alignment

Performance Standards/Measures		Planning	Environment	Instruction	Professionalism
Sources of Evidence to Inform Professional Practice	Observation	Observations and District Identified Evidence (Conferences)			
	Professional Growth	Professional Growth Planning			
	Self-Reflection	Self-Reflection			

Section 3: Rating of Performance Standards/Measures and Summative Professional Practice Rating

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating personnel. The role of evidence and professional judgment in the determination of ratings on performance measures and a professional practice rating is paramount in this process.

The performance standards stand as the critical rubric for providing personnel in the certified evaluation plan and evaluators with concrete descriptions of practice associated with specific standards. Evaluators will organize and analyze evidence for each individual based on these performance standards.

Evaluators and evaluatees will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each performance measure.

- Evaluatees may provide additional evidences to support assessment of their own professional practice
- Each Performance Measure shall be rated as either Ineffective, Developing, Accomplished, or Exemplary
- Using the table below the evaluator shall rate the educator’s Overall Performance Level as either Ineffective, Developing, Accomplished, or Exemplary
- Professional practice ratings shall be completed on district approved forms on or before April 30th of each school year for Certified School Personnel and by June 15th for Certified Administrative Personnel. The evaluatee will have the opportunity to submit a written statement in response and it will be included in the official personnel record.

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF....	THEN...
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

Section 4: Appeals Process

Appeals Panel Membership

1. All members must be certified employees.
2. Elected Members
 - Must be elected to the Appeals Panel by Certified Employees.
 - Each elected member will serve a two-year term, beginning July 1 and ending June 30.
3. Election Process
 - The Evaluation Committee will hold an election prior to closing day to elect a certified employee to the Appeals Panel. Any certified employee may volunteer and will automatically be placed on the ballot. Any certified employee wishing to nominate another may do so by gaining the nominee's permission prior to forwarding the nomination to the evaluation committee.
 - All certified employees will be eligible to vote in the election.
 - The two candidates with the highest vote total will be elected to a two-year term. The candidates receiving the third and fourth largest vote totals will serve as an alternate on the panel for the next two years, replacing either of the two elected members, as needed.
4. Appointed Members
 - One certified employee and one alternate certified employee will be appointed by the Board of Education to serve until the Board of Education appoints a replacement.
5. Chairperson
 - At the first meeting of the Appeals Panel, the members will elect a chairperson.
6. Conflicts of Interest
 - No panel member shall serve on any appeal panel considering an appeal for which he/she was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. A panel member shall not hear an appeal filed by his/her immediate supervisor. The appeal panel will not include a certified employee from the home school of the employee making the appeal.
 - Panel members, with just cause, may request to be excused from a particular hearing by submitting a letter to the panel chairperson. The chairperson will review the request and make the decision as to whether the panel member should be excused.

Appeal Procedures

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may request a review by the appeals panel.

How to Appeal Certified Evaluations

1. Within five (5) business days of receipt of the summative evaluation, a written request for a review must be submitted to the Human Resources Director, utilizing the Certified Evaluation Appeal Form. Appeals not made within the five (5) business days shall be considered untimely and not reviewable.

2. The request for review must be submitted on the appropriate appeal form in the certified evaluation plan. The appeal form must:
 - a. Be attached to a copy of the final evaluation form
 - b. Include a written statement which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or qualitative).
 - c. Include pertinent documentation that the evaluatee wants the Panel to review
3. The certified employee appealing to the Panel has the burden of proof. The evaluator may respond to any statements made and/or evidence presented by the certified employee and may present any evidence that supports the Summative evaluation.
4. The chair will convene the Appeals Panel and it will complete its review of the evaluation data no more than five (5) business days after receipt of the request for review. The Chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal.
5. The panel may issue, no more than two (2) business days after meeting to review the appeal, an invitation to both the evaluatee and the evaluator to meet with the panel (separately, not together). The purpose of this would be to obtain additional information needed to prepare a hearing.
 - i. All documentation will be reviewed in the presence of all three (3) panel members.
 - ii. Both parties will be given the opportunity to review all documentation five (5) days in advance of the hearing.
 - iii. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings.
 - iv. Confidentiality will be maintained.
 - v. Copies of the documentation shall not be carried away from the established meeting by either parties involved or by the Panel Members.
6. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
7. The members of the Certified Employee Appeals Panel, the evaluatee, and the evaluator will be notified of the time, date, and place of the hearing by the Chairperson. The hearing must take place within fifteen (15) business days from the date the appeal is filed.
8. Both the evaluatee and the evaluator are notified of the right to be accompanied by a chosen representative including legal counsel, at their own personal expense.
9. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.
10. The duties of the appeals panel shall be limited to a review of the summative evaluation of any certified employee who does not agree with his/her evaluation and who appeals to the panel for review of the same. The panel's review shall be limited to whether the evaluation did or did not have a factual basis.
11. All hearings will be confidential and will follow these written procedures of the Panel.
12. The decision of the panel after sufficiently reviewing all evidence, may include, but not limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee.
 - d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file.

13. The chairperson of the panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within (15) business days from the date the appeal is filed.
 - In the event that the evaluator is the Superintendent, the panel's recommendation shall go directly to the Board of Education.
 - The panel's decision may be appealed to the State Board of Education.
14. Pursuant to KRS 156.557—Standards For Improving Performance of Certified School Personnel, and 704 KAR 3:345—Evaluation Guidelines, any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

Section 5: Roles and Definitions

Appeals

A process whereby any certified personnel employee who believes that he or she was not fairly evaluated on the summative evaluation can formally disagree with his/her evaluation.

Corrective Action Plan

A plan whereby the primary evaluator, with input from the person being evaluated, develops a process to assist the evaluatee to address the deficiencies identified.

Certified Administrative Personnel

A certified employee, below the level of superintendent, who devotes the majority of employed time in a position at the district or school level for which certification is required by EPSB or for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050

Principal, Assistant Principal, Assistant Superintendent, Executive Director of Pupil Personnel/Student Services, Director of Special Education/Preschool Coordinator, Executive Director of Finance & Human Resources, Executive Director of Teaching and Learning, Director of Elementary Curriculum/Assessment, Director of Secondary Curriculum/Assessment, Chief Information Officer

Certified School Personnel

A certified employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.

Conference

A meeting between the evaluator and the evaluatee for the purposes of providing evaluator feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.

Continuing Contract

A contract for the employment of an educator which shall remain in full force and effect until the educator resigns or retires, or until it is terminated or suspended as provided in KRS 161.790 and 161.800

District Administrator

A certified employee with the following job title: Assistant Superintendent, Executive Director of Pupil Personnel/Student Services, Director of Special Education/Preschool Coordinator, Executive Director of Finance & Human Resources, Executive Director of Teaching and Learning, Director of Elementary Curriculum/Assessment, Director of Secondary Curriculum/Assessment, and Chief Information Officer

Evaluatee

The certified school or administrative personnel who is being evaluated

Evaluator

Certified administrative and supervisory personnel trained, tested and approved in accordance with administrative regulations adopted by the Kentucky Board of Education and in the use of the school district evaluation system

Evidence

Documents or demonstrations that indicate proof of a particular performance standard

Late Hire

A certified employee with a start date on or after the 60th instructional school day of the current school year's calendar

Limited Contract

A contract for the employment of an educator for a term of one (1) year only or for that portion of the school year that remains at the time of employment

Non-Tenured Educator

An educator on a limited contract

Observation

A data collection process conducted by an evaluator for the purpose of evaluation and may include notes and professional judgments made during one (1) or more classroom or worksite visits of any duration, may include examination of artifacts, and may be conducted in person or through video

Other Professionals

Certified employees other than teachers and certified administrative personnel

Speech Language Pathologist, Library Media Specialist, School Counselor/Social Worker, Diagnostician/Interventionist (Instructional Specialist), and Therapeutic Specialist

Performance Rating

The description of an educator's performance to include the following:

Ineffective

Rating for performance that consistently fails to meet expectations for effective performance

Developing

Rating for performance that inconsistently meets expectations for effective performance

Accomplished

Rating for performance that consistently meets expectations for effective performance

Exemplary

Rating for performance that consistently exceeds expectations for effective performance

Performance Standards/Measures

Guiding standards that provide for a defined set of common purposes and expectations that guide effective teaching and school leadership

Post Conference

A meeting between the evaluator and the evaluatee to provide feedback from the evaluator, analyze results of an observation, review other evidence to determine the evaluatee's accomplishments and areas for growth

Pre-Conference

A meeting between the evaluator and the evaluatee to discuss the upcoming announced observation

Professional Growth Plan

An individualized plan for certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluate data, and the school and district data, produced in consultation with the evaluator

Professional Practice Rating

The application of the professional judgment of the evaluator, using the sources of evidence as defined by the certified evaluation plan

Self-Reflection

The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth

Tenured Educator

An educator who is on a continuing contract

Section 6: District Approved Forms

All evaluations will be documented on district approved forms and will become part of the personnel file.

The following pages provide required district forms for the evaluation of Certified Administrative Personnel and Certified School Personnel.

Teacher Self-Reflection Template

Evaluatee:

School Year:

Component: Planning	Self-Assessment			
	I	D	A	E
1a: Knowledge of content/pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrate knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Setting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrates knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Designing Student Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Planning

Component: Environment	Self-Assessment			
	I	D	A	E
2a: Creating Environment of Respect & Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establish Culture of Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Maintaining Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Environment

Component: Instruction	Self-Assessment			
	I	D	A	E
3a: Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Questioning & Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Using Assessment in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating Flexibility & Responsive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Instruction

Component: Professionalism	Self-Assessment			
	I	D	A	E
4a: Reflecting On Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating With Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Participating in Professional Learning Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Growing & Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Professionalism

Teacher Professional Growth Plan Template

Evaluatee:

School Year:

Guiding Questions for Goal Development

Professional Practice

What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning

Please select one or more areas that show how your goal connects with a priority area of need.

- Self-Reflection
- Student Growth Goals
- Observations
- Student Voice
- Framework for Teaching
- Comprehensive District or School Improvement Plan

Component Alignment

- 1a: Knowledge of content/pedagogy
- 1b: Demonstrate knowledge of students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrates knowledge of resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessment
- 2a: Creating Environment of Respect & Rapport
- 2b: Establish Culture of Learning
- 2c: Maintaining Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space
- 3a: Communicating with Students
- 3b: Questioning & Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Learning
- 3e: Demonstrating Flexibility & Responsive
- 4a: Reflecting On Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating With Families
- 4d: Participating in Professional Learning Community
- 4e: Growing & Developing Professionally
- 4f: Showing Professionalism

Teacher Professional Growth Plan Template Continued

Professional Learning

What personal learning is necessary to make that change?

Monitoring Progress

How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Action Plan

Action Plan

What is my plan of action to advance my professional growth?

Support and Resources

What resources and/or support do I need to achieve my goal?

Target Completion Date

What is my target completion date for achievement of my goal?

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

Evaluator's Signature

Date

Evaluatee's Signature

Date

Teacher Professional Growth Plan Template Continued

End of Year Reflection

Professional Learning Update and Instructional Changes

List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact

Describe the impact the professional learning activities have had on student learning.

End of Year Status

Select the status of your goal.

Achieved

Revised

Continued

Evaluator's Signature

Date

Evaluatee's Signature

Date

Therapeutic Specialist Self-Reflection Template

Evaluatee:

School Year:

Component: Planning	Self-Assessment			
	I	D	A	E
1a: Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Establishing goals for the therapy program appropriate to the setting and the students served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Demonstrating knowledge of District state and federal regulations and guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating knowledge of resources both within and beyond the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Planning the therapy program integrated with the regular school program to meet the needs of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Developing a plan to evaluate the therapy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Planning

Component: Environment	Self-Assessment			
	I	D	A	E
2a: Establishing rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Organizing time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Establishing and maintaining clear procedures for referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Establishing standards of conduct in the treatment center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing physical space for testing of students and providing therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Environment

Component: Instruction	Self-Assessment			
	I	D	A	E
3a: Responding to referrals and evaluating student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Developing and implementing treatment plans to maximize student's success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Collecting information; writing reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Instruction

Component: Professionalism	Self-Assessment			
	I	D	A	E
4a: Reflecting on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Collaborating with teachers and administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Maintaining an effective data management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Participating in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Engaging in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Showing professionalism including integrity advocacy and maintaining confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Professionalism

Therapeutic Specialist Professional Growth Plan Template

Evaluatee:

School Year:

Guiding questions for Goal Development

Professional Practice

What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning

Please select one or more areas that show how your goal connects with a priority area of need.

- Self-Reflection
- Student Growth Goals
- Observations
- Student Voice
- Framework for Therapeutic Specialist
- Comprehensive District or School Improvement Plan

Component Alignment

- 1a: Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license
- 1b: Establishing goals for the therapy program appropriate to the setting and the students served
- 1c: Demonstrating knowledge of District state and federal regulations and guidelines
- 1d: Demonstrating knowledge of resources both within and beyond the school and district
- 1e: Planning the therapy program integrated with the regular school program to meet the needs of individual students
- 1f: Developing a plan to evaluate the therapy program
- 2a: Establishing rapport with students
- 2b: Organizing time effectively
- 2c: Establishing and maintaining clear procedures for referrals
- 2d: Establishing standards of conduct in the treatment center
- 2e: Organizing physical space for testing of students and providing therapy
- 3a: Responding to referrals and evaluating student needs
- 3b: Developing and implementing treatment plans to maximize student's success
- 3c: Communicating with families
- 3d: Collecting information; writing reports
- 3e: Demonstrating flexibility and responsiveness
- 4a: Reflecting on practice
- 4b: Collaborating with teachers and administrators
- 4c: Maintaining an effective data management system
- 4d: Participating in a professional community
- 4e: Engaging in professional development
- 4f: Showing professionalism including integrity advocacy and maintaining confidentiality

Therapeutic Specialist Professional Growth Plan Template Continued

Professional Learning

What personal learning is necessary to make that change?

Monitoring Progress

How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Action Plan

Action Plan

What is my plan of action to advance my professional growth?

Support and Resources

What resources and/or support do I need to achieve my goal?

Target Completion Date

What is my target completion date for achievement of my goal?

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

Evaluator's Signature

Date

Evaluatee's Signature

Date

Therapeutic Specialist Professional Growth Plan Template Continued

End of Year Reflection

Professional Learning Update and Instructional Changes

List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact

Describe the impact the professional learning activities have had on student learning.

End of Year Status

Select the status of your goal.

Achieved

Revised

Continued

Evaluator's Signature

Date

Evaluatee's Signature

Date

Library/Media Specialist Self-Reflection Template

Evaluatee:

School Year:

Component: Planning	Self-Assessment			
	I	D	A	E
1a: Demonstrating Knowledge of Content Curriculum and Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Supporting Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating Knowledge and Use of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Demonstrating a Knowledge of Literature and Lifelong Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Collaborating in the Design of Instructional Experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Planning

Component: Environment	Self-Assessment			
	I	D	A	E
2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Managing Library Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Environment

Component: Instruction	Self-Assessment			
	I	D	A	E
3a: Communicating Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Using Questioning and Research Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Assessment in Instruction (whole class, one-on-one and small group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Instruction

Component: Professionalism	Self-Assessment			
	I	D	A	E
4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating with School Staff and Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Collection Development and Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4g: Managing the Library Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4h: Managing Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4i: Professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Professionalism

Library/Media Specialist Professional Growth Plan Template

Evaluatee:

School Year:

Guiding questions for Goal Development

Professional Practice

What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning

Please select one or more areas that show how your goal connects with a priority area of need.

- Self-Reflection
- Student Growth Goals
- Observations
- Student Voice
- Framework for Library/Media Specialist
- Comprehensive District or School Improvement Plan

Component Alignment

- 1a: Demonstrating Knowledge of Content Curriculum and Process
- 1b: Demonstrating Knowledge of Students
- 1c: Supporting Instructional Goals
- 1d: Demonstrating Knowledge and Use of Resources
- 1e: Demonstrating a Knowledge of Literature and Lifelong Learning
- 1f: Collaborating in the Design of Instructional Experiences
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Library Procedures
- 2d: Managing student behavior
- 2e: Organizing physical space
- 3a: Communicating Clearly and Accurately
- 3b: Using Questioning and Research Techniques
- 3c: Engaging Students in Learning
- 3d: Assessment in Instruction (whole class, one-on-one and small group)
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Practice
- 4b: Maintaining Accurate Records
- 4c: Communicating with School Staff and Community
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Collection Development and Maintenance
- 4g: Managing the Library Budget
- 4h: Managing Personnel
- 4i: Professional ethics

Library/Media Specialist Professional Growth Plan Template Continued

Professional Learning

What personal learning is necessary to make that change?

Monitoring Progress

How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Action Plan

Action Plan

What is my plan of action to advance my professional growth?

Support and Resources

What resources and/or support do I need to achieve my goal?

Target Completion Date

What is my target completion date for achievement of my goal?

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

Evaluator's Signature

Date

Evaluatee's Signature

Date

Library/Media Specialist Professional Growth Plan Template Continued

End of Year Reflection

Professional Learning Update and Instructional Changes

List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact

Describe the impact the professional learning activities have had on student learning.

End of Year Status

Select the status of your goal.

Achieved

Revised

Continued

Evaluator's Signature

Date

Evaluatee's Signature

Date

Instructional Specialist (Diagnostician/Interventionist) Self-Reflection Template

Evaluatee:

School Year:

Component: Planning	Self-Assessment			
	I	D	A	E
1a: Demonstrating knowledge of current trends in specialty area and professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating knowledge of resources both within and beyond the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Planning the instructional support program integrated with the overall school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Developing a plan to evaluate the instructional support program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Planning

Component: Environment	Self-Assessment			
	I	D	A	E
2a: Creating an environment of trust and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a culture for ongoing instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Establishing clear procedures for teachers to gain access to the instructional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Establishing and maintaining norms of behavior for professional interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing space for workshops or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Environment

Component: Instruction	Self-Assessment			
	I	D	A	E
3a: Collaborating with teachers in the design of instructional units and lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Engaging teachers in learning new instructional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Sharing expertise with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Locating resources for teachers to support instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Instruction

Component: Professionalism	Self-Assessment			
	I	D	A	E
4a: Reflecting on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Preparing and submitting budgets and reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Coordinating work with other instructional specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Participating in a Professional Learning Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Engaging in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Showing Professionalism including integrity and confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Professionalism

Instructional Specialist (Diagnostician/Interventionist) Professional Growth Plan Template

Evaluatee:

School Year:

Guiding questions for Goal Development

Professional Practice

What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning

Please select one or more areas that show how your goal connects with a priority area of need.

- Self-Reflection
- Student Growth Goals
- Observations
- Student Voice
- Framework for Instructional Specialist
- Comprehensive District or School Improvement Plan

Component Alignment

- 1a: Demonstrating knowledge of current trends in specialty area and professional development
- 1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program
- 1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served
- 1d: Demonstrating knowledge of resources both within and beyond the school and district
- 1e: Planning the instructional support program integrated with the overall school program
- 1f: Developing a plan to evaluate the instructional support program
- 2a: Creating an environment of trust and respect
- 2b: Establishing a culture for ongoing instructional improvement
- 2c: Establishing clear procedures for teachers to gain access to the instructional support
- 2d: Establishing and maintaining norms of behavior for professional interactions
- 2e: Organizing space for workshops or training
- 3a: Collaborating with teachers in the design of instructional units and lessons
- 3b: Engaging teachers in learning new instructional skills
- 3c: Sharing expertise with staff
- 3d: Locating resources for teachers to support instructional improvement
- 3e: Demonstrating flexibility and responsiveness
- 4a: Reflecting on practice
- 4b: Preparing and submitting budgets and reports
- 4c: Coordinating work with other instructional specialists
- 4d: Participating in a Professional Learning Community
- 4e: Engaging in professional development
- 4f: Showing Professionalism including integrity and confidentiality

**Instructional Specialist (Diagnostician/Interventionist) Professional Growth Plan Template
Continued**

Professional Learning

What personal learning is necessary to make that change?

Monitoring Progress

How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Action Plan

Action Plan

What is my plan of action to advance my professional growth?

Support and Resources

What resources and/or support do I need to achieve my goal?

Target Completion Date

What is my target completion date for achievement of my goal?

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

Evaluator's Signature

Date

Evaluatee's Signature

Date

**Instructional Specialist (Diagnostician/Interventionist) Professional Growth Plan Template
Continued**

End of Year Reflection

Professional Learning Update and Instructional Changes

List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact

Describe the impact the professional learning activities have had on student learning.

End of Year Status

Select the status of your goal.

Achieved

Revised

Continued

Evaluator's Signature

Date

Evaluatee's Signature

Date

School Counselor/Social Worker Self-Reflection Template

Evaluatee:

School Year:

Component: Planning	Self-Assessment			
	I	D	A	E
1a: Demonstrating knowledge of counseling theory and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating knowledge of child and adolescent development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Establishing goals for the counseling program appropriate to the setting and the students served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Planning the counseling program integrated with the regular school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Developing a plan to evaluate the counseling program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Planning

Component: Environment	Self-Assessment			
	I	D	A	E
2a: Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a culture for productive communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Managing routines and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Environment

Component: Instruction	Self-Assessment			
	I	D	A	E
3a: Assessing student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Using counseling techniques in individual and classroom programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Brokering resources to meet needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Instruction

Component: Professionalism	Self-Assessment			
	I	D	A	E
4a: Reflecting on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining records and submitting them in a timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Participating in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Engaging in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Performance Measure - Professionalism

School Counselor/Social Worker Professional Growth Plan Template

Evaluatee:

School Year:

Guiding questions for Goal Development

Professional Practice

What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning

Please select one or more areas that show how your goal connects with a priority area of need.

- Self-Reflection
- Student Growth Goals
- Observations
- Student Voice
- Framework for School Guidance Counselor/Social Worker
- Comprehensive District or School Improvement Plan

Component Alignment

- 1a: Demonstrating knowledge of counseling theory and techniques
- 1b: Demonstrating knowledge of child and adolescent development
- 1c: Establishing goals for the counseling program appropriate to the setting and the students served
- 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district
- 1e: Planning the counseling program integrated with the regular school program
- 1f: Developing a plan to evaluate the counseling program
- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for productive communication
- 2c: Managing routines and procedures
- 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school
- 2e: Organizing physical space
- 3a: Assessing student needs
- 3b: Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs
- 3c: Using counseling techniques in individual and classroom programs
- 3d: Brokering resources to meet needs
- 3e: Demonstrating flexibility and responsiveness
- 4a: Reflecting on practice
- 4b: Maintaining records and submitting them in a timely fashion
- 4c: Communicating with families
- 4d: Participating in a professional community
- 4e: Engaging in professional development
- 4f Showing professionalism

School Counselor/Social Worker Professional Growth Plan Template Continued

Professional Learning

What personal learning is necessary to make that change?

Monitoring Progress

How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Action Plan

Action Plan

What is my plan of action to advance my professional growth?

Support and Resources

What resources and/or support do I need to achieve my goal?

Target Completion Date

What is my target completion date for achievement of my goal?

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

Evaluator's Signature

Date

Evaluatee's Signature

Date

School Counselor/Social Worker Professional Growth Plan Template Continued

End of Year Reflection

Professional Learning Update and Instructional Changes

List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact

Describe the impact the professional learning activities have had on student learning.

End of Year Status

Select the status of your goal.

Achieved

Revised

Continued

Evaluator's Signature

Date

Evaluatee's Signature

Date

**Formative Performance
Review/Observation
Certified School Personnel**

Pendleton County Schools

Formative Performance Review/Observation Certified School Personnel

Evaluator:

Evaluatee:

School Year:

Date of Observation:

Date of Post Observation Meeting:

Directions: Evaluators use this form to maintain a record of evidence documented for each performance measure of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records.

Performance Measure 1. Planning

Component	Exemplary	Accomplished	Developing	Ineffective
1a:				
1b:				
1c:				
1d:				
1e:				
1f:				

Mark the rating for the Performance Measure below.

Exemplary <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Developing <input type="checkbox"/>	Ineffective <input type="checkbox"/>
------------------------------------	---------------------------------------	-------------------------------------	--------------------------------------

Comments:

Performance Measure 2: Environment

Component	Exemplary	Accomplished	Developing	Ineffective
2a:				
2b:				
2c:				
2d:				
2e:				

Mark the rating for the Performance Measure below.

Exemplary <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Developing <input type="checkbox"/>	Ineffective <input type="checkbox"/>
------------------------------------	---------------------------------------	-------------------------------------	--------------------------------------

Comments:

Performance Measure 3: Instruction

Component	Exemplary	Accomplished	Developing	Ineffective
3a.				
3b.				
3c.				
3d.				
3e.				

Mark the rating for the Performance Measure below.

Exemplary <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Developing <input type="checkbox"/>	Ineffective <input type="checkbox"/>
------------------------------------	---------------------------------------	-------------------------------------	--------------------------------------

Comments:

Performance Measure: Professionalism

Component	Exemplary	Accomplished	Developing	Ineffective
4a.				
4b.				
4c.				
4d.				
4e.				
4f.				
 4g.				
 4h.				
 4i.				

 Library/Media Specialists only Mark the rating for the Performance Measure below.

Exemplary <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Developing <input type="checkbox"/>	Ineffective <input type="checkbox"/>
------------------------------------	---------------------------------------	-------------------------------------	--------------------------------------

Comments:

Summary of Formative Performance For Certified School Personnel

Commendations:

Areas Noted for Improvement:

Improvement Goals:

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Evaluatee's Name: _____

Evaluatee's Signature: _____

Date: _____

(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily agreement with the contents of the form.)

Comments:

Evaluator & evaluatee keep a copy. Original to Human Resources.

**Summative Performance
Review
Certified School Personnel**

Summative Performance Review

Certified School Personnel

Evaluatee:				
Position:				
School:				
Evaluator:				
Date(s) of Observation(s):				
Date(s) of Conference(s):				
Performance Measures	Rating			
	I	D	A	E
1. Planning Evidences Used to Determine Rating: _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Environment Evidences Used to Determine Rating: _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Instruction Evidences Used to Determine Rating: _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professionalism Evidences Used to Determine Rating: _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Professional Practice Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF....	THEN...
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

**Summative Performance Review Continued – Certified School Personnel
Employment Recommendation to the Central Office**

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____ Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school’s mission and goals.)

Evaluator Comments:

Evaluator’s Name: _____

Evaluator’s Signature: _____

Date: _____

Evaluatee’s Name: _____

Evaluatee’s Signature: _____

Date: _____

I agree with this Summative Evaluation

I disagree with this Summative Evaluation

Evaluatee’s Comments: (May also be attached)

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan.

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Certified Administrative Personnel

Principal and Assistant Principal Self-Reflection

Evaluatee:

School Year:

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.

Professional Standards for Educational Leaders	Self-Assessment				Strengths and areas for growth
1. Mission, Vision, and Core Values <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
2. Ethics and Professional Norms <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
3. Equity and Cultural Responsiveness <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
4. Curriculum, Instruction, and Assessment <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	
5. Community of Care and Support for Students <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	
6. Professional Capacity of School Personnel <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	
7. Professional Community For Teachers and Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	

<p>8. Meaningful Engagement of Families and Community <i>Effective</i> educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.</p>	I	D	A	E	
<p>9. Operations and Management <i>Effective</i> educational leaders manage school operations and resources to promote each student’s academic success and well-being.</p>	I	D	A	E	
<p>10. School Improvement <i>Effective</i> educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.</p>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Principal and Assistant Principal Professional Growth Plan Template

Initial Reflection: Based on the areas of growth identified in the Self-Reflection complete this section and return to evaluator by **October 15th** of each school year.

<p>Professional Growth Goal:</p> <ul style="list-style-type: none"> What do I want to change about my practices that will effectively impact student learning? How can I develop a plan of action to address my professional learning? How will I know if I accomplished my objective? 	
--	--

Connection to Professional Standards for Educational Leaders			
The evaluatee should connect the PGP Goal to the appropriate Performance Measure and the PSEL and list below.			
Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Principal and Assistant Principal Professional Growth Plan Template Continued

Site Visit/Observation and Progress Check of Professional Growth Goal (Must be completed by December 30th of each school year.)

Comments:

Evaluator's Signature: _____

Date: _____

Evaluatee's Signature: _____

Date: _____

End-of-Year Status of Professional Growth Goal

Comments:

Select the status of the goal.

Achieved

Revised

Continued

Evaluator's Signature: _____

Date: _____

Evaluatee's Signature: _____

Date: _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

District Administrator Self-Reflection

Evaluatee:

School Year:

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.

Standard	Self-Assessment				Strengths and areas for growth
1. Organizational Leadership	I	D	A	E	
2. Instructional Leadership	I	D	A	E	
3. Administration and Management	I	D	A	E	
4. Relationships with the Community	I	D	A	E	
5. Promotion of Equity and Appreciation of Diversity	I	D	A	E	
6. Career-Related Professional Growth	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

District Administrator Growth Plan Template

1) Initial Reflection: Based on the areas of growth identified in the Self-Reflection complete this section and return to evaluator by **October 15th** of each school year.

<p>Professional Growth Goal:</p> <ul style="list-style-type: none"> • What do I want to change about my practices that will effectively impact student learning? • How can I develop a plan of action to address my professional learning? • How will I know if I accomplished my objective? 	
--	--

Connection to Standards			
The evaluatee should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

District Administrator Growth Plan Template Continued

Site Visit/Observation and Progress Check of Professional Growth Goal (Must be completed by December 30th of each school year.)

Comments:

Evaluator's Signature: _____

Date: _____

Evaluatee's Signature: _____

Date: _____

End-of-Year Status of Professional Growth Goal

Comments:

Select the status of the goal.

Achieved

Revised

Continued

Evaluator's Signature: _____

Date: _____

Evaluatee's Signature: _____

Date: _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

**Performance
Review/Observation
Certified Administrative
Personnel**

**Pendleton County
Schools Performance
Review/Observation Principal
and Assistant Principal**

Evaluator:

Evaluatee:

School

Year: Date of Site Visit(s)/Observation(s):

Date of Conference:

Directions: Evaluators use this form to maintain a record of evidence documented for each domain of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records.

Professional Standards for Educational Leaders

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.*
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.*
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.*
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.*
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.*
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.*

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Professional Standards for Educational Leaders

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Professional Standards for Educational Leaders Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.*
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.*
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.*
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.*
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.*
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.*
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.*
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.*

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Professional Standards for Educational Leaders

Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.*
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.*
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.*
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.*
- e) Promote the effective use of technology in the service of teaching and learning. f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.*
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.*

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Professional Standards for Educational Leaders

Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.*
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.*
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.*
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.*
- e) Cultivate and reinforce student engagement in school and positive student conduct. f) Infuse the school's learning environment with the cultures and languages of the school's community.*

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Professional Standards for Educational Leaders Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.*
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.*
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.*
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.*
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.*
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.*
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.*
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.*
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.*

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Professional Standards for Educational Leaders

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.*
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.*
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.*
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.*
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.*
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.*
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.*
- h) Encourage faculty-initiated improvement of programs and practices.*

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Professional Standards for Educational Leaders

Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.*
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.*
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.*
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.*
- e) Create means for the school community to partner with families to support student learning in and out of school.*
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.*
- g) Develop and provide the school as a resource for families and the community. h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.*
- i) Advocate publicly for the needs and priorities of students, families, and the community.*
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.*

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Professional Standards for Educational Leaders

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption. f) Employ technology to improve the quality and efficiency of operations and management. g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board. k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Professional Standards for Educational Leaders

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Evidence provided by evaluator or evaluatee:

Evaluator's Feedback:

Summary of Performance Review for Principals and Assistant Principals

Commendations:

Areas Noted for Improvement:

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Evaluatee's Name: _____

Evaluatee's Signature: _____

Date: _____

(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily agreement with the contents of the form.)

Comments:

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Summative Performance Review

Principal and Assistant Principal

Evaluatee:				
Position:				
School:				
Evaluator:				
Date(s) of Observation(s):				
Date(s) of Conference(s):				
Performance Measure and Professional Standards for Educational Leaders	Rating			
	I	D	A	E
<p>1. Planning: (Standard 1, Standard 9, and Standard 10)</p> <p>Evidences Used to Determine Rating: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Environment: (Standard 3 and Standard 7)</p> <p>Evidences Used to Determine Rating: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Instruction: (Standard 4, Standard 5, and Standard 6)</p> <p>Evidences Used to Determine Rating: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Professionalism: (Standard 2 and Standard 8) Evidences Used to Determine Rating: _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Professional Practice Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF....	THEN...
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

Summative Performance Review for Principals and Assistant Principals Continued

Employment Recommendation to the Central Office

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____ Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Evaluator Comments:

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Evaluatee's Name: _____

Evaluatee's Signature: _____

Date: _____

I agree with this Summative Evaluation

I disagree with this Summative Evaluation

Evaluatee Comments:

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan.

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

**Performance Review/Observation
District Administrator**

Evaluator:

Evaluatee:

School Year:

Date of Site Visit(s)/Observation(s):

Date of Conference:

Directions: Evaluators use this form to maintain a record of evidence documented for each domain of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records.

1. EFFECTIVE ORGANIZATIONAL LEADERSHIP	
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Adheres to professional code of ethics • Creates and maintains an open, trusting, and safe environment • Demonstrates punctuality • Adheres to attendance policies and procedures • Demonstrates communication skills that are clear, direct, and responsive • Demonstrates effective decision-making skills • Uses a variety of techniques in problem solving • Manages conflict situations • Develops, implements, monitors, and evaluates the effectiveness of change processes • Plans and facilitates meetings for optimum use of time and resources • Plans for, models, and encourages collaboration and shared decision-making • Uses principles of effective delegation of authority • Applies strategic planning techniques that include assessed needs, plan of action, budget, monitoring, evaluation, and follow-up 	

2. EFFECTIVE INSTRUCTIONAL LEADERSHIP	
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Communicates and implements shared district-wide vision and mission statements • Builds and maintains a district-wide climate for learning • Articulates high expectations for student achievement • Leads the development, implementation, and evaluation of curriculum • Leads the development, implementation, and evaluation of research-based instructional programs and strategies • Acquires, allocates, and manages resources to effectively and accountably ensure successful student learning • Facilitates the development of programs and services that promote and recognize individual differences • Applies current principles, practices, theory, and research to promote academic achievement • Uses a variety of strategies to accurately assess student performance 	

3. EFFECTIVE ADMINISTRATION AND MANAGEMENT	
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Utilizes performance standards to implement personnel recruitment, selection, supervision, evaluation, and management within the scope of his/her responsibility • Facilitates and nurtures professional growth and development of staff • Applies local, state, and federal statutes, regulations, policies, and procedures to school district business management decisions within the scope of his/her responsibility • Maintains a fiscal accountability system by developing, monitoring, and evaluating a financial plan based on program/service priorities and financial capabilities within the scope of his/her responsibilities • Applies current knowledge of auxiliary programs (such as transportation, food services, pupil services, and maintenance) within the scope of his/her responsibilities • Uses information systems and technological applications to enhance administration of business, instruction, and support systems • Utilizes a system for inventory, evaluation, and maintenance of facilities, equipment and other resources within the scope of his/her responsibilities 	

4. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY	
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Identifies and communicates with multiple constituencies of the school and community through a variety of means • Assesses the needs of parents and community and involves them in decision-making • Promotes partnerships among staff, parents, business and the community • Encourages the use of community resources to support programs and services 	

5. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY	
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Strives to ensure equity among programs and learning opportunities for staff, students and parents • Demonstrates appreciation for and sensitivity to the diversity among individual 	

6. CAREER-RELATED PROFESSIONAL GROWTH	
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Attends workshops, institutes, courses, and/or conferences relevant to continuing professional development • Demonstrates knowledge of current professional literature and materials • Participates as an active member of a professional organization 	

Summary of Performance Review for District Administrators

Commendations:

Areas Noted for Improvement:

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Evaluatee's Name: _____

Evaluatee's Signature: _____

Date: _____

(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily agreement with the contents of the form.)

Comments:

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Summative Performance Review

District Administrator

Evaluatee:				
Position:				
School:				
Evaluator:				
Date(s) of Observation(s):				
Date(s) of Conference(s):				
Performance Measures	Rating			
	I	D	A	E
<p>1. Planning: (Organizational Leadership & Admin. and Management)</p> <p>Evidences Used to Determine Rating: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Environment: (Relationships with the Community & Equity and Appreciation of Diversity)</p> <p>Evidences Used to Determine Rating: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Instruction: (Instructional Leadership)</p> <p>Evidences Used to Determine Rating: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Professionalism: (Career-Related Professional Growth) Evidences Used to Determine Rating: _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Professional Practice Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF....	THEN...
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

**Summative Performance Review for District Administrators
Employment Recommendation to the Central Office**

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____ Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Evaluator Comments:

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Evaluatee's Name: _____

Evaluatee's Signature: _____

Date: _____

I agree with this Summative Evaluation

I disagree with this Summative Evaluation

Evaluatee Comments:

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan.

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

APPENDIX

Amended Evaluation Timeline Form

For Certified School and Administrative Personnel Late Hires or Missing Sixty (60) or More Consecutive School Days

Evaluatee:

School Year:

Evaluation Activity

Date for Completion

Explanation and Review of Certified Evaluation Process

Self-Reflection

Professional Growth Plan

Number of Formative Observations for the Summative Cycle

Educators in a Summative Year: Review of Professional Growth Plan **April 30th**

Summative Evaluation Completed

April 30th

Additional Notes/Comments:

Affirmation

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Evaluatee's Name: _____

Evaluatee's Signature: _____

Date: _____

Certified Evaluation Appeal Form

Instructions

This form is to be used by any certified employee who believes that s/he was not fairly evaluated on a summative evaluation. This form must be completed and returned to the Human Resources Director within five (5) business days of receipt of the summative evaluation. Appeals not made within the five (5) business days shall be considered untimely and not reviewable.

Please attach a copy of the final evaluation form and any pertinent documentation that the evaluatee wants the Panel to review.

Employee's Name: _____ **Job Title:** _____

Home Address: _____

Building: _____ **Grade or Department:** _____

My appeal challenges the summative findings on:

- Substance
- Procedures/Implementation
- Both Substance and Procedures/Implementation

What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed attach an extra sheet.

Date you received the Summative Performance Report: _____

Name of evaluator: _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I understand that it will be necessary for the Panel to have access to all forms, correspondence, anecdotal records, or other information in my file, which is related to my performance. I will appear before the Panel if requested.

Employee's Signature: _____

Date: _____

Individual Corrective Action Plan

Instructions for Completing the Individual Corrective Action Plan

An individual corrective action plan (ICAP) is required to be developed when an evaluatee receives a rating of “ineffective” on one or more of the performance measures on the summative evaluation form. An ICAP may also be developed any time during the school year when an immediate change in behavior is required.

The Corrective Action Plan is developed by the evaluator in collaboration with the evaluatee. Specific activities, appraisal method and target dates are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee must specifically identify and list, in writing:

- a. The performance measure not being met and the supporting performance criteria that identify the weakness(es)
- b. The growth objectives needed to meet the performance measure
- c. The activities and procedures to achieve the objectives to improve performance
- d. The means of assessing the evaluatee’s improvement toward the objectives
- e. Timeline of targeted dates for activities for improvement of performance and appraisal of improvement

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form. Documentation of all reviews, corrective actions, and the evaluator’s assistance must be provided as they occur to the evaluatee.

Employees who fail to make sufficient progress to meet evaluation standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by May 15th

PENDLETON COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN

Staff Member	School/Work Site	Date ICAP Developed
Administrator	Meeting Dates (Summary of Meetings to be attached) Required periodic checks set in (at minimum) one month intervals as described below.	

Performance Measure/Domain to be Addressed	
Performance Criteria to be Addressed	
ICAP Goal(s)/Objective(s) to Achieve Improved Performance	
Activities and Procedures to Achieve Goal(s)/Objective(s)	Date to be completed
Assessment/Appraisal of Achieving Goal (s)/Objective(s)	Date to be completed

Goal(s)/Objective(s) have been: _____ Achieved _____ Revised _____ Continued

Employee Signature Date

Administrator Signature Date

The signatures indicate that the evaluatee and evaluator have read this document.* A copy is to be sent to Central Office and filed in the evaluatee's district personnel file by after review.

NOTE: KRS 161.790 lists the following as causes for termination: insubordination, immoral character or conduct unbecoming, physical or mental disability, inefficiency/incompetence/neglect of duty.

Rubrics/Resources

Rubrics and/or resources for the Kentucky Professional Standards for Educational Leaders (PSEL) will be included as made available by the Kentucky Department of Education

Resources can be found on the following website:

<https://sites.google.com/education.ky.gov/principalpartnership/home>

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
<p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy <p>B. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs <p>C. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners <p>D. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students <p>E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure <p>F. Designing Student Assessment</p> <ul style="list-style-type: none"> i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning 	<p>A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> i. Teacher Interaction with Students ii. Student Interactions with One Another <p>B. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work <p>C. Managing Classroom Procedures</p> <ul style="list-style-type: none"> i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals <p>D. Managing Student Behavior</p> <ul style="list-style-type: none"> i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior <p>E. Organizing Physical Space</p> <ul style="list-style-type: none"> i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources 	<p>A. Communicating with Students</p> <ul style="list-style-type: none"> i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language <p>B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> i. Quality of Questions ii. Discussion Techniques iii. Student Participation <p>C. Engaging Students in Learning</p> <ul style="list-style-type: none"> i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing <p>D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress <p>E. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> i. Lesson Adjustment ii. Response to Students iii. Persistence 	<p>A. Reflecting on Teaching</p> <ul style="list-style-type: none"> i. Accuracy ii. Use in Future Teaching <p>B. Maintaining Accurate Records</p> <ul style="list-style-type: none"> i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records <p>C. Communicating with Families</p> <ul style="list-style-type: none"> i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program <p>D. Participating in a Professional Community</p> <ul style="list-style-type: none"> i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects <p>E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession <p>F. Demonstrating Professionalism</p> <ul style="list-style-type: none"> i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making <p>Compliance with School and District Regulations</p>

<p>1A - Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy 	<p>In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<p>Developing</p> <ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> • The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday. 	<ul style="list-style-type: none"> • The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> • In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

<p>1B - Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge, and Language Proficiency • Knowledge of Students' Interests and Cultural Heritage • Knowledge of Students' Special Needs 	<p>Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.</p>			
<p>Critical Attributes</p>	<p>Ineffective</p> <ul style="list-style-type: none"> • Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. 	<p>Developing</p> <ul style="list-style-type: none"> • Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Teacher understands the active nature of student learning and attains information about levels of development for groups of students. • The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
	<ul style="list-style-type: none"> • Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • Teacher cites developmental theory but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class but tends to teach to the "whole group". • The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high", "medium", and "low" groups of students within the class. • The teacher is well informed about students' cultural heritage and incorporates this knowledge into lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. 	<ul style="list-style-type: none"> • The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. 	<ul style="list-style-type: none"> • The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities based on student-interest. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. 	<ul style="list-style-type: none"> • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students' extended families. • The teacher regularly creates adapted assessment materials for several students with learning disabilities.
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<p>1C - Setting Instructional Outcomes</p> <ul style="list-style-type: none"> Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners 	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p>			
<p>Critical Attributes</p>	<p>Ineffective</p> <ul style="list-style-type: none"> Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<p>Developing</p> <ul style="list-style-type: none"> Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. 	<p>Accomplished</p> <ul style="list-style-type: none"> Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students. 	<p>Exemplary</p> <ul style="list-style-type: none"> All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
	<ul style="list-style-type: none"> Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor. Outcomes are related to the “big ideas” of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. Outcomes are suitable to groups of students in the class and are differentiated where necessary. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.

<p>Possible Examples</p>	<ul style="list-style-type: none"> A learning outcome for a fourth-grade class is to make a poster illustrating a poem. All the outcomes for a ninth-grade history class are factual knowledge. The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. 	<ul style="list-style-type: none"> Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling. 	<ul style="list-style-type: none"> One of the learning outcomes is for students to appreciate the aesthetics of 18th century English poetry. The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War. The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. 	<ul style="list-style-type: none"> The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning.
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<p>1D - Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students 	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.</p>			
<p>Critical Attributes</p>	<p>Ineffective</p> <ul style="list-style-type: none"> Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. 	<p>Developing</p> <ul style="list-style-type: none"> Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. 	<p>Accomplished</p> <ul style="list-style-type: none"> Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students. 	<p>Exemplary</p> <ul style="list-style-type: none"> Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
<p>Possible Examples</p>	<ul style="list-style-type: none"> For their unit on China, the students acquired all of their information from the district-supplied textbook. Mr. J is not sure how to teach fractions but doesn’t know how he’s expected to learn it by himself. A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on environment.” 	<ul style="list-style-type: none"> For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year. The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. 	<ul style="list-style-type: none"> The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. The teacher took an online course on literature to expand her knowledge of great American writers. The teacher distributes a list of summer reading materials that would help prepare his 8th graders’ transition to high school. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom. The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. The teacher spends the summer at Dow Chemical learning about current research so that she can expand her knowledge base for teaching chemistry. The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

<p>1E - Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure 	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.</p>								
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<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of a microscope. • Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting. • The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test. 	<ul style="list-style-type: none"> • After the mini-lesson the teacher plans to have the whole class play a game to reinforce the skills she taught. • The teacher has found an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students select their own working groups because they behave better when they can choose with whom they wish to sit. • The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. 	<ul style="list-style-type: none"> • The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. • The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. • The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated. 	<ul style="list-style-type: none"> • The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. • While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. • After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned.
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<p>1F - Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with Instructional Outcomes • Criteria and Standards • Design of Formative Assessments • Use for Planning 	<p>Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional processes, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding of the learning outcomes.</p>			
<p>Critical Attributes</p>	<p>Ineffective</p> <ul style="list-style-type: none"> • Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. 	<p>Developing</p> <ul style="list-style-type: none"> • Some of the instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. • Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. • Teacher intends to use assessment results to plan for future instruction for groups of students. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. • Assessment methodologies have been adapted for individual students, as needed. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give." • The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" • The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." 	<ul style="list-style-type: none"> • The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers. • The teacher's students receive their tests back; each one is simply marked with a letter grade at the top. • The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done. • A student says, "If half the class passed the test, why are we all reviewing the material again?" 	<ul style="list-style-type: none"> • Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation. • Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined. • Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson's activities. • Based on the previous morning's formative assessment, Ms. D plans to have 5 students work on a more challenging project while she works with 6 other students to reinforce the concept. 	<ul style="list-style-type: none"> • To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students - the use of cell phones in class. • Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. • After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. • Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.
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<p>2A - Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Teacher Interaction with Students, including both words and actions. Student Interactions with One Another, including both words and actions. 	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p>			
	<p style="text-align: center;">Ineffective</p> <ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. 	<p style="text-align: center;">Developing</p> <ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<p style="text-align: center;">Accomplished</p> <ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<p style="text-align: center;">Exemplary</p> <ul style="list-style-type: none"> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections with individual students. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct toward classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity.

<p>2B - Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Importance of the Content and Learning Expectations for Learning and Achievement Student Pride in Work 	<p>A “culture of learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p>			
<p>Critical Attributes</p>	<p>Ineffective</p> <ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students 	<p>Developing</p> <ul style="list-style-type: none"> The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. 	<p>Accomplished</p> <ul style="list-style-type: none"> The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. 	<p>Exemplary</p> <ul style="list-style-type: none"> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
	<ul style="list-style-type: none"> The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning. 	<ul style="list-style-type: none"> Teacher’s energy for the work is neutral, indicating neither a high level of commitment nor “blowing it off”. The teacher conveys high expectations for only some students. Students comply with the teacher’s expectations for learning, but they don’t indicate commitment on their own initiative for the work. Many students indicate that they are looking for an “easy path”. 	<ul style="list-style-type: none"> The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. Teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Students’ questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work.

<p>Possible Examples</p>	<ul style="list-style-type: none"> The teacher tells students that they’re doing lessons because it’s on the test, in the book, or mandated by the district. Teacher says to a student, “Why don’t you try this easier problem?” Students turn in sloppy or incomplete work. Students don’t engage in work, and the teacher ignores it. Students have not completed their homework, and the teacher does not respond. Almost all of the activities are busy work. 	<ul style="list-style-type: none"> Teacher says, “Let’s get through this.” Teachers says, “I think most of you will be able to do this.” Students consult with one another to determine how to fill out a worksheet but do not encourage each other to questions their ideas. Teacher does not encourage students who are struggling. Only some students get down to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> Teacher says, “This is important: you’ll need to speak grammatical English when you apply for a job.” Teacher says, “This idea is really important! It’s central to our understanding of history.” Teacher says, “Let’s work on this together; it’s hard, but you all will be able to do it well.” Teacher hands a paper back to a student, saying, “I know you can do a better job on this.” The student accepts the comment without complaint. Students get down to work right away when an assignment is given or after entering the room. 	<ul style="list-style-type: none"> The teacher says, “It’s really fun to find the patterns for factoring polynomials.” Student asks a classmate to explain a concept or procedure since she didn’t quite follow the teacher’s explanation. Students question one another on answers. Student asks the teacher whether he can redo a piece of work since he now sees how it could be strengthened. Students work even when the teacher isn’t working with them or directing their efforts.
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<p>2C - Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies • Performance of Non-Instructional Duties 	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedure for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself”.</p>			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines. 	<ul style="list-style-type: none"> • Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines. 	<ul style="list-style-type: none"> • There is little loss of instructional time because of effective classroom routines and procedures. • The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful. • With minimal guidance and prompting students follow established classroom routines. 	<ul style="list-style-type: none"> • Instructional time is maximized because of efficient routine and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students.
Critical Attributes	<ul style="list-style-type: none"> • Students not working with the teacher are not productively engaged or are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> • Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. • Classroom routines function unevenly. 	<ul style="list-style-type: none"> • The students are productively engaged during small-group work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collections of materials and supplies work efficiently. • Classroom routines function smoothly. 	<p>In addition the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Students take the initiative with their classmates to ensure that their time is used productively. • Student themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.

Possible Examples	<ul style="list-style-type: none"> • When moving into small groups, students are confused about where they are supposed to go, whether they should take their chair, etc. • There are long lines for materials and supplies, or distributing supplies is time consuming. • Students bump into one another lining up or sharpening pencils. • Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process. • Most students ask what they are to do or look around for clues from others. 	<ul style="list-style-type: none"> • Some students not working with the teacher are not productively engaged in learning. • Transitions between large- and small-group activities are rough, but they are accomplished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures. • The attendance or lunch count consumes more time than it would need if the procedure were more routinized. 	<ul style="list-style-type: none"> • Students get started on an activity while the teacher takes attendance. • Students move smoothly between large- and small-group activities. • The teacher has an established timing device, such as counting down to signal students to return to their desks. • Teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small-group work, students have established roles, they listen to one another summarize different vies, etc. • Cleanup at the end of a lesson is fast and efficient. 	<ul style="list-style-type: none"> • Students direct classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.
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<p>2D - Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of Student Behavior • Response to Student Misbehavior 	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> • There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity 	<p>Developing</p> <ul style="list-style-type: none"> • Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventative. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior. • Some students violate classroom rules, without apparent teacher awareness. • When the teacher notices student misbehavior, she appears helpless to do anything about it. 	<ul style="list-style-type: none"> • Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Student behavior is entirely appropriate; there is no evidence of student misbehavior. • The teacher monitors student behavior without speaking—just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, without teacher notice. • Students are running around the room, the result being a chaotic environment. • Their phones and other electronics distract students but the teacher does nothing. 	<ul style="list-style-type: none"> • Classroom rules are posted, but neither teacher nor students refer to them. • The teacher repeatedly asks students to take their seats, they ignore him. • Teacher says to one student, "Where's your late pass? Go to the office." To another, "You don't have a late pass? Come in and take your seat; you've missed enough already." 	<ul style="list-style-type: none"> • Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom; keeping a close eye on student behavior. • The teacher gives a student a hard look, and the student stops talking to his neighbor. 	<ul style="list-style-type: none"> • A student suggests a revision in one of the classroom rules. • The teacher notices that some students are talking among themselves and without a word moves nearer to them, the talking stops. • The teacher asks to speak to a student privately about misbehavior. • A student reminds his/her classmates of the class rule about chewing gum.

<p>2E - Organizing Physical Space</p> <ul style="list-style-type: none"> Safety and Accessibility Arrangement of Furniture and Use of Physical Resources 	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> The physical environment is unsafe, or many students don’t have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. 	<p>Developing</p> <ul style="list-style-type: none"> The classroom is safe, and essential learning is accessible to most students. The teacher’s use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. 	<p>Accomplished</p> <ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. 	<p>Exemplary</p> <ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> There are physical hazards in the classroom, endangering student safety. Many students can’t see or hear the teacher or the board. Available technology is not being used, even if its use would enhance the lesson. 	<ul style="list-style-type: none"> The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources 	<ul style="list-style-type: none"> The classroom is safe, and all students are able to see and hear. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the goals of the lesson and the physical environment. Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology.
<p>Possible Examples</p>	<ul style="list-style-type: none"> There are electrical cords placed in unsafe locations around the classroom. There is a pole in the middle of the room; some students can’t see the board. A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used. 	<ul style="list-style-type: none"> The teacher ensures that dangerous chemicals are stored safely. The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson. The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work. 	<ul style="list-style-type: none"> There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. Desks are moved to make tables so students can work together, or in a circle for class discussion. The use of an Internet connection enriches the lesson. 	<ul style="list-style-type: none"> Students ask whether they can shift the furniture to better suit the differing needs of small-group work and large-group discussion. A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate’s eyes. A student suggests an application of the white board for an activity.

<p>3A - Communicating with students</p> <ul style="list-style-type: none"> • Expectations for Learning • Directions and Procedures • Explanation of Content • Use of Oral and Written Language 	<p>Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination. When expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students’ interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. The teacher’s use of language is vivid, rich and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p>			
	<p><i>Ineffective</i></p> <ul style="list-style-type: none"> • The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. • The teacher’s explanation of the content contains major errors. • The teacher’s spoken or written language contains errors. • The teacher’s spoken or written language contains errors of grammar or syntax • The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. 	<p><i>Developing</i></p> <ul style="list-style-type: none"> • The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. 	<p><i>Accomplished</i></p> <ul style="list-style-type: none"> • The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. • Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experiences. • During the explanation of content, the teacher invites student intellectual engagement. • Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests. 	<p><i>Exemplary</i></p> <ul style="list-style-type: none"> • The teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding. • The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest. • Students contribute to extending the content and help explain concepts to their classmates. • The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the student what they will be learning. • Students indicate through their questions that they are confused about the learning task. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage. • The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation. • The teacher must clarify the learning task so that student can complete it. • The teacher makes no serious content errors but may make a minor error. • The teacher's explanation of the content consists of monologue or is purely procedural, with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or too juvenile for the students. 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • If the tactic is appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher makes no content errors. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher's vocabulary and usage are correct and completely suited to the lesson. • The teacher's vocabulary is appropriate to the students' ages and levels of development. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • The teacher points out possible areas of misunderstanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites student to explain the content to the class or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student asks, "What are we supposed to be doing? But the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive, or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms with an elementary class without explaining their meanings. • The teacher tends to say "ain't." 	<ul style="list-style-type: none"> • The teacher mispronounces some common words. • The teacher says, "And oh, by the way, today we're going to factor polynomials." • A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. • Students ask, "What do I write here?" in order to complete a task. • Having asked students only to listen, the teacher says, "Watch me while I show you how to..." • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher's explanation of content. 	<ul style="list-style-type: none"> • The teacher says, "By the end of today's lesson, you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?" • The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention. 	<ul style="list-style-type: none"> • The teacher says, "Here's a spot where some students have difficulty . . . be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When help is needed a student offers clarification about the learning task to classmates. • The teacher explains passive solar energy by inviting student to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun. • The teacher says, "Who would like to explain this idea to us?" • The teacher pauses during an explanation of civil rights movement to remind students that the prefix "in" as in "inequality," means "not" and the prefix "un" means the same thing.

<p>3B - Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of Questions/Prompts • Discussion Techniques • Student Participation 	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practices. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High- quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.</p> <p>Not all questions must be at high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student's questions and discussion in their small groups may be considered part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p>			
	<p><i>Ineffective</i></p> <ul style="list-style-type: none"> • Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion. 	<p><i>Developing</i></p> <ul style="list-style-type: none"> • Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. 	<p><i>Accomplished</i></p> <ul style="list-style-type: none"> • Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<p><i>Exemplary</i></p> <ul style="list-style-type: none"> • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Questions are rapid-fire, and convergent with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few Students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a few actually participate in the discussion. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • The teacher effectively builds on student responses to questions. • Discussions enable students to talk to one another without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • All questions are of the "recitation" type such as "What is 3 x 4?" • The teacher asks a questions for which the answer is on the board; students respond by reading it. • The teacher calls only upon students who have their hands up. 	<ul style="list-style-type: none"> • Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but only the usual three students offer comments. • The teacher asks: "Michael can you comment on Mary's idea?" but Michael does not respond or makes a comment directly to the teacher. 	<ul style="list-style-type: none"> • The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as, "What are some things you think might contribute to . . .?" • The teacher asks, "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class. 	<ul style="list-style-type: none"> • A student asks, "How many ways are there to get this answer?" • A student says to a classmate, "I don't think I agree with you on this, because . . ." • A student asks of other students, "Does anyone have another idea how we might figure this out?" • A student asks, "What if . . .?"

<p>3C - Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing 	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they “on task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume the entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p>			
<p style="text-align: center;"><i>Ineffective</i></p> <ul style="list-style-type: none"> • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested. 	<p style="text-align: center;"><i>Developing</i></p> <ul style="list-style-type: none"> • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<p style="text-align: center;"><i>Accomplished</i></p> <ul style="list-style-type: none"> • The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<p style="text-align: center;"><i>Exemplary</i></p> <ul style="list-style-type: none"> • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another. 	

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students to perform only rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or students. • The lesson drags or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Students are, in large part, passively engaged with the content, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. • The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to materials being used. • Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • Students are able to fill out the worksheet without fully understanding what it’s asking them to do. • The lesson drags or feels rushed. • Students complete “busy work” activities. 	<ul style="list-style-type: none"> • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle and end to the lesson. • Parts of the lesson have a suitable pace: other parts drag or feel rushed. 	<ul style="list-style-type: none"> • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, and then to report out from each table. • There is a clear beginning, middle and end to the lesson. • The lesson neither rushes or drags. 	<ul style="list-style-type: none"> • Students are asked to write an essay “in the spirit of Hemingway.” • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

<p>3D - Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment Criteria • Monitoring of Student Learning • Feedback to Students • Student Self-Assessment and Monitoring of Progress 	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment for learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their "fingers on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.</p>						
<i>Ineffective</i>		<i>Developing</i>		<i>Accomplished</i>		<i>Exemplary</i>	
<ul style="list-style-type: none"> • There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. 		<ul style="list-style-type: none"> • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning. 		<ul style="list-style-type: none"> • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment • Questions, prompts, assessments are used to diagnose evidence of learning. 		<ul style="list-style-type: none"> • Assessment is fully integrated into instruction through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. 	

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own classmates work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific and not oriented towards future improvement of the work. • The teacher makes only minor attempts to engage students in self-assessment or peer assessment. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance, at least for groups of students. • The teacher attempts to engage students in self-assessment or peer assessment. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by their teacher.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student asks: “How is this assignment going to be graded?” • A student asks, “Does this quiz count towards my grade?” • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: “Good job, everyone.” 	<ul style="list-style-type: none"> • Teacher asks: “Does anyone have a question?” • When a student completes a problem on the board, the teacher corrects the student’s work without explaining why. • The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically formulated question to elicit evidence of student understanding. • The teacher asks student to look over their papers to correct their errors 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates, providing substantive feedback to individual students. • The teacher uses exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.

<p>3E - Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Lesson Adjustment Response to Students Persistence 	<p>“Flexibility and responsiveness” refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	<p>Developing</p> <ul style="list-style-type: none"> Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<p>Accomplished</p> <ul style="list-style-type: none"> Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. 	<p>Exemplary</p> <ul style="list-style-type: none"> Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> Teacher ignores indications of student boredom or lack of understanding. Teacher brushes aside student questions Teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<ul style="list-style-type: none"> Teacher’s efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests in the lesson. The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so. 	<ul style="list-style-type: none"> When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. Teacher incorporates students’ interests and questions into the heart of the lesson. The teacher conveys to students that he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> The teacher’s adjustments to the lesson are designed to assist individual students. The teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that she won’t consider a lesson “finished” until every student understands and that she has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
<p>Possible Examples</p>	<ul style="list-style-type: none"> The teacher says, “We don’t have time for that today.” The teacher makes no attempt to adjust the lesson when students appear confused. The teacher says, “If you’d just pay attention, you could understand this.” 	<ul style="list-style-type: none"> The teacher says, “I’ll try to think of another way to come at this and get back to you.” The teacher says, “I realize not everyone understands this, but we can’t spend any more time on it.” The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson. 	<ul style="list-style-type: none"> The teacher says, “That’s an interesting idea; let’s see how it fits.” The teacher illustrates a principle of good writing to a student using his interest in basketball as context. The teacher says, “Let’s try this way and then uses another approach.” 	<ul style="list-style-type: none"> The teacher stops midstream in a lesson, and says, “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.” The teacher incorporates the school’s upcoming championship game into an explanation of averages. The teacher says, “If we have to come back to this tomorrow, we will; it’s really important that you understand it.”

4A - Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in Future Teaching 	Reflecting on teaching encompasses the teacher's thinking that follows any instructional event – an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, and ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson • Teacher has no suggestions for how a lesson could be improved. 	<ul style="list-style-type: none"> • Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. • Teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> • Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. • Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> • Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. 	In addition to the characteristics of "accomplished": <ul style="list-style-type: none"> • Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • Teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples	<ul style="list-style-type: none"> • Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" • The teacher says, "That was awful; I wish I knew what to do!" 	<ul style="list-style-type: none"> • At the end of the lesson the teacher says, "I guess that went okay." • The teacher says, "I guess I'll try X next time." 	<ul style="list-style-type: none"> • The teacher says, "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements. 	<ul style="list-style-type: none"> • The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." • In conversation with colleagues, the teacher considers different group strategies for improving a lesson.

<p>4B - Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student Completion of Assignments • Student Progress in Learning • Non-Instructional Records 	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This record keeping includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> • Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. • Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. 	<p>Developing</p> <ul style="list-style-type: none"> • Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Students contribute information and participate in maintaining the records.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • There is no system for either instructional or non-instructional records. • The record-keeping systems are in disarray so as to provide incorrect or confusing information. 	<ul style="list-style-type: none"> • The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking, but not all non-instructional information, and it may contain some errors. 	<ul style="list-style-type: none"> • The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; student able to see how they're progressing. • The teacher's process for recording non-instructional information is both efficient and effective. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Students contribute to and maintain records indicating completed and overdue work assignments. • Students both contribute and maintain data files indicating their own progress in learning. • Students contribute to maintaining non-instructional records for the class.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student says, "I'm sure I turned in that assignment, but the teacher lost it!" • The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored." • On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips. 	<ul style="list-style-type: none"> • A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are." • The teacher says, "I've got all these notes about how kids are doing; I should put them into the system, but I don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk for permission slips and finds them just before the bell rings. 	<ul style="list-style-type: none"> • The teacher creates a link on the class website that students can access to check on any missing assignment. • The teacher's grade book records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. 	<ul style="list-style-type: none"> • A student from each team maintains the database of current and missing assignments for the team. • When asked about their progress in class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database.

<p>4C - Communicating with Families</p> <ul style="list-style-type: none"> Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program 	<p>Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level when young children are just beginning school. However, the importance of regular communication with families of adolescence cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part on the part of the teacher, a quality valued by families of students of all ages.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. 	<p>Developing</p> <ul style="list-style-type: none"> Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. 	<p>Accomplished</p> <ul style="list-style-type: none"> Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner. 	<p>Exemplary</p> <ul style="list-style-type: none"> Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> Little or no information regarding the instructional program is available to parents. Families are unaware of their children’s progress. Family engagement activities are lacking. Communication is culturally inappropriate. 	<ul style="list-style-type: none"> School or district-created materials about the instructional program are sent home. Infrequent or incomplete information is sent home by teachers about the instructional program. Teacher maintains school-required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families’ cultural norms. 	<ul style="list-style-type: none"> Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.
<p>Possible Examples</p>	<ul style="list-style-type: none"> A parent says, “I’d like to know what my kid is working on at school.” A parent says, “I wish I knew something about my child’s progress before the report card comes out.” A parent says, “I wonder why we never see any school work come home.” 	<ul style="list-style-type: none"> A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.” A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.” Weekly quizzes are sent home for parent/guardian signature. 	<ul style="list-style-type: none"> The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc. The teacher creates a monthly progress report, which is sent home for each student. The teacher sends home a project that asks students to interview a family member about growing up during the 1970s. 	<ul style="list-style-type: none"> Students create materials for back-to-school night that outline the approach for learning science. Student daily reflection log describes learning and goes home each week for a response from a parent or guardian. Students design a project on charting family use of plastics.

<p>4D - Participating in a Professional Community</p> <ul style="list-style-type: none"> Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects 	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers—organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects 	<p>Developing</p> <ul style="list-style-type: none"> Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so. 	<p>Accomplished</p> <ul style="list-style-type: none"> Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 	<p>Exemplary</p> <ul style="list-style-type: none"> Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> The teacher’s relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school, district and community projects. 	<ul style="list-style-type: none"> The teacher has pleasant relationships with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as school, district and community projects. 	<ul style="list-style-type: none"> The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school activities, as well as school, district and community projects. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and oversees events that positively impact school life. The teacher regularly contributes to and serves as head of significant school, district and community projects.

<p>Possible Examples</p>	<ul style="list-style-type: none"> The teacher doesn’t share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. The teacher does not attend PLC meetings. The teacher does not attend any school function after the dismissal bell. The teacher says, “I work from 8:30-3:30 and not a minute more. I won’t serve on any district committee unless they get a substitute to cover my class”. 	<ul style="list-style-type: none"> The teacher is polite but never shares any instructional materials with his grade partners. The teacher attends PLC meetings only when reminded by her supervisor. The principal says, “I wish I didn’t have to ask the teacher to ‘volunteer’ every time we need someone to chaperone the dance.” The teacher contributes to the district literacy committee only when requested to do so by the principal. 	<ul style="list-style-type: none"> The principal remarks that the teacher’s students have been noticeably successful since her team has been focused on instructional strategies during their team meetings. The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there. The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team. 	<ul style="list-style-type: none"> The teacher leads the “mentor” group, devoted to supporting teachers during their first years in the profession. The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. The teacher leads the school’s annual “Olympics” day, which involves all students and faculty in athletic events. The teacher leads the school district’s wellness committee, which involves health-care and nutrition specialists from the community.
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<p>4E - Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of Content Knowledge and Pedagogical Skill • Receptivity to Feedback from Colleagues • Service to the Profession 	<p>As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p>			
<p>Critical Attributes</p>	<p>Ineffective</p> <ul style="list-style-type: none"> • Teacher engages in no professional development activities to enhance knowledge or skill. • Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher makes no effort to share knowledge with others or to assume professional responsibility. 	<p>Developing</p> <ul style="list-style-type: none"> • Teacher participates in professional activities to a limited extent when they are convenient. • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. • Teacher finds limited ways to contribute to the profession. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. • Teacher participates actively in assisting other educators. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • Teacher seeks out feedback on teaching from both supervisors and colleagues. • Teacher initiates important activities to contribute to the profession.
	<ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when they are required or when provided by the school district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. • The teacher actively participates in professional organizations designed to contribute to the profession. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time. 	<ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. • The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply to his situation. • The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn't feel it worth much of her time. 	<ul style="list-style-type: none"> • The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year. • The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students' conceptual understanding. 	<ul style="list-style-type: none"> • The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.
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<p>4F - Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and Ethical Conduct • Service to Students • Advocacy • Decision Making • Compliance with School and District Regulations 	<p>Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students' needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.</p>			
	<p style="text-align: center;"><i>Ineffective</i></p> <ul style="list-style-type: none"> • Teacher displays dishonesty in interactions with colleagues, students and the public. • Teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. • Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. 	<p style="text-align: center;"><i>Developing</i></p> <ul style="list-style-type: none"> • Teacher is honest in interactions with colleagues, students and the public. • Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school. • Teacher's decisions and recommendations are based on limited but genuinely professional considerations. • Teacher complies minimally with school and district regulations, doing just enough to get by 	<p style="text-align: center;"><i>Accomplished</i></p> <ul style="list-style-type: none"> • Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. • Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. • Teacher maintains an open mind in team or departmental decision-making. • Teacher complies fully with school and district regulation. 	<p style="text-align: center;"><i>Exemplary</i></p> <ul style="list-style-type: none"> • Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality. • Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. • Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Teacher is dishonest. • Teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects school district regulations. 	<ul style="list-style-type: none"> • Teacher is honest. • Teacher notices the needs of students but is inconsistent in addressing them. • Teacher does not notice that some school practices result in poor conditions for students. • Teacher makes decisions professionally but on a limited basis. • Teacher complies with school district regulations. 	<ul style="list-style-type: none"> • Teacher is honest and known for having high standards of integrity. • Teacher actively addresses student needs. • Teacher actively works to provide opportunities for student success. • Teacher willingly participates in team and departmental decision-making. • Teacher complies completely with school district regulations. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Teacher is considered a leader in terms of honesty, integrity, and confidentiality. • Teacher is highly proactive in serving students. • Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. • Teacher makes a leadership role in team and departmental decision-making. • Teacher takes a leadership role regarding school district regulations.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford day care. • The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one of his colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. • The teacher does not file her students' writing samples in their cum folders; doing so is time consuming, and she wants to leave early for summer break. 	<ul style="list-style-type: none"> • The teacher says, “I have always known my grade partner to be truthful. If she called in sick, then I believe her.” • The teacher, considering staying late to help some of her students in after-school day care, realizes doing so would conflict with her gym class and decides against staying. • The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When her grade partner goes out on maternity leave, the teacher says, “Hello” and “Welcome” to the substitute but does not offer any further assistance. • The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair. 	<ul style="list-style-type: none"> • The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, “I appreciate when Jim attends our after-school meetings; he always contributes something meaningful to the discussion.” • The teacher learns the district's new online curriculum mapping system and enters all of her courses. 	<ul style="list-style-type: none"> • When the new teacher has trouble understanding directions from the principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion. • After the school's intramural basketball program is discontinued, the teacher finds some former student-athletes to come in and work with his students, who have come to love the after-school sessions. • The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students. • The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she can assist her colleagues with its implementation.

Charlotte Danielson’s Framework modified for Special Education Resource Setting

Domain 3: Instruction					
Component:	Targeted Element:	Level of Performance			
		Ineffective	Developing	Accomplished	Exemplary
Communicating With Students	Directions and Procedures	Teacher’s directions and procedures are confusing to students. There is no differentiation.	Teacher’s directions and procedures are clarified after initial student confusion.	Teacher’s directions and procedures are clear to students using the student’s mode of communication.	Teacher’s directions and procedures are clear to students. The teacher uses the student’s mode of communication and uses clarifying strategies to make sure the student understands expectations. Directions are also repeated and reviewed throughout the lesson.
	Use of oral and written language	Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Teacher uses too much language that is confusing or frustrating to the student. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s spoken language is audible and written language is legible. Teacher uses vocabulary that students do not know or understand. Teacher contradicts themselves in the lesson giving student conflicting and confusing information.	Teacher’s spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the student’s age, interests and the students have been explicitly taught the meaning of the words before they are used with the students.	Teacher’s spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that has been explicitly taught with multiple examples (objects, pictures, etc.) and reviewed with the students. Teachers communicate with students in their mode of communication
Using Questioning & Discussion Techniques	Quality of questions	Teacher’s questions are of poor quality, with low cognitive challenge. They are asked in rapid succession and have no meaning for the student.	Teacher’s questions are a combination of low and high quality, posed in rapid succession. Students are not given wait time to answer questions	Teacher’s questions are of high quality. Adequate time is provided for students to respond. Students are given prompts as needed and can answer questions in a variety of ways.	Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students are taught to formulate their own questions. Students are given accommodations when they are asked for and as needed and can answer questions in a variety of ways.
	Student participation	Students are not engaged in activities and there are no expectations for them to participate because “they cannot do anything”.	Teacher attempts to engage all students, but with limited success. There are a few low expectations for students.	Teacher successfully engages all students through differentiated instruction. There are expectations for the students	Teacher successfully engages all students through differentiated instruction. There are high expectations for all students. Teachers use a variety of strategies and techniques so that all students can participate at high levels.
Engaging Students in Learning	Activities and Assignments	Activities and assignments are inappropriate for student’s age or ability level. Students are not engaged in assignments it is just “busy work”	Activities and assignments are appropriate to some students and engage them but there is no connection	Most activities are appropriate to students and the students are engaged. Students understand what they are learning and how the	All students are engaged in the activities that are designed to meet the student’s needs. Activities and assignments are differentiated and students are given choices and a sense of control in what they are learning. Students

			between assignments and learning.	assignment applies to what they have learned.	understand what they have learned and make connections with real world application.
	Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional needs of the students and they do not engage the students. Some students do not have materials.	Instructional materials and resources are only partially suitable to the instructional needs of the students and they partially engage the student.	Instructional materials and resources are suitable to the instructional needs of the students and the students are engaged. Some of the materials are research based. All students have access to materials and some of the materials are modified as needed.	Instructional materials and resources are suitable to the instructional needs of all students. All students have access to materials that they need and the materials are modified if needed. Materials are research based and teachers use them appropriately. Students have choices during instruction on what materials they use and students are encouraged to work with peers instead of relying on additional adult support.
Using Assessment in Instruction	Monitoring of student learning	Teacher does not monitor IEP goals and objectives	Teacher has some data but does not use it to make decisions on the student's educational needs.	Teacher has data and uses it to make some decisions on the educational needs of the students.	Teacher has data that has been collected during instruction (at least 2X a week). Data is in a notebook and is easily available if needed. Teacher uses data to make decisions on pace, programs, methods, etc.
	Feedback to students	Teacher's feedback is of poor quality and not provided in a timely manner. It is not in the child's mode of communication	Teacher's feedback is vague and not consistent. It is in the child's mode of communication.	Teacher's feedback is timely and specific to the student. It seems intentional and genuine. It is in the child's mode of communication	Teacher's feedback is immediate and descriptive. Students receive a variety of feedback and it is individualized. It is intentional and purposeful while staying positive with minimal redirections so students feel successful. It is in the child's mode of communication.
Demonstrating Flexibility and Responsiveness	Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students only knows a few programs or strategies to use with students.	Teacher persists in seeking new approaches, strategies, and programs for students who have difficulty learning. They draw from a broad repertoire and try several things.	Teacher persists in seeking effective approaches for students who need help. They use a variety of strategies and programs for students who have difficulty learning. They seek professional development to help them continue to grow professionally and meet the needs of all their students. They look in the school and in the district for additional resources.

Charlotte Danielson’s Framework modified for Special Education Resource Setting

Domain 3: Instruction					
Component:	Targeted Element:	Level of Performance			
		Ineffective	Developing	Accomplished	Exemplary
Communicating With Students	Directions and Procedures	Minimal or insufficient evidence is present.	The teacher’s directions are delivered in one form of communication and are rarely referenced during instruction.	The teacher’s directions and procedures are clear to the students and are reviewed throughout instruction. Directions and procedures are presented but not in a way every student can understand.	The teacher’s directions and procedures are posted in the classroom, clear to the students, and are reviewed throughout instruction. Directions and procedures are presented in multiple modes and in the student’s mode of communication. This may include but is not limited to: picture supports, sign language, voice output devices, and object representation.
	Use of oral and written language	Minimal or insufficient evidence is present.	The teacher uses vocabulary terms from the core content but doesn’t differentiate for individual student need. Some reinforcement for correct responses is evident.	The teacher’s vocabulary is carefully chosen to address individual student need and some basic instruction on key content words is evident. Teachers reinforce students intermittently for using their communication systems, voices, or participating.	The teacher’s vocabulary is carefully chosen to address individual student need and intentional instruction on key content words is evident. Teachers reinforce students for using appropriate words, vocabulary terms and utilizing their “form” of expressive communication.
Using Questioning & Discussion Techniques	Quality of questions	Minimal or insufficient evidence is present.	The teacher’s questions and discussion highlight core content concepts and some functional connections are taught. Students are given adequate wait time occasionally and positive reinforcement and adequate feedback are delivered inconsistently.	The teacher’s questions target the essential information. Questions presented or discussions led during instruction are linked to a meaningful or functional activity. The teacher gives the students adequate wait time to respond, gives immediate feedback, and provides the student with a system to participate that is in their mode of communication.	The teacher’s questions target the essential information. Questions presented or discussions led during instruction place an emphasis on how the skill is functional to the student. The teacher gives the students adequate wait time to respond, gives immediate feedback, and provides the student with a system to participate that is in their mode of communication. Following direct instruction the student is asked to perform an application activity or a generalization activity is evident.
	Student participation	Minimal or insufficient evidence present.	The instruction is not built around the needs of the students and opportunities for students to respond or communicate are limited.	The teacher differentiates some of their instruction for individual student need. Every student is provided opportunities to communicate and respond	The teacher differentiates their instruction for individual student need. The teacher facilitates an environment rich in planned opportunities for the students to communicate and respond appropriately.

			Students are participating on a limited basis.	appropriately. Some feedback is provided to the students when they are responding during instruction. Students are participating throughout instruction.	Immediate descriptive feedback is provided to the students when they are responding during instruction. Students are participating, making choices, and responding throughout instruction.
Engaging Students in Learning	Activities and Assignments	Minimal or insufficient evidence present.	The planning and instructional design is minimal. Students are engaged in parts of the instruction and the activities are somewhat meaningful to the student. The teacher gives minimal opportunities for responding and choice making. Some accommodations are provided.	Direct instruction, activities, and assignments are designed to enhance student learning. All students are engaged in the activities and assignments and they are meaningful to the student. The teacher embeds some opportunities for choice making and considers the needs of the individual learner and provides accommodations accordingly.	Direct instruction, activities, and assignments are designed to enhance the student's acquisition, maintenance, and generalization of the targeted skill. All students are engaged in the activities and assignments and they are meaningful to the student. The teacher embeds choice making, multiple pathways to achieve the correct response, and projects are designed to meet the needs of the individual learner. Accommodations and modifications exceed expectations.
	Instructional materials and resources	Minimal or insufficient evidence present.	Embedding student choice making about their materials or the instructional process is not evident. Some tasks are completed for students instead of being modified to meet their needs. Strategies used are not evidenced based strategies for students with low-incidence disabilities.	Students are encouraged to make choices. Student materials used are age appropriate and the resources or instructional strategies used are systematic and evidenced based for students with low-incidence disabilities.	Students are encouraged to make choices about materials they are using during instruction, peers for group work, and create work samples that are designed to meet their needs and demonstrates the highest level of independence possible. Materials used are age appropriate and the resources or instructional strategies used are systematic and evidenced based for students with low-incidence disabilities.
Using Assessment in Instruction	Monitoring of student learning	Minimal or insufficient evidence present.	The teacher uses some basic systematic instructional strategies to collect progress data. Minimal reflection on student data is evident.	The teacher uses systematic instructional strategies and collects data at <i>minimum 3X weekly</i> during instruction on student goals and objectives. Throughout instruction the teacher is checking for comprehension of concepts. In addition to collecting progress data the teacher graphs and analyzes the data and looks for trends in order to make decisions about their instructional methods.	The teacher uses systematic instructional strategies and collects data <i>daily</i> during instruction on student goals and objectives. Throughout instruction the teacher questions and probes for comprehension of concepts. In addition to collecting progress data the teacher graphs the data and looks for trends in order to make decisions about their instructional methods.

	Feedback to students	Minimal or insufficient evidence present.	The teacher delivers some feedback to students. Some positive reinforcement is evident but not intentional. Descriptive feedback does not occur at a greater rate than redirections and reprimands.	The teacher delivers descriptive feedback to students throughout instruction. Feedback includes positive reinforcement and may be delivered on a constant or varied schedule depending on the student's needs. Verbal redirections and reprimands are minimal.	The teacher's feedback is immediate, intentional, and descriptive. Feedback includes positive reinforcement and may be delivered on a constant or varied schedule depending on the student's needs. Descriptive verbal praise is provided throughout instruction and reprimands and redirections are minimal.
Demonstrating Flexibility and Responsiveness	Persistence	Minimal or insufficient evidence present.	The teacher is trained in basic systematic instructional strategies and a few curriculums designed for low-incidence students. The teacher does most mandatory PD related to their teaching position but does not seek out training specific to meeting the needs of their students.	The teachers uses a plethora of systematic instructional strategies, curriculums, and consultation with other team members to meet the needs of their students. The teacher is persistent in seeking our effective approaches for their students and engages in professional development that is specific to teaching students with low-incidence disabilities.	The teachers uses a plethora of systematic instructional strategies, curriculums, and consultation with other team members to meet the needs of their students. The teacher is persistent in seeking our effective approaches for their students and engages in professional development that is specific to teaching students with low-incidence disabilities.

Domain 1: Planning & Preparation – School Counselors/ Social Workers

1A - Demonstrating knowledge of counseling theory and techniques	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1B - Demonstrating knowledge of child and adolescent development	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

IC - Establishing goals for the counseling program appropriate to the setting and the students served	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

ID - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

IE - Plan in the counseling program integrated with the regular school program	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

IF - Developing a plan to evaluate the counseling program	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment – School Counselors/ Social Workers

2A - creating an environment of respect and rapport	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative: the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

2B - Establishing a culture for productive communication	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

2C - Managing routines and procedures	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

2E - Organizing physical space				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Delivery of Service – School Counselor/ Social Worker

3A - Assessing student needs	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

3C - Using counseling techniques in individual and classroom programs	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

3D - Brokering resources to meet needs				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

3E - Demonstrating flexibility and responsiveness				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor adheres to the plan or in spite of evidence of its inadequacy.	Counselor makes modest changes in counseling program when confronted evidence of the need for change.	Counselor makes revisions in the program when they are needed.	Counselor is continually seeking ways improve the counseling program and changes as needed in response to parent, or teacher input.

Domain 4: Professional Responsibilities – School Counselors/ Social Workers

4A - Reflecting on practice	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies.

4B - Maintaining records and submitting them in a timely fashion	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

4C - Communicating with families	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor provides no information to families, either about the counseling program as a whole or about the individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

4D - Participating in a professional community	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor's relationships with are negative or self-serving, and avoids being involved in school and events and projects.	Counselor's relationships with are cordial, and counselor participates school and district events and projects when specifically requested.	Counselor participates actively in and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial to school and district events and and assumes leadership with colleagues.

4E - Engaging in professional development	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor does not participate in professional development even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4F - Showing professionalism	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor displays dishonesty in interactions with colleagues, students, and the public: violates principals of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public: does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain 1: Planning & Preparation – Library Media Specialist

<p>1A - Demonstrating Knowledge of Content Curriculum and Process</p> <ul style="list-style-type: none"> • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.</p>	<p>School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.</p>	<p>School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.</p>	<p>School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.</p>

IB - Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs 				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>School Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.</p>	<p>School Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.</p>	<p>School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.</p>	<p>School Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.</p>

1C- Supporting Instructional Goals <ul style="list-style-type: none"> • Instructional resources and technology • Instructional services 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.	School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.

1D- Demonstrating Knowledge and Use of Resources <ul style="list-style-type: none"> • Instructional materials and resources • Search strategies 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.	School Library Media Specialist is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	School Library Media Specialist has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	School Library Media Specialist has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.

<i>IE</i> - Demonstrating a Knowledge of Literature and Lifelong Learning <ul style="list-style-type: none"> • Children's and young adult literature • Reading promotion 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

<i>IF</i> - Collaborating in the Design of Instructional Experiences <ul style="list-style-type: none"> • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.	School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

Domain 2: The Library Environment - Library Media Specialist

2A- Creating an environment of respect and rapport <ul style="list-style-type: none"> • Interpersonal relations • Student interaction • Staff interactions 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are characterized by conflict, sarcasm, or put-downs.	School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident.	School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist	School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist.

2B - Establishing a Culture for Learning <ul style="list-style-type: none"> • Ethos • Expectations for learning 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist maintains a controlled and stifling environment not conducive to learning.	School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.

2C - Managing Library Procedures <ul style="list-style-type: none"> • Circulation procedures • Scheduling procedures 				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.

2D - Managing student behavior <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to misbehavior 				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.	School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.

<p><i>2E</i> - Organizing physical space</p> <ul style="list-style-type: none"> • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.</p>	<p>The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.</p>	<p>The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions.</p> <p>Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.</p>	<p>The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions.</p> <p>Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.</p>

Domain 3: Instruction/ Delivery of Service - Library Media Specialist

<p>3A - Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> • Directions and procedures • Use of different methods 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all.</p>	<p>School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent.</p> <p>Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.</p>	<p>School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.</p>	<p>School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.</p>
<p>3B - Using Questioning and Research Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Research techniques • Student inquiry 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.</p>	<p>School Library Media Specialist asks questions that guide students and help them think about their research topic.</p>	<p>School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.</p>	<p>School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.</p>

<p>3C - Engaging Students in Learning</p> <ul style="list-style-type: none"> • Instructional materials and resources • Expectations for students 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>School Library Media Specialist is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.</p>	<p>School Library Media Specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.</p>	<p>School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.</p>	<p>School Library Media Specialist recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist.</p>

<p>3D - Assessment in instruction (whole class, one-on-one and small group)</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress 				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self-assessment or monitoring of progress.</p>	<p>In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one-to-one basis or with small groups. Students occasionally assess the quality of their own work.</p>	<p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.</p>	<p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.</p>

<p>3E - Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Teaching strategies • Lesson adjustments • Response to students • Persistence 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan.</p>	<p>The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.</p>	<p>The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.</p>	<p>The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.</p>

Domain 4: Professional Responsibilities - Library Media Specialist

4A - Reflecting on Practice <ul style="list-style-type: none"> • Reflection • Vision • Change 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.

4B - Maintaining Accurate Records <ul style="list-style-type: none"> • Catalog • Circulation • Statistics • Inventory • Using Data 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The school Library Media Specialist does not maintain accurate or current records.	The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.

4C - Communicating with School Staff and Community <ul style="list-style-type: none"> • Information about the library program • Advocacy 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not communicate with the school community about the library program and services.	The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's <i>Standards for the 21st Century Learner</i> and additionally utilizes elements of <i>Empowering Learners: Guidelines for School Library Media Programs</i> to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

4D - Participating in a Professional Community <ul style="list-style-type: none"> • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialists' relationships with colleagues are frequently negative or self-serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects.	School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues.	School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

4E - Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities.	School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent.	School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.	School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.

4F Collection Development and Maintenance <ul style="list-style-type: none"> • Assessment • Selection/Weeding 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.

4G- Managing the Library Budget <ul style="list-style-type: none"> • Data driven decisions • Budget development • Record keeping 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.	School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records.	School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.

4H- Managing Personnel <ul style="list-style-type: none"> • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff.	School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff.

<i>4I- Professional ethics</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality 	<p>School Library Media Specialist does not adhere to the professional ethics of librarianship.</p>	<p>School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights</p> <p>American Library Association's Code of Ethics. (See addendums A, B and C).</p>	<p>School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library</p> <p>Association's Code of Ethics. (See addendums A, B and C).</p>	<p>Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library</p> <p>Association's Code of Ethics. (See addendums A, B and C).</p>

Domain 1: Planning and Preparation – Therapeutic Specialists

1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist demonstrates little of no knowledge and skill in the therapy area: does not hold the necessary certification or license.	Specialist demonstrates basic knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area: holds an advanced certificate or license.

1B - Establishing goals for the therapy program appropriate to the setting and the students served	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for therapy program are rudimentary and are partially suitable to the situation and to the age of students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.

IC- Demonstrating knowledge of District state and federal regulations and guidelines	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedure.	Specialist's knowledge of special education laws and procedures is extensive: specialist takes a leadership role in reviewing and revising district policies.

ID -Demonstrating knowledge of resources both within and beyond the school and district	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist demonstrates little or no knowledge of resources for students available through the school district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

IE- Planning the therapy program integrated with the regular school program to meet the needs of individual students	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's is highly coherent and preventive and serves to support students individually, within the broader educational program.

IF - Developing a	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment – Therapeutic specialists

2A – Establishing rapport with students	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist’s interactions with students are negative or inappropriate: students appear uncomfortable in the testing and treatment center.	Specialist’s interactions are a mix of positive and negative: the specialist’s efforts at developing rapport are partially successful.	Specialist’s interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2B - Organizing time effectively	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist’s time-management skills are moderately well developed: essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time- management skills, accomplishing all tasks in a seamless manner: teachers and students understand their schedules.
2C - Establishing and maintaining clear procedures for referrals	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

2D - Establishing standards of conduct in the treatment center				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

2E - Organizing physical space for testing of students and providing therapy				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The testing and treatments center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized: materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3: Delivery of Service – Therapeutic Specialists

3A - Responding to referrals and evaluating student needs	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist fails to respond to referrals or makes hasty assessments of student's needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student's needs.

3B - Developing and implementing treatment plans to maximize student success	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

3C - Communicating with families	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

3D - Collecting information; writing reports				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist neglects to collect important information on which to base treatment plans: reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans: reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary: reports are accurate and clearly written and are tailored for the audience.

3E - Demonstrating flexibility and responsiveness				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in responses to student, parent, or teacher input.

Domain 4: Professional Responsibilities – Therapeutic Specialists

4A - Reflecting on practice	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4B- Collaborating with teachers and administrators	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4C - Maintaining an effective data management system	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist's data-management system is either nonexistent or in disarray: it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

Domain 4: Professional Responsibilities – Therapeutic Specialists

4D - Participating in a professional community				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

4E - Engaging and professional development				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4F - Showing professionalism including integrity advocacy and maintaining confidentiality				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking leadership role with colleagues.

Domain 1: Planning and Preparation – Instructional Specialists (Diagnostician/Interventionist)

1A - Demonstrating knowledge of current trends in specialty area and professional development	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty areas and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.

1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

ID - Demonstrating knowledge of resources both within and beyond the school and district	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich professional's skills in implementing the school's program.

IE - Planning the instructional support program integrated with the overall school program	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

IF - Developing a plan to evaluate the instructional support program	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

2A - Creating an environment of trust and respect	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Teachers are reluctant to request assistance from the instructional specialist fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial: teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2B - Establishing a culture for ongoing instructional improvement	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

2C - Establishing clear procedures for teachers to gain access to the instructional support	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

2D - Establishing and maintaining norms of behavior for professional interactions				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	No norms of professional conduct have been established: teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interactions. Teachers ensure that their colleagues adhere to these standards of conduct.

2E - Organizing physical space for workshops or training				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service – Instructional Specialist

3A - Collaborating with teachers in the design of instructional units and lessons	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school.

3B - Engaging teachers in learning new instructional skills	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

3C - Sharing expertise with staff	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

3D - Locating resources for teachers to support instructional improvement	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist fails to locate resources for instructional improvement for teacher, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

3E - Demonstrating flexibility and responsiveness	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities – Instructional Specialist

4A - Reflecting on practice				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each.

4B- Preparing and submitting budgets and reports				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditure, and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

4C - Coordinating work with other instructional specialists	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes leadership role in coordinating projects with other instructional specialist within and beyond the district.

4D - Participating in a professional community	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist's relationships colleagues are negative or self-serving the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships colleagues are cordial, and the participates in school and district and projects when specifically requested.	Instructional specialist participates in school and district events and and maintains positive and productive relationships with colleagues.	Instructional specialist makes a contribution to school and district and projects and assumes a leadership with colleagues.

4E - Engaging in professional development	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

4F - Showing professionalism including integrity and confidentiality	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes leadership role with colleagues in respecting the norm of confidentiality.