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Memorandum

To: RSU5 Board of Directors
FR: Cynthia Alexander, Assistant Superintendent
DA: June 8, 2017
RE: Updated on Performance Evaluation and Professional Growth System Plan

At the Board meeting on April 12, 2017, you received a memo outlining the thoughtful work of the PEPG committee this year. At that time, I shared that throughout the year, we worked on revisions.

These revisions are the result of the collaborative work of the committee and are intended to provide clarity to educators and evaluators. To this end, we discussed the intent and purpose while working to clear up any language that might be ambiguous.

Here are the essential changes:

- The RSU 5 Professional Growth and Evaluation Handbook:
  - The Evaluation Cycle is now embedded into the handbook.
  - Small adjustments were made to the timeline with evaluator and educator input.
  - Peer Review was re-termed as Peer Feedback. Feedback from educators at all schools was considered by the committee.
  - The term "review" on the Decision Matrix was defined.
  - Student surveys were removed from the handbook as this is not part of the evaluation process per MDOE - Educator Effectiveness and Chapter 180.

- The Evaluation Rubrics:
  - A evaluation rubric was developed for the literacy and math strategists.
  - The "attendance" indicator in the classroom teacher rubric was revised by the collaborative work of the PEPG Committee.

- Appendices:
  - Small edits reflect the changes made to the handbook itself.
  - Addition to Appendix C includes a Student Growth Summary page.

RSU 5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK

Revised: _____

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Introduction

The Professional Growth and Evaluation System steering committee continues to work to develop an evaluation plan for RSU5 that emphasizes professional growth and continuous improvement while meeting the requirements of Maine law. For next year the committee recommends the return to a 3-year cycle with some modifications and additions, intended to make the model more efficient, transparent, and valuable for educators.

The model continues to include the Marshall rubrics to guide goal setting and for framing discussions between evaluator and educator. Additions to the model include Student Growth Measures and Peer Review activities that meet requirements set forth by the Maine DOE.

The Steering Committee

2016-17 Steering Committee Members
Candace deCsipkes, Board Member
Nancy Drolet, Educator
Hank Ogilby, Educator
Tom Edwards, Community Member
Will Pidden, Administrator
Jessica Sturges, Educator
Gayle Wolotsky, Educator
Cynthia Alexander, Asst. Superintendent
Becky Foley, Superintendent
Sarah Mason, Educator
Lisa Demick, Administrator
Sarah Duffy, Administrator/Educator

Evaluation Cycle and Timeline

In the year 2016- 2017 educators in RSU5 were assigned to a year within the 3-year cycle to begin the evaluation process. The year an educator is in on cycle, is indicated in their e-portfolio.

RSU5 Professional Growth and Evaluation 3 year cycle

Staff years 1-3 (Probationary): **timeline is for each year for the first 3 years*

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	• Professional Practice goal creation (can be based on spring self-assessment on rubric) • SLO creation with PLC team	• Goal discussion/feedback, approval
Sept.-April	• Post-observation meetings with admin after administrator mini-observations • Minimum of 1 peer feedback session with written self-reflection (after feedback is shared)	• 6-8 mini observations w/ debrief and written feedback
By Jan 31	• Mid-year written goal reflection	• (feedback/support on goal reflection if requested)
By April 1	• Submit goal reflection and self-assessment on rubric (in preparation for summative meeting with administrator) • Complete SLO process	
By May 1		• Summative Evaluation • Summative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/SLOs

Staff Years 4+

Years 1 and 2 of 3 Year Cycle

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	• Professional Practice goal creation (can be based on spring self-assessment on rubric) • SLO creation with PLC team	• Goal discussion/feedback, approval
Sept.-May	• Minimum of 1 peer feedback session with written self-reflection (after feedback is shared) • Post-observation meetings with admin after administrator mini-observations	• 4-5 mini observations w/ debrief and written notes for principal review at end of year meeting
Jan. 31	• Written mid-year goal reflection	• (feedback/support on goal reflection if requested)
Between April 15 - June 15	• Goal reflection and self-assessment on rubric (in preparation for formative meeting with administrator) submitted prior to May 15. • Complete SLO process	• Formative rating on rubric • Formative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/SLOs, written notes in e-portfolio

Year 3 of 3 Year Cycle

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	• Professional Practice goal creation (can be based on spring self-assessment on rubric) • SLO creation with PLC team	• Goal discussion/feedback, approval
Sept.-May	• Minimum of 1 peer feedback session with written self-reflection (after feedback is shared) • Post-observation meetings with admin after administrator mini-observations	• 4-5 mini observations w/ debrief and written feedback
By Jan. 31	• Written mid-year goal reflection	• (feedback/support on goal reflection if requested)
Between April 15 - June 15	• Goal reflection and self-assessment on rubric (in preparation for summative meeting with administrator) submitted prior to May 15. • Complete SLO process	• Summative evaluation • Summative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/SLOs, complete Summative Effectiveness Rating

The Model

On an annual basis, educators engage in all components of the process (**Professional Practice**, **Professional Growth**, **Student Growth Measures (SLOs)**, and **Peer Feedback,** in year three of the cycle a continuing contract educator will receive a **Summative Effectiveness Rating**. Probationary educators will receive a summative evaluation annually. Educators who are placed on a Directed Growth Plan will be on an annual review cycle if growth targets are not met within the first year's timeline.

Professional Practice

Observation of the professional practice, the educator's work in the classroom, is the predominant component of the system. The Teacher Evaluation Rubrics developed by Kim Marshall serve as the basis for evaluating professional practices. These rubrics are focused on classroom teacher practices and do not address the specific roles of all professional staff. For those educators, separate rubrics have been and are being developed. (For a list of roles and their respective rubrics see Appendix.)

The evaluator will conduct four to five mini observations each year. After each mini-observation, the evaluator and educator will meet to have a short dialogue about the professional practices seen during the mini-observation. The post-observation meeting should ideally occur within two school days after an observation. The evaluator will enter brief observations, comments and/or questions in the educator's shared e-portfolio ideally within a week. The educator may add comments or initiate dialogue at any time, before or after the conversation.

At the annual review with his/her evaluator, the educator will complete a self-assessment using the Marshall rubrics. For Years 1 and 2 of the cycle, the evaluator will write a brief year-end summary, to be entered in the educator's e-portfolio. The evaluator may make recommendations for goal setting.

In Year 3 of the cycle, the evaluator will determine the summative effectiveness rating using the data collected in the educator's e-portfolio in the current cycle and SLO data. A copy of the Summative Effectiveness Rating sheet will be put in educator's personnel file in the Central Office.

Classroom instruction is the predominant source for mini observations. Other potential sources for mini observations may include:
Teacher websites
IEP meetings
PD days

Review of portfolios
Planning meetings (lesson plans; short term and long term)
Attendance at parent conferences
PLC meetings
Evidence of parent communication (newsletters)

Professional Growth

Each year educators will identify one or two goals from the individual indicators within the six domains of the Marshall Rubrics. These goals should address areas of need, and may also be identified with the input of the building administrator. Educators will enter the goal statement into their shared e-portfolio by September 30th each year. Educators will complete a mid-year reflection on their goal progress by January 31st and a year-end reflection May 15. Evidence of meeting the goal will be demonstrated through the professional practice mini observations.

Student Growth Measures

Student growth or student learning outcomes (SLO) will constitute 20% of the final summative effectiveness rating.-The RSU5 SLO Handbook provides the guidelines and templates for educators developing SLOs. (See Appendix)

Not all professional educators are in roles for which student growth measures must be developed. For a list of roles that do not require student growth measures see Appendix.

Peer Feedback

Annually an educator will either observe in a colleague's classroom or invite a colleague to observe his/her classroom. The purpose will be for sharing, reflection, and improving practice. Educators will be responsible for providing documentation of a peer observation in his/her e-portfolio. In lieu of a classroom observation, peer feedback may include, but is not limited to, review of portfolios and other evidence offered to demonstrate an educator's performance.

Scheduling these opportunities will require flexibility and support from administrators and PLC members. Peer feedback is for professional growth purposes only.

Summative Effectiveness Rating

The summative effectiveness rating will be determined using a decision matrix. The weighting is 80% on professional practices and growth, and 20% on student growth (SLOs). During the year-end review meeting in Year 3, the evaluator will use the Summative Effectiveness Rating sheet to document the educator's rating. Those educators whose roles do not require an SLO are based 100% on the Professional Practice.

Using the Marshall Rubrics, the evaluator determines the educator's professional practice and growth rating. With data from 3 years of observations and goal setting, the evaluator provides a rating for each of the six domains, weighted evenly: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-Up; Family and Community Outreach; and Professional Responsibilities. Then a final rating is determined based on an average of the ratings in each domain. The four-level rating scale is "4- Highly Effective," "3- Effective," "2-Improvement Necessary," "1-Does Not Meet Standards."

The evaluator will apply the decision matrix together with professional practice rating and the SLO rating to determine whether an educator is Highly Effective, Effective, Needs Improvement, or Ineffective.

Decision Matrix
Summative Performance Rating Matrix

Professional Practice	Student Growth: 0 – 40 Ineffective 1	41-69 Needs Improvement 2	70 – 84 Effective 3	85 – 100 Highly Effective 4
Ineffective 1	Ineffective	Ineffective	Review	Review
Needs Improvement 2	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
Effective 3	Review	Effective	Effective	Effective
Highly Effective 4	Review	Effective	Highly Effective	Highly Effective

Process for Review Rating

In most cases the component ratings generate a clear summative rating. When a significant disparity exists between the professional practice rating and the student growth rating, an evaluator does not assign a summative rating until a review is conducted and the disparity is resolved.

The review includes, but is not limited to, an investigation and consideration of all evidence related to:

- The accuracy of the scoring process;
- The accuracy of the evaluator's judgments;
- The appropriateness of the assessments used to ensure student growth;
- The students included in the calculation of the student growth measure; and
- The appropriateness of the student growth target.

A second evaluator is brought in to confer and calibrate with the original evaluator. A decision will be made on the final rating of either needs improvement or effective.

Note: Under Chapter 180, two summative ratings of ineffective may lead to dismissal.

Professional Learning Community (PLC)

This model presupposes that all RSU5 educators are members of a Professional Learning Community (PLC) and that during the school year members will have time during their scheduled meetings to focus on their PEPG (PG&E) work.

Professional Development for Educators

Time will be dedicated at the beginning of the school year, before students return, for all educators to review the PEPG (PG&E) plan and to learn about updates so that all educators understand the expectations for the year. Regularly scheduled time throughout the year will be provided for peer review, collaboration, and reflection during weekly PLC meetings, monthly staff meetings, and district PD days.

All educators new to RSU5 will be introduced to the PEPG (PG&E) plan during New Educator Orientation, prior to the start of the school year. Training throughout the year will include:

- The Marshall Rubrics
- The Educator's E- Portfolio (which includes the observation, goal setting, and self-reflection templates)
- Overview of SLO writing and examples
- Assignment to a Professional Learning Community (PLC)

Training of Evaluators

Evaluators will calibrate the use of the evaluation tool on an annual basis. This may include, but is not limited to:

- Paired observations
- Observing video lessons and scoring
- Training in utilizing the Kim Marshall rubrics

Directed Growth Plan

The Directed Growth Plan is for continuing contract educators who need improvement and/or who may benefit from more support in meeting the RSU5 Professional Teaching Standards. Being placed on a Directed Growth Plan does not necessarily mean the educator is being considered for termination. This plan provides a good-faith effort to support and guide the educator to effectively meet the standards set forth in the RSU5 Professional Growth and Evaluation System.

Purpose

The purpose of the Directed Growth Plan is to:

- Enable a continuing contract educator to receive assistance in any of the RSU5 Professional Teaching Standards.
- Provide a structured process for a continuing contract educator, who by the determination of the administrator, needs improvement and/or may benefit from more support.
- Provide due process for administrative action.

The Directed Growth Plan is intended to provide the best possible likelihood for professional improvement. This more structured supervision is characterized by recognition on the part of the administrator that the educator needs assistance with one or more of the RSU5 Professional Teaching Standards. This process may be initiated at any time throughout the year. It will be clear at the end of the initial timeline whether the educator will continue on a Directed Growth Plan into a second year.

Process

The administrator shall provide a written identification of the problem and expectations for improvement in performance based on classroom observations and/or other identified problem areas with colleagues, students, or parents, using the Marshall rubrics as the reference point for effectiveness. The written statement shall be discussed with the educator within five (5) days of its receipt.

Directed Growth Plan
The administrator and educator will develop a written Directed Growth Plan that will assist the educator in improving the identified problem area(s) using the Marshall rubrics as a guide.

This plan will include:

- Specific measurable goals relating to areas needing improvement
- Action steps/strategies for resolution of concerns. Possible action steps include analysis of student growth data, attendance at professional development workshops, visiting classrooms, working with strategists and/or coaches.
- Resources needed to accomplish goals
- Timeline for completion
- Evidence

Mini-observations and follow-up conversations will continue throughout the process. Progress toward meeting the goals as outlined within the plan will be monitored and documented. While the educator is on a directed growth plan, another building administrator will conduct a minimum of two mini-observations with follow-up conversations.

If the goals are met at the completion of the timeline, the educator will no longer be on a Directed Growth Plan. If there is evidence of significant progress in meeting the goals by the end of the initial deadline, the timeline may be extended. If there is no progress on meeting the goals, the educator's summative rating will be ineffective. Next steps will be determined in meeting with administration.

Teacher Evaluation Rubrics - Domains and Rating Scale

The RSU 5 teacher evaluation rubrics are those of Kim Marshall and his work on a teacher evaluation and supervision model.

Organization, Rationale, and Suggestions for Implementation

1. The rubrics have six domains covering all aspects of a teacher's job performance:
    A. Planning and Preparation for Learning
    B. Classroom Management
    C. Delivery of Instruction
    D. Monitoring, Assessment, and Follow-Up
    E. Family and Community Outreach
    F. Professional Responsibilities

2. The rubrics use a four-level rating scale:
    - 4 – *Highly Effective* – Master teacher performance that meets very demanding criteria
    - 3 – *Effective* – Solid, expected professional performance; teachers should feel good about scoring at this level

- 2 – *Improvement Necessary* – Performance is mediocre; no teacher should be content to remain at this level
- 1 – *Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal

3. These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, evaluators make frequent, short, unannounced classroom visits (at least four to five per teacher per year); have a face-to-face coaching conversation after each one; regularly observe teachers in team meetings and other settings. **The rubrics should not be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and** evaluators' **observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.**

4. The rubrics should be used formally at two points: (a) As school opens, teachers self-assess, meet with their evaluators, and set 1-2 improvement goals; (b) At the end of the year, teacher and evaluator repeat this process and reach closure on the year's ratings.

5. The rubrics synthesize extensive research based on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubrics, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more Effective and Highly Effective ratings a teacher has, the better students will do.

Adapted from Marshall, K. *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013,).

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Classroom Teacher
Professional Practice Rubric

Revised 4.27.17

I. PLANNING AND PREPARATION FOR LEARNING

The Teacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Knowledge**	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b **Standards**	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c **Units**	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an *ad hoc* basis with little or no consideration for long range curriculum goals.
d **Assessments**	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e **Anticipation**	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f **Lessons**	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g **Engagement**	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.

h Materials	Designs lessons that use an effective mix of high quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i Differentiation	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: _____ Comments:

II. KNOWLEDGE OF STUDENTS

TheTeacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Expectations**	Is direct, specific, consistent and tenacious in communicating and enforcing high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with *ad hoc* rules and consequences as events unfold during the year.
b **Relationships**	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c **Respect**	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d **Social-emotional**	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e **Routines**	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f **Responsibility**	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g **Repertoire**	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h **Efficiency**	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.

i **Prevention**	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j **Incentives**	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g. free time) without using them as a lever to improve behavior.

Overall rating: _____ Comments:

III. DELIVERY OF INSTRUCTION

The Teacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Expectations**	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b **Mindset**	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability	Communicates a "fixed" mindset about ability: some students have it, some don't.
c **Goals**	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d **Connections**	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e **Clarity**	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
f **Repertoire**	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.

g **Engagement**	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h **Differentiation**	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffold instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i **Nimbleness**	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j **Closure**	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: _____ Comments:

IV. MONITORING, ASSESSMENT AND FOLLOW-UP

The Teacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Criteria**	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for Proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b **Diagnosis**	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c **On-the-Spot**	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d **Self-Assessment**	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e **Recognition**	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. **Interims**	Works with colleagues to immediately use interim assessment data to fine tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.

g. Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j Reflection	Works with colleagues to reflect on what worded and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: _____ Comments:

V. FAMILY AND COMMUNITY OUTREACH

The Teacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Respect**	Shows great sensitivity and respect for family and community culture, values and beliefs.	Communicates respectfully with parents; is sensitive to different families' culture and values.	Tries to be sensitive to culture and beliefs of students' families but sometimes show lack of sensitivity.	Is insensitive to the culture and beliefs of students' families.
b **Belief**	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c **Expectations**	Gives parents clear, user friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d **Communication**	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e **Involving**	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely, if ever, communicates with parents on ways to help their children at home.
f **Homework**	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follow up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g **Responsiveness**	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.

h **Reporting**	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i **Outreach**	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high achieving students.	Makes little or no effort to contact parents.
j **Resources**	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: _____ Comments:

VI. PROFESSIONAL RESPONSIBILITIES

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Attendance	Perfect or near perfect attendance which provides the opportunity to fully support and/or enhance student learning.	Very good attendance which provides the opportunity to fully support student learning.	Moderate absences which may impact student learning. If there are extenuating circumstances, state below.	Many absences which may impact student learning. If there are extenuating circumstances, state below.
b Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage and/or spelling in professional contexts.
c Reliability	Carries out assignments conscientiously and punctually; keeps meticulous records and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignment, is late,; makes errors in records and misses deadlines.
d Professionalism	Presents as a consummate professional in words, action and appearance and observes appropriate boundaries.	Usually demonstrates professional demeanor in words, actions and appearance and maintains appropriate boundaries.	Occasionally acts and/or Dresses in an unprofessional manner in words, action and/or appearance and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discusses confidential student information.
f Above and Beyond	Is an important member teacher teams and committees and volunteers for extra activities.	Shares responsibility for grade level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely, if ever, contributes ideas that might help improve the school.
h Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.

i Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j Growth	Actively pursues new ideas and engages in action research to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and teaching institutes and implements them well.	Can occasionally be persuaded to try out new classroom practices	Is not open to new ideas for improving teaching and learning.

Overall rating: _____ Comments:

Evaluation Summary Page

Teacher's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Knowledge of Students

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Instruction

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Monitoring, Assessment and Follow-Up

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

VI. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

OVERALL RATING:

Highly Effective **Effective** **Improvement Needed** **Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Strategists/ Instructional Coaches
Professional Practice Rubric

Revised 1.19.17

I. PLANNING AND PREPARATION FOR LEARNING

The Strategist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Knowledge**	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b **Standards**	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c **Supporting Teachers**	Set goals using data to support teachers in planning almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Set goals using data to support teachers in planning most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Set goals using data to support teachers in planning lessons with some thought to larger goals and objectives and higher-order thinking skills.	Has no goals for the instructional support, or sets goals that are inappropriate to either the situation or the needs of the students and staff.
d **Assessments**	Orchestrates a continuous cycle of identification, analysis, and response to formative and summative priorities.	Works with colleagues to identify, analyze, and use formative and summative assessment data to fine-tune teaching and identify priorities.	Demonstrates limited use of assessment data with colleagues.	Does not participate in assessment selection or analysis with colleagues.
e **Anticipation**	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f **Engagement**	Designs highly effective professional development that engages teachers in acquiring new instructional skills and new areas for growth.	Designs effective professional development that engages teachers in acquiring new instructional skills and new areas for growth.	Inconsistently engages teachers in acquiring new instructional skills and new areas for growth.	Is not successful in engaging teachers in new instructional skills.
g **Resources**	Designs lessons that use an effective mix of high quality, multicultural learning materials and technology. Suggests and seeks out new resources to enhance teachers' skills in implementing the districts' curriculum.	Designs lessons that use an appropriate, multicultural mix of materials and technology. Provides resources to enhance teacher skills when teacher initiated.	Plans lessons that involve a mixture of good and mediocre learning materials. Is not aware of outside resources to support teachers.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets. Is not aware of outside resources to support teachers.

h Environment	Builds a common school-wide understanding of ways to use room arrangement, materials, and displays to create an inviting climate to maximize student learning.	Consistently supports to teachers in organization of furniture and materials to support the lesson, with regular results.	Initiates support to teachers in organization of furniture and materials to support the lesson, with inconsistent results.	Does not address with teachers the conventional furniture arrangement, hard-to-access materials, and few wall displays.
i Long term planning	Plans for the year, month, week, and day relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day to meet long term goals, but daily interruptions often distract from working toward long term goals.	Daily work is frequently disconnected from big goals and time spent on insignificant/ tangential activities,

Overall rating: _____ Comments:

II. KNOWLEDGE OF STUDENTS

The Strategist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Expectations**	Is direct, specific, consistent and tenacious in communicating and enforcing high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces expectations but follow through is inconsistent.	Limited or articulation of expectations with no follow through.
b **Relationships**	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c **Respect**	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d **Engagement**	Gets students highly involved in focused work in which they are active learners, risk takers, and problem-solvers.	Has students actively think about, discuss and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Does not actively involve students in lessons and materials used are of low quality.
e **Efficiency**	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
f **Prevention**	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
g **Understanding Learners**	Has a good grasp of current child development theories as to how students learn and actively seeks new ideas.	Has a grasp of: child development, theories as to how students learn and is open to new ideas.	Has a few ideas of ways students develop and learn.	Has few ideas on how to teach developmentally appropriate lessons and how students learn.

Overall rating: _____ Comments:

III. DELIVERY OF INSTRUCTION

The Strategist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Learning Expectations**	Provides professional staff development of uniformly high quality and responsive to the varied needs of the staff being served.	Provides professional development that is of high quality and appropriate to the needs of most of the staff being served.	Provides professional development that are of mixed quality with some of them being appropriate to the needs of the staff being served.	Provides professional development that is of poor quality or is not appropriate to the needs of the staff being served.
b **Mindset**	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability	Communicates a "fixed" mindset about ability: some students have it, some don't.
c **Goals**	Shows teachers exactly what's expected by posting essential questions, goals, rubrics and exemplars; virtually all teachers can articulate them.	Gives teachers a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells teachers the main learning expectations of each lesson.	Begins lessons without giving teachers a sense of where instruction is headed.
d **Collaboration with Teachers**	Initiates and responds to collaboration with classroom teachers to design/plan highly effective instructional units and lesson, and share best practices. Carefully ensuring that teachers can transfer these skills independently to future lessons.	Initiates and responds to collaboration with classroom teachers to design/plan of highly effective instructional units and lesson, and share best practices.	Collaborates with classroom teachers in the planning/ design of instructional units and lessons when asked to do so.	Does not follow through when asked to collaborate with classroom teachers in the design of instructional lessons and units.
e **Clarity of instruction**	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.

f **Repertoire**	Designs staff development that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including technology.	Designs staff development that uses an effective, diverse mix of learning strategies and materials including technology.	Plans staff development that involves an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans staff development that relies mainly on ineffective learning strategies and materials including technology
g **Engagement**	Is highly effective in engaging teachers to acquire new instructional skills and new areas for growth.	Is effective in engaging teachers to acquire new instructional skills and new areas for growth.	Is partially successful in engaging teachers in acquiring new instructional skills and new areas for growth.	Is not successful in engaging teachers in new instructional skills.
h **Differentiation**	Differentiates and scaffolds professional development to skillfully meet the learning needs and styles of all teachers.	Differentiates and scaffolds professional development to meet the learning needs of most teachers.	Attempts to meet the learning needs and styles of teachers, with mixed success.	Little evidence of differentiation is included in professional development.
i **Coaching**	Masterfully designs and tracks varied goal-specific coaching cycles and initiates techniques to ensure skills transfer to teachers' repertoire of practice.	Effectively designs coaching cycles and initiates technique to meet the specific need addressed	Sometimes designs coaching cycles and uses techniques to address needs. Coaching may not result in teachers gaining new skills.	Coaching cycles are haphazard or not well matched to need and often do not result in transfer of strategies or understanding.
j **Closure**	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: _____ Comments:

IV. MONITORING, ASSESSMENT AND FOLLOW-UP

The Strategist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Criteria**	Displays, distributes and reviews the criteria for proficient work and provides rubrics and exemplars.	Posts clear criteria for proficiency and provides rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades or skill acquisition.
b **Formal Assessments**	Facilitates and models for teachers the purposeful use of pre-, formative and summative assessments to support teachers in the evaluation of student skill levels and inform instruction. Differentiation for staff members is evidenced.	Facilitates and models for teachers the purposeful use of pre-, formative and summative assessments to support teachers in the evaluation of student skill levels and inform instruction.	Uses formative and summative assessments, but depth and quality are inconsistent and/or does not provide scaffolding for the teacher.	Little or no evidence of engaging teachers in conversations about assessments.
c **Feedback**	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote teacher growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage teacher growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
d **Tenacity**	Relentlessly follows up with/gives personal attention to teachers with students who are not progressing to help them maximize student growth.	Supports teachers with students who are not progressing.	Offers extra help but with limited follow-through; the onus is on the teacher to initiate support.	Does not offer extra help or support to teachers with students who are not progressing.
e **Reflection**	Continuously reflects with colleagues on the effectiveness of professional development and anticipates and plans appropriate follows-up work with staff.	Reflects with colleagues on the effectiveness of professional development and continuously works to improve it.	May spend some time thinking about the relative effectiveness of professional development but similar roadblocks re-occur from session to session.	Does not draw conclusions for future professional development when difficulties arise.

Overall rating: _____ Comments:

V. FAMILY AND COMMUNITY OUTREACH

The Strategist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Respect**	Shows great sensitivity and respect for family and community culture, values and beliefs.	Communicates respectfully with parents; is sensitive to different families' culture and values.	Tries to be sensitive to culture and beliefs of students' families but sometimes show lack of sensitivity.	Is insensitive to the culture and beliefs of students' families.
b **Communication**	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about student and immediately flags problems.	Updates parents on good news and learning or behavioral concerns attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning concerns but rarely mentions positive news.	Makes little or no effort to communicate with parents.
c **Involving**	Frequently informs parents about how to appropriately support and enrich the curriculum at home.	Informs parents about how to support the curriculum at home.	Occasionally informs parents about how to help students at home.	Does not communicate with parents about how to help students at home.
d **Responsiveness**	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.

Overall rating: _____ Comments:

VI. PROFESSIONAL RESPONSIBILITIES

The Strategist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Attendance**	Perfect or near perfect attendance which provides the opportunity to fully support and/or enhance student learning.	Very good attendance which provides the opportunity to fully support student learning.	Moderate absences which may impact student learning. If there are extenuating circumstances, state below.	Many absences which may impact student learning. If there are extenuating circumstances, state below.
b **Language**	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage and/or spelling in professional contexts.
c **Reliability**	Carries out assignments conscientiously and punctually; keeps meticulous records and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments; is late or sometimes makes errors in records.	Frequently skips assignment, is late,; makes errors in records and misses deadlines.
d **Professionalism**	Presents as a consummate professional in words, action and appearance and observes appropriate boundaries.	Usually demonstrates professional demeanor in words, actions and appearance and maintains appropriate boundaries.	Occasionally acts and/or Dresses in an unprofessional manner in words, action and/or appearance and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e **Judgment**	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment, and/or discusses confidential student information.
f **Above and Beyond**	Is an important member teacher teams and committees and volunteers for extra activities.	Shares responsibility for grade level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g **Leadership**	Frequently contributes valuable ideas and expertise to teacher teams, meetings, and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings, and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings, and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
h **Openness**	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; does not change.

i **Growth**	Actively pursues new ideas and engages in action research to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and teaching institutes and implements them well.	Can occasionally be persuaded to try out new classroom practices	Is not open to new ideas for improving teaching and learning.

Overall rating: _____ Comments:

Evaluation Summary Page

Special Education Teacher's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Knowledge of Students

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Instruction

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Monitoring, Assessment and Follow-Up

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

VI. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

OVERALL RATING:

Highly Effective **Effective** **Improvement Needed** **Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Special Education Teacher
Professional Practice Rubric

2016

I. PLANNING AND PREPARATION FOR LEARNING

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Knowledge	Is an expert in how students learn as well as in the characteristics and impact of disabilities.	Has a good grasp of how students learn as well as of the characteristics and impact of disabilities.	Is somewhat familiar with how students learn as well as with the characteristics and impact of disabilities.	Has little familiarity with how students learn or with the characteristics and impact of disabilities.
b. Long term planning*	Has a clearly articulated plan for the year that is tightly aligned with state and district standards and assessments; addresses the developmental levels of all students and all levels of thinking.	Plans the year so students will meet state and district standards and assessments; considers different levels of thinking.	Plans lessons by lesson and has little familiarity with state standards and assessments.	Plans lessons in the moment with no familiarity with state standards and assessments.
c. Lessons *	Designs individual and group lessons with clear, measurable goals closely aligned with state and district standards, unit outcomes and IEPs.	Designs individual and group lessons with measurable outcomes aligned with state standards, unit goals and IEPs.	Plans lessons with only unit goals and IEPs in mind.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
d. Differentiation	Designs lessons that consider all student learning needs, goals, styles, and interests.	Designs lessons that consider most student learning needs, goals, styles, and interests.	Designs lessons that only consider some student learning needs, goals, styles, or interests.	Designs lessons that do not consider student learning needs, goals, styles, or interests.
e. Engagement	Designs highly relevant, varied lessons that orchestrate student ownership for mastering content.	Designs relevant lessons that promote student ownership of content.	Plans lessons that may engage some student interest but may not support student investment in content.	Plans lessons with little likelihood of engaging or involving students.
f. Anticipation*	Anticipates misconceptions students are likely to face and plans how to overcome them.	Anticipates misconceptions and confusion students are likely to face.	Considers one or two ways students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
g. Assessments*	Prepares diagnostic, formative and summative assessments to monitor student learning.	Plans formative and summative assessments to measure student learning.	Creates unit assessment only as instruction proceeds.	Drafts final assessments shortly before they are given.
h. Organizing Learning	Designs lessons that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
i. Environment	Maximizes room arrangement to enhance learning objectives and student performance.	Organizes room to support enhance learning objectives and student performance.	Somewhat organizes room, but without enhancing learning objectives and /or student performance.	Has little or no organization of room, which detracts from learning objectives and student performance

**** Row may not be applicable if teacher is teaching only LC classes and does not have to be a part of evaluation discussion.***

II. CLASSROOM MANAGEMENT

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent and tenacious in communicating and implementing high expectations for student behavior both in and out of the classroom.	Clearly communicates and consistently implements expectations for student behavior.	Announces and posts classroom rules and consequences, but does not consistently enforce them.	Comes up with *ad hoc* rules and consequences as events unfold, and does not consistently enforce them
b. Relationships	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
c. Climate	Creates a climate that fosters self- and peer-monitoring in which disruption of learning is not tolerated.	Refuses to tolerate disruption and encourages student monitoring.	Attempts to create a productive learning environment, but there are regular disruptions in the classroom.	Does not create a productive learning environment; the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Successfully develops social-emotional skills to support positive interactions among students.	Fosters positive interactions among students and teaches useful social-emotional skills.	Attempts to foster interactions among students and to teach social skills with minimal success.	Does not attempt to foster interactions among students or teach social skills.
e. Student responsibility	Successfully develops students' self-discipline and sense of responsibility for their actions.	Holds students responsible for their actions and encourages a sense of accountability.	Tries but may be unsuccessful in getting students to be responsible for their actions.	Is unsuccessful in fostering students' self-discipline and sense of responsibility for their actions.
f. Anticipation	Anticipates, prevents and responds to situations that may develop into behavior issues.	Proactively considers and responds to situations that may develop into behavior issues.	Does not anticipate behavior issues, but attempts to address issues as they arise.	Does not consider – and may contribute to – behavior issues that may arise.
g. Discipline repertoire	Has highly varied discipline repertoire and implements strategies appropriately and effectively.	Has a repertoire of discipline "moves" and implements them as needed.	Has a limited disciplinary repertoire and may struggle with implementation.	Has few discipline "moves" and constantly struggles with implementation.
h. Efficiency	Maximizes academic learning time through effective routines and smooth transitions.	Effectively utilizes academic learning time through clear routines and transitions.	Sometimes loses teaching time due to inconsistent routines and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.

III. DELIVERY OF INSTRUCTION

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Learning Expectations	Conveys high learning expectations and convinces all students that they will master the material.	Sets high learning expectations and encourages students to master the material.	Sets minimal expectations for learning and skills.	Has no learning expectations and gives up on some students.
b. Effort-Based	Encourages students to be risk-takers, learn from their mistakes and believe that through effective effort, they will learn and improve their skills.	Guides students to learn from their mistakes and believe that through effective effort, they will learn and improve their skills.	Corrects students when they make mistakes but does not guide learning from errors.	Does not see mistakes as a learning tool; students do not feel comfortable taking risks.
c. Framing*	Uses essential questions, goals, lesson objectives, exemplars and other strategies to give students a clear sense of purpose.	Communicates lesson objectives to give students a clear sense of purpose.	Attempts to communicate the main learning objectives of each lesson to students.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Makes meaningful connections to students' prior knowledge, experience and readings.	Activates students' prior knowledge, experience and readings.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences and/or readings.
e. Clarity of Instruction	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
f. Repertoire	Utilizes a variety of highly effective teaching strategies, questions, pacing, materials, grouping practices and technologies to foster student learning.	Uses teaching strategies, questions, pacing, materials, grouping practices and technologies to support student learning.	Uses a limited range of teaching strategies, questions, materials, grouping practices and technologies.	Uses only one or two teaching strategies, technologies and types of questions and/or materials.
g. Specialized Instruction	Skillfully meets the learning needs and styles of all students by using a variety of strategies.	Effectively meets the learning needs and styles of most students.	Attempts to meet the learning needs and styles of students, with mixed success.	Does not attempt to meet the learning needs and styles of students.
h. Responding to confusion (nimbleness)	Deftly exploits teachable moments and corrects misunderstandings. Is skilled at assessing student confusion and its sources and responding in individually appropriate ways.	Is flexible to take advantage of teachable moments and correct misunderstandings. Realizes when students are confused and responds in appropriate ways.	Is focused on implementing plans and sometimes misses teachable moments. Does not consistently realize when students are confused, or may not respond in an effective way.	Is rigid and inflexible with plans and rarely takes advantage or teachable moments. Does not realize when students are confused, or does not respond in an effective way.
i. Generalization of skills	Consistently provides activities and strategies that will generalize skills to classroom and other settings.	Usually provides activities and strategies that will generalize skills to classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Does not provide activities or strategies that will generalize skills to classroom or other settings.

IV. MONITORING, ASSESSMENT AND FOLLOW-UP

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Criteria*	Displays, distributes and reviews the criteria for proficient work and provides rubrics and exemplars.	Posts clear criteria for proficiency and provides rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades or skill acquisition.
b. Formal Assessments	Utilizes thorough and purposeful pre-, formative and summative assessments to evaluate student skill levels and inform instruction.	Uses pre-, formative and summative assessments to evaluate student skill levels and adjust instruction.	Uses formative and summative assessments, but depth and quality are inconsistent, and/or does not adjust instruction.	Begins instruction without considering students' prior skills; gives poorly constructed summative assessments without conducting formative assessments.
c. Informal Assessments (On-the-Spot)	Frequently uses a variety of methods to check for understanding in the moment of instruction and immediately re-teaches or clarifies. Is tenacious in repeating the process if necessary.	Uses a variety of methods to check for understanding and immediately re-teaches or clarifies.	Has a limited repertoire of methods to check for understanding during instruction and sometimes misses opportunities for clarification.	Does not check for understanding during instruction.
d. Feedback	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
e. Student Self-Assessment	Creates an environment where students can set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Creates an environment where students self-assess and monitor their performance.	Urges students to look over their work, see where they had trouble and aim to improve those areas.	Allows students to move on without self-assessing.
f. Tenacity	Relentlessly follows up with/gives personal attention to struggling students to help them reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers extra help but with limited follow-through; the onus is on the student to reach proficiency.	Does not offer extra help or support.
g. Support	Makes sure that all students who need additional support and specialized diagnoses receive appropriate, immediate services.	When necessary, refers students for additional services and/or specialized diagnoses.	Sometimes doesn't promptly refer students for additional services, or refers students who don't need it.	Fails to refer students for special services and/or refers students who don't need them.

* Rows may not be applicable if teacher is teaching only LC classes.

V. SPECIAL EDUCATION REGULATIONS

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Knowledge & compliance	Demonstrates extensive knowledge of special education laws and procedures. Fully understands and complies with all procedural timelines and safeguards.	Demonstrates thorough knowledge of special education laws and procedures. Faithfully adheres to all procedural timelines and safeguards.	Demonstrates basic knowledge of special education laws and procedures, but needs support in implementation; does not always follow established timelines and safeguards.	Demonstrates little or no knowledge of special education laws and procedures, and/or does not follow established procedures and guidelines.
b. Written Consent *	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information.
c. TEAM Meetings	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follows state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follows state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
d. Responding to CST & Team written referrals*	Proactively responds to referrals and makes highly competent assessments of student needs by choosing suitable assessment procedures to address referral questions.	Responds to referrals and makes adequate assessments of student needs by choosing suitable assessment procedures to address referral questions.	Responds to referrals when pressed but completes inadequate assessments of student needs.	Fails to respond to referrals, or makes hasty assessments of student needs.
e. Written reports	Writes clear, detailed and accurate reports; analysis, conclusions and recommendations are valuable.	Writes accurate reports; analysis, conclusions and recommendations are appropriate.	Writes accurate reports that lack specificity; analysis, conclusions and recommendations are not always appropriate.	Writes reports that are inaccurate, or that include inappropriate analysis, conclusions and recommendations.
f. IEP Writing	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.	Creates accurate, well-written IEPs that include appropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.
g. Integrating IEP goals	Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of entire IEP and does not incorporate skills from other disciplines even when required.

The Teacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
h. Monitoring progress	Comprehensively and effectively measures progress towards IEP goals and objectives, and provides substantial feedback to students and parents.	Measures progress towards IEP goals and objectives, and provides feedback to students and parents.	Attempts to measure progress towards IEP goals and objectives, but may not be effective in monitoring or may not communicate progress effectively to students and parents.	Does not measure progress towards IEP goals and objectives, and/or does not communicate progress to students or parents.
i. Assistive technology	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.
j. Consultation	Proactively consults and advocates for students with administrators, teachers and support personnel with education and resources.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.

* *May not be applicable*

VI. COMMUNITY RELATIONSHIPS

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b. Expectations	Gives parents clear, accessible expectations for student learning and behavior, and demonstrates a strong belief that students will meet or exceed standards.	Gives parents clear expectations for student learning and behavior, and demonstrates belief that students will reach standards.	Sends home a syllabus and list of classroom rules for learning and/or behavior.	Does not communicate learning or behavior expectations to parents.
c. Communicating with families	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about their children, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about their child.
d. Support	Frequently informs parents about how to appropriately support and enrich the curriculum at home.	Informs parents about how to support the curriculum at home.	Occasionally informs parents about how to help students at home.	Does not communicate with parents about how to help students at home.
e. Responsiveness to parent concerns	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
f. Reporting	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.
g. Engagement	Uses of a variety of strategies to engage families to participate appropriately and consistently in the classroom and school community.	Engages families to participate appropriately in the classroom and school community.	Makes limited or ineffective attempts to involve families in the classroom or school community.	Does not attempt to engage families in the classroom or school community, or actively discourages their participation.

VII. PROFESSIONAL RESPONSIBILITIES

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Reliability	Carries out paperwork, duties, and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties, and assignments; makes errors in records.
b. Professionalism	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
c. Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment, and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright, and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment, and/or discusses confidential information.
d. Contributions	Frequently contributes valuable ideas and expertise to teacher teams, meetings, and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings, and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings, and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
e. Collaboration	Participates in ongoing meetings with colleagues and specialists to plan units, share best practices and analyze assessments.	Meets frequently with colleagues to plan units, share best practices and examine assessments.	Meets occasionally with colleagues to share ideas about teaching and student work.	Meets infrequently with colleagues, and/or conversations lack educational substance.
f. Communication	Identifies and informs the appropriate channels of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns or constantly complains, and is not open to help.
g. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; does not change.
h Reflecting on practice	Is highly accurate and perceptive in his/her reflections, citing specific examples of what were not successful for at least some students. Draws on extensive repertoire to suggest alternative strategies.	Provides accurate and objective reflection of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how his/her practice might be improved.	Is moderately accurate and objective in reflection of practice without citing specific examples, and with only global suggestions as to how it might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
i. Professional Development	Actively pursues professional development opportunities and makes substantial contribution to the profession.	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or required.	Does not participate in professional development activities, even when such activities are clearly needed for the development of skills.
j. Flexibility	Easily adapts to changes in schedules, case load, and special education issues as needed with ease.	Is able to adapt to changes in schedules, case load, and special education issues as needed.	Has difficulty adapting to changes in schedules, case load, and special education issues.	Is unable to adapt to changes in schedules, case load, and special education issues.
k Certification	Holds the necessary and current certification, and has taken advanced graduate courses in areas of specialty relevant to certification.	Holds the necessary and current certification.	Holds waiver while working towards certification.	Does not hold the necessary certification or has allowed certification to expire.

Evaluation Summary Page

Special Education Teacher's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Performance and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Classroom Management

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Instruction

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Monitoring, Assessment and Follow-Up

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Special Education Regulations

Highly Effective Effective Improvement Needed Does Not Meet Standards

VI. Community Relationships

Highly Effective Effective Improvement Needed Does Not Meet Standards

VII. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

OVERALL RATING:

Highly Effective **Effective** **Improvement Needed** **Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Nurse
Professional Practice Rubric
2016

I. PERFORMANCE AND PREPARATION

The Nurse:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Demonstrating medical knowledge and skill in nursing	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates partial understanding of medical knowledge and nursing techniques.	Nurse demonstrates little understanding of medical knowledge and
b. Demonstrating knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the nurse displays knowledge of the extent to which individual students follow the general patterns.	Nurse displays knowledge of typical developmental characteristics of the age group, as well as exceptions to the general patterns.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays little or no knowledge of child and adolescent development.
c. Demonstrating knowledge of government, community, and district regulations and resources	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse demonstrates little or no knowledge of governmental regulations, community resources for students, and or those available through the school or district.
d. Planning the nursing program for both individuals and groups of students, integrated with the regular school program	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
e. Establishing goals for the nursing program appropriate to the setting and the students served	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.
f. Developing a plan to evaluate the nursing program	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Nurse'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.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.

II. THE ENVIRONMENT

The Nurse:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Creating an environment of respect and rapport	Establishes respect and rapport with Students so that they seek out the nurse, reflecting a high degree of comfort and trust in the student-nurse relationship.	Has positive and respectful interactions with students to cultivate comfort and trust in the student-nurse relationship.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with at least some students are negative or inappropriate.
b. Establishing a culture for health and wellness	Guides culture in the school towards health and wellness, while promoted by the nurses, is maintained by both teachers and students.	Nurse promotes a culture throughout the school for health and wellness.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.
c. Following health protocols and procedures	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.	Nurse's procedures for the nursing office work effectively.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office are nonexistent or in disarray
d. Supervising health associates	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors	No guidelines for delegated duties have been established, or the guidelines are
e. Organizing physical space	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's attempts to create a well- organized physical environment are partially successful. Medications are stored properly but are	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are

III. DELIVERY OF SERVICE

The Nurse:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Assessing student needs	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning. Analyzes those results and shares it with colleagues, students and parents appropriately.	Conducts adequate assessments of student needs, analyzes the results and shares it with colleagues, students and parents as needed.	Nurse's assessments of student needs are perfunctory, but may not analyze and/or share the results with colleagues, students and/or parents appropriately.	Nurse does not assess student needs, or the assessments result in inaccurate conclusions, and/or results are not analyzed and/or shared.
b. Administering medications to students	Ensures that medications are administered by designated individuals, and signed release forms are signed and appropriately stored. Shares knowledge of medication and importance of compliance with students. Students take an active role in medication compliance.	Medications are administered by designated individuals, and signed release forms are appropriately stored and available when needed.	Medications are administered by designated individuals, but signed release forms are not appropriately stored.	Medications are administered with no regard to state or district policies.
c. Promoting wellness through classes or classroom presentations	The nurse is successful in promoting wellness through classroom presentations that inspire students to assume active roles in furthering a healthy lifestyle in the school.	The Nurse is successful in presenting the knowledge and attitudes that will help students acquire a healthy lifestyle through classroom presentations.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's work with students in classes fails to promote wellness.
d. Managing emergency situations	Nurse's plans for emergency situations have been developed for many situations. Ensures students and staff understanding of plans in case of emergencies.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse has no contingency plans for emergency situations.
e. Demonstrating flexibility and responsiveness	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.	Nurse makes revisions in the nursing program when they are needed.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.
f. Collaborating with professional staff to develop specialized educational programs and services for students with diverse medical needs	Nurse initiates collaboration with professional staff in developing instructional lessons and units, locating additional resources from outside the school.	Nurse initiates collaboration with professional staff in developing instructional lessons and units.	Nurse collaborates with professional staff in developing instructional lessons and units when specifically asked to do so.	Nurse declines to collaborate with professional staff to develop specialized educational programs.

The Nurse:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
g. Communicates and collaborates with Guidance and other Professional Staff	Nurse recognizes and promptly presents information about a student's welfare to key staff. Nurse designs and contributes to effective intervention based on a variety of sources.	Nurse recognizes behaviors and information that is relevant to other professionals and shares it. Nurse acts upon information provided by other staff.	Nurse shares relevant issues with staff in most instances and does consider information provided.	Nurse does not report relevant issues to guidance staff or act upon information provided.

IV. PROFESSIONAL RESPONSIBILITIES

The Nurse:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Reflecting on practice	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse'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.	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.
b. Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's approach to record keeping (digital and/or otherwise) is highly systematic and efficient and serves as a model for colleagues across the school.	Nurse's reports, records, and documentation (digital and/or otherwise) are accurate and are submitted in a timely manner.	Nurse's reports, records, and documentation (digital and/or otherwise) are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation (digital and/or otherwise) are missing, late, or inaccurate, resulting in confusion.
c. Communicating with families	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides no information to families, either about the nursing program as a whole or about individual students.
d. Participating in a professional community	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.
e. Engaging in professional development	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse's participation in professional development activities is limited to those that are convenient or required.	Nurse does not participate in professional development activities, even when such activities are clearly needs for the development of nursing skills.
f. Showing professionalism	Nurse can be counted on at all times to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, serving as a role model for colleagues.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.

Evaluation Summary Page

Nurse's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Performance and Preparation

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

II. The Environment

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

III. Delivery of Service

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

IV. Professional Responsibilities

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

OVERALL RATING:

Highly Effective | **Effective** | **Improvement Needed** | **Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY NURSE:

Evaluator's Signature: _____ Date: _____

Nurse's Signature: _____ Date: _____

(The nurse's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Library Media Specialists
Professional Practice Rubric
2016

I. PLANNING AND PREPARATION FOR LEARNING

The Library Media Specialist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Knowledge	Is an expert in library and information technology; demonstrates a rich understanding of literature and in child development as it relates to how students learn.	Demonstrates thorough knowledge of current trends in library and information technology and literature and has a good grasp of child development as it relates to how students learn.	Is somewhat familiar with library and information technology, has limited knowledge of literature and/or has a few ideas about how students learn.	Has little familiarity with library and information technology or literature or with how students learn.
b. Assessments	Prepares diagnostic, formative, and summative assessments to monitor student learning.	Plans formative and summative assessments to measure student learning.	Creates unit assessment only as instruction proceeds.	Drafts final assessments shortly before they are given.
c. Anticipation	Anticipates misconceptions students are likely to face and plans how to overcome them.	Anticipates misconceptions and confusion students are likely to face.	Considers one or two ways students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
d. Lessons	Designs lessons with clear, measurable goals closely aligned with curriculum frameworks, information technology, library and classroom teacher's unit goals, and state and district standards.	Designs lessons focused on measurable outcomes aligned with curriculum frameworks, information technology, library and classroom teacher's unit goals and state standards.	Designs lessons with unit goals in mind.	Does not plan lessons, or designs lessons aimed primarily at entertaining students or filling time.
e. Engagement	Designs highly relevant, varied lessons that orchestrate student ownership for mastering content.	Designs relevant lessons that promote student ownership of content.	Plans lessons that may engage some student interest but may not support student investment in content.	Plans lessons with little likelihood of engaging or involving students.
f. Organizing Learning	Designs lessons that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
g. Differentiation	Designs lessons that consider all student learning needs, styles, and interests.	Designs lessons that consider most student learning needs, styles, and interests.	Designs lessons that only consider some student learning needs, styles, or interests.	Designs lessons that do not consider student learning needs, styles, or interests.

II. LIBRARY BEHAVIOR MANAGEMENT

The Library Media Specialist:

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent and tenacious in communicating and implementing high expectations for student behavior both in and out of the classroom.	Clearly communicates and consistently implements expectations for student behavior.	Announces and posts classroom rules and consequences but does not consistently enforce them.	Comes up with *ad hoc* rules and consequences as events unfold; rules are not consistently enforced.
b. Relationships	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
c. Climate	Creates a safe climate that fosters self- and peer-monitoring in which disruption of learning is not tolerated.	Refuses to tolerate disruption and encourages student monitoring.	Attempts to create a productive learning environment, but there are regular disruptions in the library.	Does not create a productive learning environment; the library is frequently chaotic and sometimes dangerous.
d. Social-emotional	Successfully develops social-emotional skills to support positive interactions among students.	Fosters positive interactions among students and teaches useful social-emotional skills.	Attempts to foster interactions among students and to teach social skills with minimal success.	Does not attempt to foster interactions among students or teach social skills.
e. Routines	Successfully implements library routines so that students internalize them over the course of the year.	Teaches library routines so that students increasingly maintain them throughout the year.	Tries to teach students library routines, but many of the routines are not maintained throughout the year.	Does not teach library routines and instead is constantly prompting students.
f. Student Responsibility	Successfully develops students' self-discipline and sense of responsibility for their actions.	Holds students responsible for their actions and encourages a sense of accountability.	Tries but may be unsuccessful in getting students to be responsible for their actions.	Is unsuccessful in fostering students' self-discipline and sense of responsibility for their actions.
g. Discipline Repertoire	Has highly varied discipline repertoire and implements strategies appropriately and effectively.	Has a repertoire of discipline "moves" and implements them as needed.	Has a limited disciplinary repertoire and may struggle with implementation.	Has few discipline "moves" and constantly struggles with implementation.
h. Efficiency	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.
i. Environment	Maximizes room arrangement and displays evidence of student learning to enhance unit, lesson and learning goals.	Organizes room and displays evidence of student learning to support unit, lesson and learning goals.	Somewhat organizes room, but without considering unit, lesson or learning goals, or displays do not relate to student learning.	Has little or no organization of room, and displays do not relate to student learning.

III. DELIVERY OF INSTRUCTION

The Library Media Specialist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Learning Expectations	Conveys high learning expectations and convinces all students they will master the material.	Sets high learning expectations and encourages students to master the material.	Sets minimal expectations for learning and tells students they need to work hard.	Has no learning expectations and gives up on some students.
b. Effort-Based	Encourages students to be risk-takers, learn from their mistakes and believe that through effective effort, they will improve their skills and knowledge.	Guides students to learn from their mistakes and believe that through effective effort, they will improve their skills and knowledge.	Corrects students when they make mistakes but does not guide learning from errors.	Does not see mistakes as a learning tool; students do not feel comfortable taking risks.
c. Framing	Uses essential questions, goals, lesson objectives, exemplars and other strategies to give students a clear sense of purpose.	Communicates lesson objectives to give students a clear sense of purpose.	Attempts to communicate the main learning objectives of each lesson to students.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Makes meaningful connections to students' prior knowledge, experiences and readings.	Activates students' prior knowledge, experiences and readings.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences or readings.
e. Clarity	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
f. Nimbleness	Deftly adapts lessons to exploit teachable moments and correct misunderstandings; makes skillful and diverse adjustments to address all students' learning styles and needs.	Is flexible about modifying lessons to take advantage of teachable moments and correct misunderstandings; makes adjustments to address students' learning styles and needs.	Is focused on implementing lesson plans and sometimes misses teachable moments and/or opportunities to make adjustments.	Is rigid and inflexible with lesson plans and rarely takes advantage or teachable moments; does not make adjustments.
g. Closure	Consistently facilitates appropriate summary, reflection and application to real-life situations at the end of each lesson.	Sometimes provides opportunities for summary, reflection and/or application to real-life situations at the end the lesson.	Rarely asks students to summarize or think about real-life applications for what they are studying at the end of the lesson.	Moves on at the end of each lesson without having students summarize or internalize.
h. Technology use	Is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	Initiates sessions to assist students and teachers in the use of technology in the library/media center.	Assists students and teachers in the use of technology in the library/media center when asked to do so.	Declines to assist students and teachers in the use of technology in the library/media center even when asked.

IV. COLLABORATION AND OUTREACH

The Library Media Specialist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b. Support	Frequently informs parents about how to appropriately support and enrich the curriculum at home.	Informs parents about how to support the curriculum at home.	Occasionally informs parents about how to help students at home.	Does not communicate with parents about how to help students at home.
c. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
d. Collaboration	Participates in ongoing meetings with colleagues and other specialists to plan units, share best practices and analyze assessments.	Meets frequently with colleagues to plan units, share best practices and examine assessments.	Meets occasionally with colleagues to share ideas about teaching and student work.	Rarely meets with colleagues, and/or conversations lack educational substance.
e. Alignment	Has a clearly articulated plan for the year that is tightly aligned with state and district standards and assessments; addresses all levels of thinking.	Plans the year so students will meet state and district standards and assessments; considers different levels of thinking.	Plans lesson by lesson and has little familiarity with state standards and assessments.	Plans lessons in the moment with no familiarity with state standards and assessments.
f. Data Analysis & Reflection	Collaborates with colleagues and specialists to analyze formative and summative assessment data, draw conclusions about best practices and inform instruction.	Works with colleagues to reflect on formative and summative assessment data and inform instruction.	Reflects on summative assessment data, but does not make adjustments to instruction.	Does not use data to inform instruction.
g. Flexibility	Continually seeks ways to improve the library/media program and makes changes as needed in response to student, parent and teacher feedback.	Makes revisions to the library/media program when needed.	Makes modest changes in the library/media program when confronted with the need for change.	Adheres to the current library/media program even in spite of evidence of its inadequacy.
h. Expectations	Enthusiastically participates in development and execution of department goals.	Participates in development and execution of department goals.	Half-heartedly participates in development and execution of department goals.	Does not participate in development and/or execution of department goals.
i. Communication	Is effective in communicating and advocating for the department and its goals with school administration.	Communicates department goals to school administration.	Is ineffective in communicating department goals to school administration.	Does not communicate department goals to school administration.

The Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
J. Public relations	**Frequently and regularly publicizes library materials and activities in a variety of ways.**	**Often publicizes library materials and activities in a variety of ways.**	**Occasionally publicizes library materials and activities.**	**Never publicizes library materials and activities.**

V. FACILITY MANAGEMENT

The Library Media Specialist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Goal setting	Develops goals for the media program that are clear and appropriate to the situation in the school and aligned with the school goals, in collaboration with the director, the principal and colleagues.	Develops goals for the media program that are clear and appropriate to the situation in the school and to the age of the students.	Develops goals for the media program that are rudimentary and are partially suitable to the situation in the school and to the age of the students.	Has not developed goals for the media program; or, goals that have been developed are inappropriate either to the situation in the school or to the age of the students.
b. Knowledge of library resources	Is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	Is fully aware of resources available for students and teachers in the school, district and larger community to advance program goals.	Demonstrates basic knowledge of resources available for students and teachers in the school, district and larger community to support program goals.	Demonstrates little or no knowledge of resources available for students and the school, district and larger community.
c. Program planning	Has highly coherent plan that takes into account the competing demands of scheduled time in the library; consultative and collaborative work with teachers; work in maintaining and extending the collection.	Has well-designed plan to support both teachers and students in their information needs.	Has a plan with guiding principles and with a number of worthwhile activities, but some of them don't fit with the broader goals.	Does not have a plan Uses a random collection of unrelated activities lacking coherence or overall structure.
d. Program evaluation	Has developed a highly sophisticated evaluation plan supported by imaginative sources of evidence with a clear path towards improving the program on an ongoing basis.	Has developed a clear, organized evaluation plan supported by evidence to indicate the degree to which the goals have been met.	Has developed a rudimentary evaluation plan without supporting evidence that lacks clear goals or suggestions for improvement.	Has not developed an evaluation plan or resists suggestion that such an evaluation is important.
e. Technology	Actively pursues acquisition of cutting-edge technology and ensures that it incorporates seamlessly into library programs and services.	Facilitates access to cutting-edge technology and ensures that it supports library programs and services.	Uses existing technology and troubleshoots when necessary.	Uses technology only when necessary to operate circulation system.
f. Materials selection	Maintains up-to-date consideration file; selects materials for the collection thoughtfully from approved library review media and in consultation with teaching colleagues; periodically purges the collection of outdated materials. Collection is highly balanced among different areas.	Has consideration file; usually selects material from reliable reviews; adheres to district or professional guidelines in selecting materials for the collection; periodically purges the collection of outdated materials Collection is balanced among different areas.	Is inconsistent in using consideration file; occasionally reads reviews; attempts to adhere to district or professional guidelines in selecting materials; occasionally discards old books. Collection is not well balanced.	Fails to adhere to district or professional guidelines in selecting materials; does not purge the collection of outdated material. Collection is unbalanced.

The Library Media Specialist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
g. Budgeting	Anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	Honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time	Is partially successful in efforts to prepare budget, sometimes responds to teacher requests and follows procedures. Inventories and reports are sometimes submitted on time	Ignores teacher requests when preparing requisitions and budget, or does not follow established procedures. Inventories and reports are routinely late.
h. Humans resources	Successfully enlists volunteers and extra resources from families and the community.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks families to volunteer and contribute extra resources.	Does not reach out for extra support from families or the community.
i. Space organization	Makes highly effective use of the physical environment given, resulting in clear signage, excellent traffic flow, attractive and inviting book displays and adequate space devoted to work areas and computer use.	Makes effective use of physical environment, resulting in clear signage, good traffic flow and adequate space devoted to work areas and computer use.	Efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Makes poor use of physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use and general confusion.
j. Library processing	Places orders efficiently from approved vendors to maximize discounts, expeditiously processes materials when received and makes them available for use quickly.	Places orders from approved vendors to obtain discounts, processes materials and makes them available for use in a timely manner.	Sometimes orders from approved vendors, but does not always maximize funds use; processes materials haphazardly, delaying their use.	Generates orders at the last minute to expend funds; does not processes materials received until prodded by a specific need.

VI. PROFESSIONAL RESPONSIBILITIES

The Library Media Specialist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Attendance	Uses sick-time responsibly. Consistently adheres to the contractual hours of the school day.	Uses sick-time responsibly. Usually adheres to the contractual hours of the school day.	Is sometimes irresponsible with sick-time and with the contractual hours of the school day.	Is irresponsible with sick-time and with the contractual hours of the school day.
b. Reliability	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
c. Professionalism	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
d. Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
e. Contributions	Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
f. Communication	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
g. Openness	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
h. Professional Development	Integrates best practices from supervisors, colleagues, workshops, readings and other sources.	Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.	Considers new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.
i. Licensure	Holds the necessary and current license, and has taken advanced graduate courses in areas of specialty relevant to licensure.	Holds the necessary and current license.	Holds waiver while working towards licensure.	Does not hold the necessary license or has allowed license to expire.

Evaluation Summary Page

Library Media Specialist's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Library Behavior Management

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Instruction

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Collaboration and Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Facility Management

Highly Effective Effective Improvement Needed Does Not Meet Standards

VI. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Needed Does Not Meet Standards

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY LIBRARY MEDIA SPECIALIST:

Evaluator's Signature: _____ Date: _____

Library Media Specialist's Signature: _____ Date: _____

(The library media specialist's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

rsu

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Speech Pathologist
Professional Practice Rubric
2016

I. PLANNING AND PREPARATION

The Speech Pathologist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a. Knowledge	Is an expert in speech and language and in child development as it relates to how students learn and perform in the classroom.	Knows speech and language well and has a good grasp of child development as it relates to how students learn and perform in the classroom.	Is somewhat familiar with speech and language, and/or has a few ideas about how students learn.	Has little familiarity with speech and language or with how students learn.
b. Goals for speech and language program	Establishes goals for the therapy program that are highly appropriate to the situation in the school (including roles in CST and RTI) and to the age and developmental level of the students; develops goals following consultations with administrators and teacher.	Establishes goals for the program that are clear and appropriate to the situation in the school and to the age and developmental level of the students.	Establishes goals for the program that are rudimentary and partially suitable to the situation in the school and to the age and developmental level of the students.	Has no clear goals for the therapy program, or establishes goals that are inappropriate to either the situation or the age and developmental level of the students.
c. Interventions match standards	Designs lessons with clear, measurable goals closely aligned with current needs and goals and with learning standards delineated by IEPs.	Designs lessons focused on measurable outcomes aligned with most learning standards delineated by IEP.	Plans lessons with unit goals in mind but without considering IEP learning standards.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
d. Differentiation in small group instruction	Designs highly effective lessons that address individual student learning needs and goals.	Designs lessons that target diverse learning needs and goals.	Plans lessons with little thought as to how to accommodate special needs students.	Plans lessons aimed at filling time.
e. Engagement	Designs highly relevant goals and lessons that orchestrate student ownership of the objectives of the session.	Designs relevant lessons that promote student ownership of objectives of the session.	Plans lessons that may engage some student interest but may not support all student investment in the objectives of the session.	Plans lessons with little likelihood of engaging or involving students to attain objectives of the session.
f. Organizing Learning	Designs lessons that incorporate an appropriate mix of commercially available and curriculum-based learning strategies and materials for diverse learners including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
g. Organization and use physical space	Organizes testing space and classroom to support therapeutic and learning goals; arranges all materials for convenient access when needed.	Organizes testing space and classroom in an appropriate manner; arranges most materials for convenient access when needed.	Somewhat organizes testing space and classroom, but materials may be difficult to find when needed.	Has little or no organization of testing space and/or classroom, and materials are usually not available.

II. DELIVERY OF INSTRUCTION TO STUDENTS

The Speech Pathologist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a. Intervention Expectations	Is direct, specific and consistent in communicating intervention goals to students.	Clearly communicates intervention goals to students.	Sometimes communicates intervention goals to students.	Does not communicate intervention goals to students.
b. Relationships	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
c. Behavioral expectations	Establishes and enforces standards for student conduct and behavior that foster positive interactions and support individual behavior plans developed by Team both in and beyond therapy.	Implements strategies that mostly foster positive interactions and support individual behavior plans developed by Team.	Implements strategies that sometimes foster positive interactions but may not support individual behavior plans developed by Team.	Does not implement strategies to foster positive interactions, or strategies do not support individual behavior plans developed by Team.
d. Efficiency	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.
e. Connections	Makes purposeful connections to students' prior knowledge, experience and readings.	Activates students' prior knowledge, experience, and sessions.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences and/or readings.
f. Clarity	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
g. Techniques	Consistently implements evidence-based best practices for assessments and interventions with students.	Implements evidence-based best practices for assessments and interventions with students.	Attempts to implement evidence-based best practices for assessments and interventions with students are not always successful.	Does not implement evidence-based best practices for assessments and interventions with students.
h. Differentiation	Skillfully individualizes instruction to meet the learning needs and styles of all students.	Individualizes instruction to accommodate most students' learning needs.	Attempts to individualize instruction and meet the needs of students with special needs, with mixed success.	Fails to individualize instruction for students with special needs.
i. Generalization of skills	Consistently provides activities and strategies that will generalize skills to classroom and other settings.	Provides activities and strategies that will generalize skills to classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Does not provide activities or strategies that will generalize skills to classroom and other settings.

The Speech Pathologist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
j. On-Going Assessments	Uses a variety of effective methods to check if session goals are attained for each student and adjusts instruction as needed.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses less effective methods (e.g. thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods (e.g. "Is everyone with me?") to check for understanding.
k. Feedback	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
l. Student Self-Assessment	Has students identify, judge and monitor targeted skills.	Has students set goals, self-assess and monitor their performance	Urges students to look over their work, see where they had trouble and aim to improve those areas, but does not guide or support such activities.	Allows students to move on without assessing or improving their problems in their work.

III. CLINICAL SERVICES

The Speech Pathologist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a. **Knowledge of regulations**	Demonstrates extensive knowledge of special education laws and procedures; takes a leadership role in reviewing and revising district policies.	Demonstrates thorough knowledge of special education laws and procedures.	Demonstrates basic knowledge of special education laws and procedures.	Demonstrates little or no knowledge of special education laws and procedures.
b. **IDEA & ADA-A regulations & procedures**	Fully understands and complies with procedural timelines and safeguards, and shares knowledge with others.	Ensures that all procedures and safeguards are faithfully adhered to.	Established procedures and safeguards are not always followed.	Does not follow established procedures and guidelines.
c. **Responding to formal CST, Team & IEP Team referrals**	Proactively responds to referrals and makes thorough assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals and makes competent assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals when pressed, but may makes inadequate assessments of student needs.	Fails to respond or makes hasty assessments of student needs.
d. **Team assessments**	Selects assessments that are consistent with ASHA Preferred Practice Patterns.	Selects assessments that are generally consistent with ASHA Preferred Practice Patterns.	Selects assessments that are sometimes consistent with ASHA Preferred Practice Patterns.	Selects assessments that are not consistent with ASHA Preferred Practice Patterns.
e. **Written Consent**	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information.
f. **Collecting information**	Is proactive in collecting relevant information, interviewing both teachers and parents when necessary. Always secures necessary permissions to communicate with outside providers.	Collects all relevant information on which to base treatment plans. Secures necessary permissions to communicate with outside providers.	Collects information on which to base treatment plans, but it may not be the most relevant. Sometimes secures necessary permissions to communicate with outside providers.	Neglects to collect relevant information on which to base treatment plans. Does not secure the necessary permissions to communicate with outside providers.
g. **Written reports**	Presents oral and written reports that are accurate and clear, including include educationally relevant recommendations, and are tailored for the audience.	Writes reports that are accurate and appropriate to the audience.	Writes reports that are accurate but lacking clarity and not always appropriate to the audience.	Writes reports that are inaccurate or no appropriate to the audience.

The Speech Pathologist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
h. IEP Writing	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.	Creates accurate, well-written IEPs that include appropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.
i. Data management system	Has developed a highly effective data management system for monitoring student progress related to IEPs, and uses it to communicate with teachers and parents and to adjust treatment when needed.	Has developed an effective data management system for monitoring student progress related to IEPs, and uses it to adjust treatment when needed.	Has developed a rudimentary data management system for monitoring student progress related to IEPs, and occasionally uses it to adjust treatment when needed.	Has not developed data management system, or system is in disarray and cannot be used to monitor student progress or to adjust treatment when needed.
j. TEAM Meetings	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follows state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follows state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
k. Consultation	Proactively and effectively consults and advocates for students' speech and language needs with administrators, teachers and support personnel as a resource on speech and language.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.
l. Assistive technology in IEP	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.
m. Incorporates IEP goals	Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of entire IEP and does not incorporate skills from other disciplines even when required.

IV. FAMILY AND COMMUNITY OUTREACH

The Speech Pathologist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b. Communicating with families	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about students, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about students.
c. Generalization practice	Assigns high-quality, home-based intervention activities and provides rich feedback to students and families.	Assigns quality home-based intervention activities and gives feedback to students and families.	Assigns home-based intervention activities but rarely follows up.	Assigns home-based intervention strategies but is resigned to the fact that many students won't return them, and does not follow-up.
d. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
e. Reporting	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.

V. PROFESSIONAL RESPONSIBILITIES

The Speech Pathologist:

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Attendance	Uses sick-time responsibly. Consistently adheres to the contractual hours of the school day.	Uses sick-time responsibly. Usually adheres to the contractual hours of the school day.	Is sometimes irresponsible with sick-time and with the contractual hours of the school day.	Is irresponsible with sick-time and with the contractual hours of the school day.
b. Reliability	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
c. Professionalism	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
d. Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
e. Contributions	Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
f. Communication	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
g. Openness	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
h. Collaboration	Seeks out teachers and administrators with whom to confer regarding cases, soliciting their perspective on individual students.	Advocates for students with teachers and administrators with whom to confer regarding individual cases.	Is available to staff for questions and planning; provides background material when requested, but does not initiate such interactions.	Is not available to staff for questions and planning; declines to provide background material when requested.
i. Reflecting on practice	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest alternative strategies for instruction.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how instruction might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how instruction might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.

The Speech Pathologist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
j. Professional Development	Integrates best practices from supervisors, colleagues, workshops, readings and other sources.	Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.	Considers new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.
k. Licensure	Holds the necessary and current license and certification, and has participated in advanced professional development in order to meet ASHA CEU requirements.	Holds the necessary and current license and certification. Completes necessary ASHA CEUs to maintain licensure.	Holds Maine Speech Therapy license.	Does not hold the necessary license(s).

Evaluation Summary Page

Speech Pathologist's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Delivery of Instruction to Students

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Clinical Services

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Professional Regulations

Highly Effective Effective Improvement Needed Does Not Meet Standards

OVERALL RATING:

Highly Effective **Effective** **Improvement Needed** **Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY PATHOLOGIST:

Evaluator's Signature: _____ Date: _____

Speech Pathologist's Signature: _____ Date: _____

(The pathologist's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

rsu

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Occupational Therapist
Physical Therapist
Professional Practice Rubric

2016

I. PLANNING AND PREPARATION

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a. Knowledge	Is an expert in OT or PT and in child development as it relates to how students learn and perform in the classroom.	Knows OT or PT well and has a good grasp of child development as it relates to how students learn and perform in the classroom.	Is somewhat familiar with OT or PT, and/or has a few ideas about how students learn.	Has little familiarity with OT or PT or with how students learn.
b. Goals for OT or PT program	Establishes goals for the therapy program that are highly appropriate to the situation in the school (including roles in CST and RTI) and to the age and developmental level of the students; develops goals following consultations with administrators and teacher.	Establishes goals for the program that are clear and appropriate to the situation in the school and to the age and developmental level of the students.	Establishes goals for the program that are rudimentary and partially suitable to the situation in the school and to the age and developmental level of the students.	Has no clear goals for the therapy program, or establishes goals that are inappropriate to either the situation or the age and developmental level of the students.
c. Interventions match standards	Designs lessons with clear, measurable goals closely aligned with current needs and goals and with learning standards delineated by IEPs.	Designs lessons focused on measurable outcomes aligned with most learning standards delineated by IEP.	Plans lessons with unit goals in mind but without considering IEP learning standards.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
d. Differentiation in small group instruction	Designs highly effective lessons that address individual student learning needs and goals.	Designs lessons that target diverse learning needs and goals.	Plans lessons with little thought as to how to accommodate special needs students.	Plans lessons aimed at filling time.
e. Engagement	Designs highly relevant goals and lessons that orchestrate student ownership of the objectives of the session.	Designs relevant lessons that promote student ownership of objectives of the session.	Plans lessons that may engage some student interest but may not support all student investment in the objectives of the session.	Plans lessons with little likelihood of engaging or involving students to attain objectives of the session.
f. Organizing Learning	Designs lessons that incorporate an appropriate mix of commercially available and curriculum-based learning strategies and materials for diverse learners including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
g. Organization and use physical space	Organizes testing space and classroom to support therapeutic and learning goals; arranges all materials for convenient access when needed.	Organizes testing space and classroom in an appropriate manner; arranges most materials for convenient access when needed.	Somewhat organizes testing space and classroom, but materials may be difficult to find when needed.	Has little or no organization of testing space and/or classroom, and materials are usually not available.

II. DELIVERY OF INSTRUCTION TO STUDENTS

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a. Intervention Expectations	Is direct, specific and consistent in communicating intervention goals to students.	Clearly communicates intervention goals to students.	Sometimes communicates intervention goals to students.	Does not communicate intervention goals to students.
b. Relationships	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
c. Behavioral expectations	Establishes and enforces standards for student conduct and behavior that foster positive interactions and support individual behavior plans developed by Team both in and beyond therapy.	Implements strategies that mostly foster positive interactions and support individual behavior plans developed by Team.	Implements strategies that sometimes foster positive interactions but may not support individual behavior plans developed by Team.	Does not implement strategies to foster positive interactions, or strategies do not support individual behavior plans developed by Team.
d. Efficiency	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.
e. Connections	Makes purposeful connections to students' prior knowledge, experience and readings.	Activates students' prior knowledge, experience, and sessions.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences and/or readings.
f. Clarity	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
g. Techniques	Consistently implements evidence-based best practices for assessments and interventions with students.	Implements evidence-based best practices for assessments and interventions with students.	Attempts to implement evidence-based best practices for assessments and interventions with students are not always successful.	Does not implement evidence-based best practices for assessments and interventions with students.
h. Differentiation	Skillfully individualizes instruction to meet the learning needs and styles of all students.	Individualizes instruction to accommodate most students' learning needs.	Attempts to individualize instruction and meet the needs of students with special needs, with mixed success.	Fails to individualize instruction for students with special needs.
i. Generalization of skills	Consistently provides activities and strategies that will generalize skills to classroom and other settings.	Provides activities and strategies that will generalize skills to classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Does not provide activities or strategies that will generalize skills to classroom and other settings.

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
j. On-Going Assessments	Uses a variety of effective methods to check if session goals are attained for each student and adjusts instruction as needed.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses less effective methods (e.g. thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods (e.g. "Is everyone with me?") to check for understanding.
k. Feedback	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
l. Student Self-Assessment	Has students identify, judge and monitor targeted skills.	Has students set goals, self-assess and monitor their performance	Urges students to look over their work, see where they had trouble and aim to improve those areas, but does not guide or support such activities.	Allows students to move on without assessing or improving their problems in their work.

III. CLINICAL SERVICES

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a. **Knowledge of regulations**	Demonstrates extensive knowledge of special education laws and procedures; takes a leadership role in reviewing and revising district policies.	Demonstrates thorough knowledge of special education laws and procedures.	Demonstrates basic knowledge of special education laws and procedures.	Demonstrates little or no knowledge of special education laws and procedures.
b. **IDEA & ADA-A regulations & procedures**	Fully understands and complies with procedural timelines and safeguards, and shares knowledge with others.	Ensures that all procedures and safeguards are faithfully adhered to.	Established procedures and safeguards are not always followed.	Does not follow established procedures and guidelines.
c. **Responding to formal CST, Team & IEP Team referrals**	Proactively responds to referrals and makes thorough assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals and makes competent assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals when pressed, but may makes inadequate assessments of student needs.	Fails to respond or makes hasty assessments of student needs.
d. **Team assessments**	Selects assessments that are consistent with OT or PT practices.	Selects assessments that are generally consistent with OT or PT practices.	Selects assessments that are sometimes consistent with OT or PT practices.	Selects assessments that are not consistent with OT or PT practices.
e. **Written Consent**	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information.
f. **Collecting information**	Is proactive in collecting relevant information, interviewing both teachers and parents when necessary. Always secures necessary permissions to communicate with outside providers.	Collects all relevant information on which to base treatment plans. Secures necessary permissions to communicate with outside providers.	Collects information on which to base treatment plans, but it may not be the most relevant. Sometimes secures necessary permissions to communicate with outside providers.	Neglects to collect relevant information on which to base treatment plans. Does not secure the necessary permissions to communicate with outside providers.
g. **Written reports**	Presents oral and written reports that are accurate and clear, including include educationally relevant recommendations, and are tailored for the audience.	Writes reports that are accurate and appropriate to the audience.	Writes reports that are accurate but lacking clarity and not always appropriate to the audience.	Writes reports that are inaccurate or no appropriate to the audience.

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
h. IEP Goals	Creates well-written, thorough and concise IEP goals that include appropriate and meaningful recommendations to uniquely address student	Creates accurate, well-written IEP goals that include appropriate recommendations.	Creates IEP goals that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEP goals that are not thorough, are poorly written and include inappropriate recommendations.
i. Data management system	Has developed a highly effective data management system for monitoring student progress related to IEPs, and uses it to communicate with teachers and parents and to adjust treatment when needed.	Has developed an effective data management system for monitoring student progress related to IEPs, and uses it to adjust treatment when needed.	Has developed a rudimentary data management system for monitoring student progress related to IEPs, and occasionally uses it to adjust treatment when needed.	Has not developed data management system, or system is in disarray and cannot be used to monitor student progress or to adjust treatment when needed.
j. TEAM Meetings	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follows state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follows state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
k. Consultation	Proactively and effectively consults and advocates for students' speech and language needs with administrators, teachers and support personnel as a resource on speech and language.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.
l. Assistive technology in IEP	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.
m. Incorporates IEP goals	Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of entire IEP and does not incorporate skills from other disciplines even when required.

IV. FAMILY AND COMMUNITY OUTREACH

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a. Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b. Communicating with families	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about students, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about students.
c. Generalization practice	Assigns high-quality, home-based intervention activities and provides rich feedback to students and families.	Assigns quality home-based intervention activities and gives feedback to students and families.	Assigns home-based intervention activities but rarely follows up.	Assigns home-based intervention strategies but is resigned to the fact that many students won't return them, and does not follow-up.
d. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
e. Reporting	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.

V. PROFESSIONAL RESPONSIBILITIES

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a. Attendance	Uses sick-time responsibly. Consistently adheres to the contractual hours of the school day.	Uses sick-time responsibly. Usually adheres to the contractual hours of the school day.	Is sometimes irresponsible with sick-time and with the contractual hours of the school day.	Is irresponsible with sick-time and with the contractual hours of the school day.
b. Reliability	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
c. Professionalism	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
d. Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
e. Contributions	Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
f. Communication	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
g. Openness	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
h. Collaboration	Seeks out teachers and administrators with whom to confer regarding cases, soliciting their perspective on individual students.	Advocates for students with teachers and administrators with whom to confer regarding individual cases.	Is available to staff for questions and planning; provides background material when requested, but does not initiate such interactions.	Is not available to staff for questions and planning; declines to provide background material when requested.
i. Reflecting on practice	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest alternative strategies for instruction.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how instruction might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how instruction might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.

The Therapist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
j. Professional Development	Integrates best practices from supervisors, colleagues, workshops, readings and other sources.	Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.	Considers new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.
k. Licensure	Holds the necessary and current license and certification, and has participated in advanced professional development in order to meet CEU requirements.	Holds the necessary and current license and certification. Completes necessary CEUs to maintain licensure.	Holds Maine Occupational or Physical Therapy license.	Does not hold the necessary license(s).

Evaluation Summary Page

Therapist's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Delivery of Instruction to Students

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Clinical Services

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Professional Regulations

Highly Effective Effective Improvement Needed Does Not Meet Standards

OVERALL RATING:

Highly Effective **Effective** **Improvement Needed** **Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY THERAPIST:

Evaluator's Signature: _____ Date: _____

Therapist's Signature: _____ Date: _____

(The therapist's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Guidance Counselor
Professional Practice Rubric
2016

I. PLANNING AND PREPARATION FOR LEARNING

The Counselor:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Knowledge of counseling theory and techniques	Demonstrates deep and thorough understanding of counseling theory and techniques.	Demonstrates understanding of counseling theory and techniques.	Demonstrates basic understanding of counseling theory and techniques.	Demonstrates little understanding of counseling theory and techniques.
b. Knowledge of child and adolescent development	Demonstrates accurate knowledge of the typical developmental characteristics of the age group and of the exceptions to the general patterns; understands the extent to which individual students follow the general patterns.	Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	Demonstrates partial knowledge of child and adolescent development.	Demonstrates little or no knowledge of child and adolescent development.
c. High expectations	Encourage ways that students can consistently accomplish challenging goals through effective effort.	Encourage ways that students can set and accomplish challenging goals through effective effort.	May tell students that a goal is challenging and that they need to work hard, but does encourage students to accomplish the goal through effective effort.	Gives up on some students or communicates that some cannot accomplish changing goals.
d. Regulations and resources	Displays extensive awareness of regulations and of resources for students, including those available through the school, district and community.	Displays awareness of regulations and of resources for students available through the school and district, with some familiarity with resources external to the school.	Displays awareness of regulations and of resources for students available through the school or district, but has no knowledge of resources external to the school.	Displays little or no awareness of regulations or of resources for students.
e. Planning the counseling program	Provides highly coherent input in planning the counseling program that supports not only the individual students, but also the broader educational programs.	Provides input in planning the counseling program that includes the important aspects of counseling in the setting.	Provides input in planning the counseling program that includes a number of worthwhile activities, but some of them don't fit broader goals.	Provides input in planning the counseling program that consists of a random collection of unrelated activities, lacking coherence or an overall structure.
f. Evaluating counseling program	Provides highly sophisticated input into evaluation plan supported by imaginative sources of evidence with a clear path towards improving the program on an ongoing basis.	Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.	Provides rudimentary input into evaluation plan without supporting evidence that lacks clear goals or suggestions for improvement.	Provides no input into evaluation plan or resists suggestion that such an evaluation is important.

The Counselor:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
g. Analysis and conclusions	Individually and with colleagues, draws appropriate, actionable conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions.	Individually and with colleagues, draws appropriate conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.
h. Managing routines and procedures	Has clearly articulated, seamless routines for the guidance office and the classroom.	Has effective routines for the guidance office and the classroom.	Has rudimentary or partially successful routines for the guidance office and/or the classroom.	Does not have routines for the guidance office or the classroom, or routines are in disarray.

II. COUNSELING

The Counselor:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Respect and rapport	Establishes respect and rapport with all students so that they seek out the counselor, reflecting a high degree of comfort and trust in the student-counselor relationship. Encourages students to engage in positive interactions.	Has positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship. Promotes positive student interactions among students.	Has some positive and negative with students. Is partially successful in encouraging positive interactions among students.	Has at least some interactions with students that are negative or inappropriate. Does not promote positive interactions among students.
b. Respects differences	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges.	Establishes an environment enabling students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths and challenges.	Establishes an environment in which students generally demonstrate respect for individual differences.	Establishes an environment that does not support respect for individual differences.
c. Assessing students needs	Conducts detailed assessments of student needs and knows the range of the student needs.	Conducts adequate assessments of student needs and knows the range of the student needs.	Conducts perfunctory assessments of student.	Does not assess student needs or the assessments result in inaccurate conclusions.
d. Long range planning with students	Helps individual students formulate academic and career plans based on knowledge of student needs.	Helps students formulate academic and career plans.	Is partially successful in attempts to help individual students formulate academic and career plans.	Develops academic and career plans that are unrelated to identified student needs.
e. Problem-solving	Demonstrates strong problem-solving skills and provides meaningful knowledge and assistance to others in problem-solving and conflict resolution.	Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.	Demonstrates some ability to problem-solve and assist others.	Has limited ability to solve problems or offer insight.
f. Responsiveness to students	Deals immediately and successfully with student concerns and makes students feel welcome at all times.	Responds successfully to student concerns and makes students feel welcome.	Is slow to respond to some student concerns and/or sometimes makes students feel unwelcome.	Does not respond to student concerns and/or makes students feel unwelcome.
g. Counseling techniques	Uses an extensive range of counseling techniques to help students acquire decision-making and problem-solving skills.	Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills.	Displays a narrow range of counseling techniques to help students acquire decision-making and problem-solving skills.	Has few counseling techniques to help students acquire decision-making and problem-solving skills.
h. Individual and group counseling services	Provides high-quality, age-appropriate activities and services that foster intellectual, psychological and social development.	Provides age-appropriate activities and services that foster positive self image, both in individual and group settings.	Provides few appropriate activities and services that foster positive image.	Relationships and activities with students are negative or inappropriate.

The Counselor:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
i. Resources	Collaborates with other programs/agencies, both within and beyond the school or district to meet individual student needs.	Collaborates with other programs within the school or district to meet individual student needs.	Is partially successful in collaborating with other programs within the school to meet student needs.	Does not make connections with other programs in order to meet student needs.
j. Consultation with school staff	Is proactive in providing faculty and staff with information regarding students. Frequently collaborates with faculty to advocate for students.	Provides faculty and staff with information regarding student progress. Collaborates with faculty to advocate for students if needed.	Provides limited information regarding students to faculty and does not seek out their support.	Provides no information to, and has little contact with faculty regarding students.

III. FAMILY AND COMMUNITY OUTREACH

The Counselor:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b. Belief	Demonstrates in-depth knowledge of each student to parents and a strong belief the student will meet or exceed standards.	Shows parents a genuine interest and belief in each student's ability to reach standards.	Expresses concern to parents about wanting the best for students.	Does not convey to parents any knowledge of individual students or concern for their future.
c. Communicating with families	Is proactive and resourceful in providing thorough and accurate information to families about the counseling program as a whole and about individual students.	Provides accurate information to families about the counseling program as a whole and about individual students.	Provides limited though accurate information to families about the counseling program as a whole and about individual students.	Provides no information to families, either about the counseling program as a whole, or about individual students.
d. Involvement	Frequently communicates with and involves parents in the post-secondary planning process.	Updates parents on the post-secondary planning process as it unfolds.	Sends home occasional suggestions on how parents can help their children with post-secondary planning.	Rarely, if ever, communicates with parents regarding post-secondary planning.
e. Responsiveness to parents	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and/or sometimes makes parents feel unwelcome.	Does not respond to parent concerns and/or makes parents feel unwelcome.
f. Reporting	Gives parents helpful feedback on student progress throughout the school year.	Uses progress reports and report cards as opportunities to give parents feedback on student progress.	Relies only on report cards to communicate with parents regarding student progress.	Expects parents to deal with student progress and any areas that need improvement.
g. Outreach	Successfully contacts and works with all parents, including those who are hard to reach.	Persistently tries to contact all parents, including those who are hard to reach.	Tries to contact most parents, but only reaches parents who are easily and readily accessible.	Makes little or no effort to contact parents.

The Counselor:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
h. Openness	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
i. Collaboration	Meets frequently with colleagues to plan, share and assess guidance curriculum and programming.	Collaborates with colleagues to plan, share and assess guidance curriculum and programming.	Meets occasionally with colleagues to share ideas.	Rarely meets with colleagues, and conversations lack educational substance.
j. Reflecting on practice	Makes perceptive and accurate reflections on counseling practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest alternative strategies.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how counseling might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how counseling practice might be improved.	Does not reflect on counseling practice, or the reflections are inaccurate or self-serving.
k. Professional development	Actively pursues professional development opportunities and makes substantial contributions to the profession through diverse activities, such as offering workshops to colleagues.	Seeks out opportunities for professional development based on assessment of individual needs.	Limits participation in professional development activities to what is convenient or required.	Does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.
l. Licensure	Holds the necessary and current license, and has taken advanced graduate courses in areas of specialty relevant to licensure.	Holds the necessary and current license.	Holds waiver while working towards licensure.	Does not hold the necessary license or has allowed license to expire.

Evaluation Summary Page

Guidance Counselor's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

II. Counseling

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

III. Family and Community Outreach

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

OVERALL RATING:

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY COUNSELOR:

Evaluator's Signature: _____ Date: _____

Counselor's Signature: _____ Date: _____

(The counselor's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Social Worker
Professional Practice Rubric
2016

I. PLANNING AND PREPARATION FOR LEARNING

The Social Worker:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Utilize Student, School and Community Data to Plan	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: has mapped community resources and incorporated such resources into the school social work plan.	School social worker uses data to formulate culturally competent: small group goals and individual student goals.	School social worker uses data to formulate culturally competent: - School-wide social work program goals, small group goals, OR individual student goals but not all of the above.	School social worker rarely or never uses data when planning.
b. Set Ambitious and Measurable Goals	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: plans annual goals at targeted and individual levels	School social worker develops culturally competent student goals that are: measurable and include benchmarks to help monitor progress and inform interventions throughout the year.	School social worker develops annual student goals that are: measurable; the goals typically do *not* include benchmarks to help monitor student progress and inform interventions throughout the year.	School social worker rarely or never develops achievement goals for interventions OR goals are developed, but are extremely general and not helpful for planning purposes.
c. Utilize Standards-Based Assessments and Interventions	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: plans well-designed progress – monitoring assessments for each intervention. These plans include opportunities to assess periodic response to the intervention and adjustments to the intervention, both in terms of frequency and duration to better meet the identified goal.	Based on goals, school social worker plans culturally competent interventions by: identifying evidence-based interventions, strategies and practices specific to the identified need, determining a base-line measure from which to determine a measureable outcome, and allocating an appropriate amount of time in which to achieve the identified goal.	School social worker plans culturally competent interventions by: utilizing information from school referral form and student interview. School social worker typically does not: complete a thorough data search of relevant school and community data prior to developing individual and/or group intervention strategies, utilize relevant research-based assessment tools.	School social worker rarely or never plans assessments and/or interventions that are evidence-based OR there is little to no evidence that the school social worker plans interventions at all.
d. Progress tracking and recording for the purposes of intervention analysis	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: uses school-wide, group and individual data to understand the larger issues impacting sub-populations in the school community such as disproportionality, the achievement gap, access to mental health and basic needs, etc. in order to better advocate for students impacted by such issues.	School social worker uses an effective progress monitoring system to: regularly track and record student progress, use the data to inform interventions, conform to ethical codes and standards of practice.	School social worker uses an effective system to: track student progress, record student progress, record student data. School social worker typically does not: use the data to monitor and adjust the intervention, conform to ethical codes and standards of practice such as maintaining the confidentiality of counseling sessions and case records.	School social worker rarely or never tracks and records student progress in case notes.

II. CLASSROOM MANAGEMENT

The Social Worker:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Knowledge of the laws, rules and policies which impact students, families and the school creating protections and/or barriers to successful student outcomes	School social worker is highly effective in utilizing knowledge of laws, rules and policies to create positive change in the school community. For Level 4, all of the evidence listed under Level 3 is present, as well as work at the school and community level to advocate for changes in rules and policies that will positively impact the students and families within the school community.	School social worker effectively uses knowledge of laws, rules and policies, which impact students, families and the school community. School social worker possesses a thorough understanding of the laws, rules, and policies which impact students, families, and the school community and is able to answer most questions, is able to counsel students and parents effectively regarding relevant laws, rules and policies and, contribute to school policy decisions.	School social worker demonstrates limited knowledge of laws, rules, and policies, which impact students, families and the school community. School social worker possesses a basic understanding of the laws, rules and policies which impact students, families, and the school community and is able to answer some questions but has insufficient knowledge to adequately counsel students and parents effectively and typically is not able to contribute to school policy decisions due to lack of knowledge, counsel students and families regarding the laws, rules and policies which affect them or advocate for students or families due to lack of knowledge.	School social worker demonstrates little knowledge of laws, rules, and policies, which impact students, families and the school community. School social worker is unable to answer questions from parents, teachers or the school community related to relevant laws, rules, and school policy. School social worker is unable to contribute to school policy decisions due to lack of knowledge. School social worker is unable to counsel students and families regarding the laws, rules and policies which affect them. School social worker is unable to advocate for students or families due to lack of knowledge.
b. Prevention Services	School social worker is highly effective in accessing and analyzing school data. The school social worker is also highly proficient in identifying and implementing evidence-based prevention strategies to meet school community and student client needs. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: school social worker is aware of the implications of the data analysis for student clients (such as disproportionality) and advocates for, as well as implements when appropriate, prevention strategies to address any barriers to student success.	School social worker is effective in accessing and interpreting school data. The school social worker is also proficient in identifying and implementing evidence-based, culturally competent prevention strategies to meet school community and student client needs. School social worker routinely is involved in school wide data review and analysis, and is prepared to identify and implement school wide prevention programs and practices.	School social worker needs improvement in accessing and analyzing school data. Improvement is also needed in accessing and analyzing school data. Improvement is also needed in the identification and implementation of evidence-based prevention strategies to meet school community and student client needs. School social worker is prepared to allocate time for prevention services, and does so in a limited way with individual clients but is not involved in school wide data review and analysis, and is unprepared to identify and implement school wide prevention programs and practices.	School social worker is ineffective in identifying student and school community needs and providing appropriate, evidence-based prevention strategies to address them. School social worker is not involved in school wide data review and analysis, is unaware of the implications of the data analysis for student clients, and is unprepared to identify and implement prevention programs and practices.

The Social Worker:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
c. Assessment Services	School social worker is highly effective in assessing the needs of the school wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: school social worker knows how to assess school-wide barriers to student and school success, such as excessively high numbers of student suspensions and expulsions, in order to assist school leadership teams in planning school reform.	School social worker is effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention. School social worker completes a thorough needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools including: a teacher or parent referral identifying the behaviors that are preventing the student(s) from being successful; student data, parent or student interview/social history, and, when appropriate, community information; culturally appropriate assessment instruments; serving on a multidisciplinary team to identify student strengths and needs; and using progress monitoring techniques to continually assess the response to the school social work intervention. The school social worker is competent to provide an initial assessment of child abuse, suicidal ideation, mental illness and or behavioral concerns and is able to respond professionally to any crisis encountered in the school.	School social worker needs improvement in assessing the needs of the school wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention. School social worker relies primarily on a teacher or parent referral to determine the school social work service provided to an individual or group of students. School social worker does access student data, parent or student interview, or community information prior to determining an appropriate intervention but typically does not become familiar with, or choose to utilize, culturally component, assessment instruments to complete a thorough assessment prior to planning an intervention, serve on a multidisciplinary team to identify student strengths and needs, or use progress monitoring techniques to continually assess the response to school social work interventions.	School social worker is ineffective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention. School social worker relies solely on a teacher or parent referral to determine the school social work service provided to an individual or group of students. School social worker does not access student data, parent or student interview, or community information prior to determining an appropriate intervention. School social worker is not familiar with, and/or does not utilize, assessment instruments to complete a thorough assessment prior to planning an intervention. School social worker does not use pregress monitoring techniques to continually assess the response to the school social work intervention.

The Social Worker:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
d. Intervention Services	School social worker is highly effective in providing a continuum of culturally appropriate school wide, small group, and individual social work interventions depending on the assessed needs of the school community. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: the provision of professional development to staff members, family, and the community on the social, emotional, behavioral and mental health barriers that students may be encountering – and providing strategies to be implemented in the home, community, and the classroom that have been determined to assist in overcoming such barriers.	School social worker is effective in providing culturally appropriate school wide, small group, and individual social work interventions. School social worker typically responds to request from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning; utilizes evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area, demonstrates an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provides assistance in school wide implementation; and collaborates with other school professionals to provide multi-disciplinary interventions to students evaluated by ILP teams.	School social worker needs improvement in providing culturally appropriate school wide, small group, and individual social work interventions. School social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. The school social worker typically does not utilize evidence-based interventions and supports and access professional development to improve knowledge and implementation in this area, demonstrate an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provide assistance in school wide implementation; or collaborate with other school professionals to provide multi-disciplinary interventions to students evaluated by ILP teams.	School social worker is ineffective in providing culturally appropriate school wide, small group, and individual social work interventions. School social worker rarely or never responds to requests from the school community, the school, teachers and or parents to provide interventions that would alleviate barriers to learning. The school social worker has little knowledge of evidence-based interventions and does not access professional development to improve knowledge in this area. School social worker has little understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and is unable to assist in implementation. School social worker does not work collaboratively with other school professionals to provide multi-disciplinary interventions to student evaluation by ILP teams.

The Social Worker:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
e. Referral Services	School social worker is highly effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: the school social worker consistently maps community resources, developing relationships and partnerships with these community services in order to better meet the needs of the school community. The school social worker makes efforts to advocate for, or develop, those resources which do not exist in the community, but for which there is an identified need.	School social worker is effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals. School social worker responds promptly to referral from parents, staff and the community for school social work services. The social worker knows many of the local community resources. The school social worker has a recognized and confidential protocol for receiving or making referrals. Referrals are formally documented including efforts to follow-up to determine the outcomes of these referrals.	School social worker needs improvement in identifying referral resources, facilitating the process of referral, and following up on student/family referrals. The school social worker typically responds to referrals from parents and staff and has a handful of resources to which students/parents are most often referred. The school social worker typically does not consistently implement a recognized and confidential referral process; document all referrals; or routinely follow-up on referrals to determine outcomes.	School social worker is ineffective in identifying referral resources, facilitating the process of referral, and follow-up on student family referrals. The school social worker is unfamiliar with school community resources and rarely makes appropriate referrals to meet identified needs. School social worker has no recognized protocol for receiving or making referrals. Referrals from parents, staff and/or the community are processed informally with little consideration for confidentiality. There is little formal documentation or follow-up to determine the outcomes of the referrals that are made by the school social worker.
f. School Social Work Skills	School social worker is highly effective in demonstrating the skills that epitomize the unique value of school social work services. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: the school social worker takes every opportunity to enhance his/her school social work skills by taking advantage of professional development and takes opportunities to share school social work knowledge and skills by providing professional development to the school professional community.	School social worker is effective in demonstrating the skills that epitomize the unique value of school social work. School social worker consistently demonstrates school social work skills which include knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success; the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership; the organizational skills of time management, task completion and documentation; and knowledge of diversity and cultural competence.	School social worker needs improvement in demonstrating the skills that epitomize the unique value of school social work services. School social worker demonstrates some, but not all of the following school social work skills and/or may not demonstrate them consistently: knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success; the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership; the organizational skills of time management, task completion and documentation; and knowledge of diversity and cultural competence.	School social worker is ineffective in demonstrating the skills that epitomize the unique value of school social work services. School social worker rarely demonstrates knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success; the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership; the organizational skills of time management, task completion and documentation; and knowledge of diversity and cultural competence.

III. LEADERSHIP

The Social Worker:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a. Contribute to School Culture	At Level 4, a school social worker fulfills the criteria for Level and additionally may seek out leadership roles and go above and beyond in making time for developing and supporting major school initiatives.	School social worker will contribute ideas and expertise to further the school's mission and initiatives, and dedicate time efficiently, when needed, to support major school initiatives.	School social worker will contribute occasional ideas and expertise to further the school's mission and initiatives. School social worker typically does not use time efficiently to allow for opportunities to support initiatives to improve the culture of the school.	School social worker rarely or never provides ideas aimed at improving school efforts. School social worker dedicates little or no time outside of school time towards helping students and peers.
b. Collaborate with Peers	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may work collaboratively with other student assistance professionals to develop a student assistance plan for the school, and take on leadership roles within collaborative groups.	School social worker will seek out and participate in regular opportunities to work with and learn from others, ask for assistance, when needed, and provide assistance to others in need, and seek to provide other school professionals with assistance when needed.	School social worker will participate in occasional opportunities to work with and learn from others, and ask for assistance when needed. School social worker typically doe not seek to provide other school professionals with assistance when needed; or regularly seek out opportunities to work with other; or work collaboratively with other student assistance professionals to develop a student assistance plan for the school.	School social worker rarely or never participates in opportunities to work with others. School social worker works in isolation and is not a team player.
c. Seek Professional Skills and Knowledge	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may regularly share newly learned knowledge and practices with others, and seek out opportunities to lead professional development sessions.	School social worker will actively pursue opportunities to improve knowledge and practice, seek out ways to implement new concepts into school social work practice, where applicable, and welcome constructive feedback to improve practices.	School social worker will attend all mandatory professional development opportunities. School social worker typically does not actively pursue optional professional development opportunities, seek out ways to implement new concepts into school social work practice, or accept constructive feedback well.	School social worker rarely or never attends professional development opportunities. School social worker shows little or not interest in new ideas, programs, or workshops to improve school social work skills.
d. Advocate for Student Success	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may display commitment to the educational success of all the students in the school, and make changes and take risks to ensure student success.	School social worker will display commitment to the educational success of all his/her student clients, attempt to remedy obstacles around student achievement, and advocate for students' individualized needs.	School social worker will display commitment to the educational success of all his/her student clients. School social worker typically does not advocate for students' needs.	School social worker rarely or never displays commitment to the educational success of his/her student clients. School social worker accepts the obstacles to student success and does not advocate for students or their needs
e. Engage Families and the Community in Student Achievement	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally strives to form relationships in which parents are given ample opportunity to participate in student achievement, and is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	School social worker will proactively reach out to parents and the community in a variety of ways to engage them in student achievement, respond promptly to contact from parents, and engage in all forms of parent outreach required by the school.	School social worker will respond to contact from parents, and engage in all forms of parent outreach required by the school. School social worker typically does not proactively reach out to parents and the community to engage them in student achievement.	School social worker rarely or never reaches out to parents and/or the community and frequently does not respond to contacts from parents.

Evaluation Summary Page

Social Worker's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Performance and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Classroom Management

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Leadership

Highly Effective Effective Improvement Needed Does Not Meet Standards

OVERALL RATING:

Highly Effective **Effective** **Improvement Needed** **Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY SOCIAL WORKER:

Evaluator's Signature: _____ Date: _____

Social Worker's Signature: _____ Date: _____

(The social worker's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Sample e-portfolio for Continuing Contract Educator

Educator:
Evaluator(s):
Year/ Cohort cycle: (A, B, C)
Beginning date:

YEAR ONE (Same for Year TWO)

Professional Growth Goal:
(1 or 2 goal targets)

Indicator and domain:
(By September 30)
Goal:

Mid-year reflection:
(By January 31)

End of year reflection:
(By April 15-May 15)

Professional Practice:

(4-5 mini observations between September 1 and June 1)

Mini Observation and Comments
Date:
Evaluator Black:

Educator Blue (optional):

Mini Observation and Comment
Date:
Evaluator Black:

Educator Blue (optional):

Mini Observation and Comments
Date:
Evaluator Black:

Educator Blue (optional):

Mini Observation and Comments
Date:
Evaluator Black:

Educator Blue (optional):

Mini Observation and Comments

Date:
Evaluator Black:

Educator Blue (optional):

Peer Feedback

Date of Observation:

Peer Support:

Educator's comments

End of Year One

Evaluator's comments:

Educator Blue (optional):

Appendix C

Professional Practice Summary Page

Teacher's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

II. Knowledge of Students

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

III. Delivery of Instruction

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

IV. Monitoring, Assessment and Follow-Up

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

V. Family and Community Outreach

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

VI. Professional Responsibilities

Highly Effective | Effective | Improvement Needed | Does Not Meet Standards

OVERALL RATING:

Highly Effective | **Effective** | **Improvement Needed** | **Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Student Growth Summary Page
Appendix C

Educator Name: _____School Year:_____

Student (All Names)	Pre-Assessment (Score)	Growth Target E.g.(+10)	Actual Growth	Post- Assessment (Score)	Met Growth Target (Yes or No)
E.g. Susie Q	*22*	*+10*	*+8*	*30*	*No*
				#meeting growth	
				% Meeting Growth E.g. 8/12 = 75%	

Student Growth Summary Page
Appendix C

% Meeting Growth is _____. (E.g. 75%)

0 – 40	41 - 69	70 – 84	85 – 100
1	2	3	4

Growth Score is a _____. (E.g. 3)

Educator Reflection:

Appendix C

Summative Effectiveness Rating

Educator: _____

Evaluator:_____

Professional Practice and Growth Rating: _____ (1-4)
Student Growth Rating: _____ (1-4)

Narrative Rating (Circle- refer to Decision Matrix)

Highly Effective Effective Needs Improvement Does Not Meet Standards

Evaluator's Comments:

Educator's Comments:

Evaluator's Signature _____ Date:_____

Educator's Signature _____ Date:_____
(The educator's signature indicates that he or she has seen and discussed the evaluation. It does not denote agreement with the report.)

Directed Growth Plan

Name Building Grade/Subject

Specific Measurable Goals*	Action Steps (Provide Details)	Resources	Timeline for Completion	Evidence

*linked to the Marshall Rubrics

Educator's Comments:

Administrator's Comments:

Educator's Signature _____ Date

Administrator's Signature _____ Date

Some role specific rubrics will be updated during 2017-18 school year.

Role	***Teacher Rubric***	***Role Specific Rubric***
Pre K-12 Teacher	✓	
Special Education Teacher		✓
Art Teacher	✓	
Music Teacher	✓	
Library Media Specialist		✓
S.T.E.M. Teacher	✓	
Physical Education Teacher	✓	
Computer/Technology Teacher	✓	
Guidance Counselor		✓
Speech Pathologist		✓
Occupational Therapist		✓
Physical Therapist		✓
Nurse		✓
Literacy Strategist		✓
Math Strategist		✓
RTI Teacher		✓
GaTE Teacher	✓	
ESL Teacher	✓	
Social Worker		✓

Educators who work with an instructional cohort of 3 or more will be required to develop student growth measures (SLOs).

	Student Growth Measure Required
Pre K-12 Teacher	Yes
Special Education Teacher	Yes
Art Teacher	Yes
Music Teacher	Yes
Library Media Specialist	No
S.T.E.M. Teacher	Yes
Physical Education Teacher	Yes
Computer/Technology Teacher	Yes
Guidance Counselor	No
Speech Pathologist	No
Occupational Therapist	No
Physical Therapist	No
Nurse	No
Literacy Strategist	No
Math Strategist	No
RTI Teacher	Yes
Tech Integrator	No
GaTE Teacher	Yes
ESL Teacher	Yes
Social Worker	No

RSU5 STUDENT LEARNING OBJECTIVES (SLO)

Appendix F

Developed in May 2016

Authored by:
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- Determine learning objective
- Determine growth targets
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- Pre-SLO Administrator Meeting
- SLO Teaching Period
- Post-Assessment and data collection
- Data Analysis
- Post-SLO Administrator Meeting

Resources

Introduction

What is a Student Learning Objective (SLO)?

Student Learning Objectives are measurable, instructional goals established for a specific group of students over a set period of time. SLO serve as one of the measures of student growth established by Maine's Educator Effectiveness Law. The law requires multiple measures to evaluate teacher performance and in the RSU5 Professional Growth and Evaluation process, student learning and growth represent 20% of an educator's summative effectiveness rating.

Why student learning objectives (SLOs)?

RSU5 recognizes that setting rigorous and feasible learning targets, aligning practice and instruction to achieve those targets, monitoring student progress, and using high quality assessments are key elements of teaching.

RSU5 currently uses the Professional Learning Communities model along with SMART goals. The addition of SLOs is an opportunity to use this established best practice to improve student learning and growth as part of the educator summative effectiveness rating.

The SMART goal process simply uses different terms and key questions. Most notably, how an educator will know when children have learned; how will s/he respond when children have not; and how will s/he respond when they have; are essential.

Specific	
Measurable	Baseline data to growth target assessments
Attainable	Know instructional cohort. Monitor student progress
Relevant	Essential Learning, priority standards
Time-Bound	Length of learning experience clearly defined

RSU5 Strategy for Improvement

The RSU believes that Professional Learning Community work ensures the focus shifts from teaching to learning. Data inquiry is fundamental; knowledge of current performance levels is essential for appropriate goal setting. Setting goals for student learning is a key characteristic of high performing schools. What is our current reality and where do learners need to be?

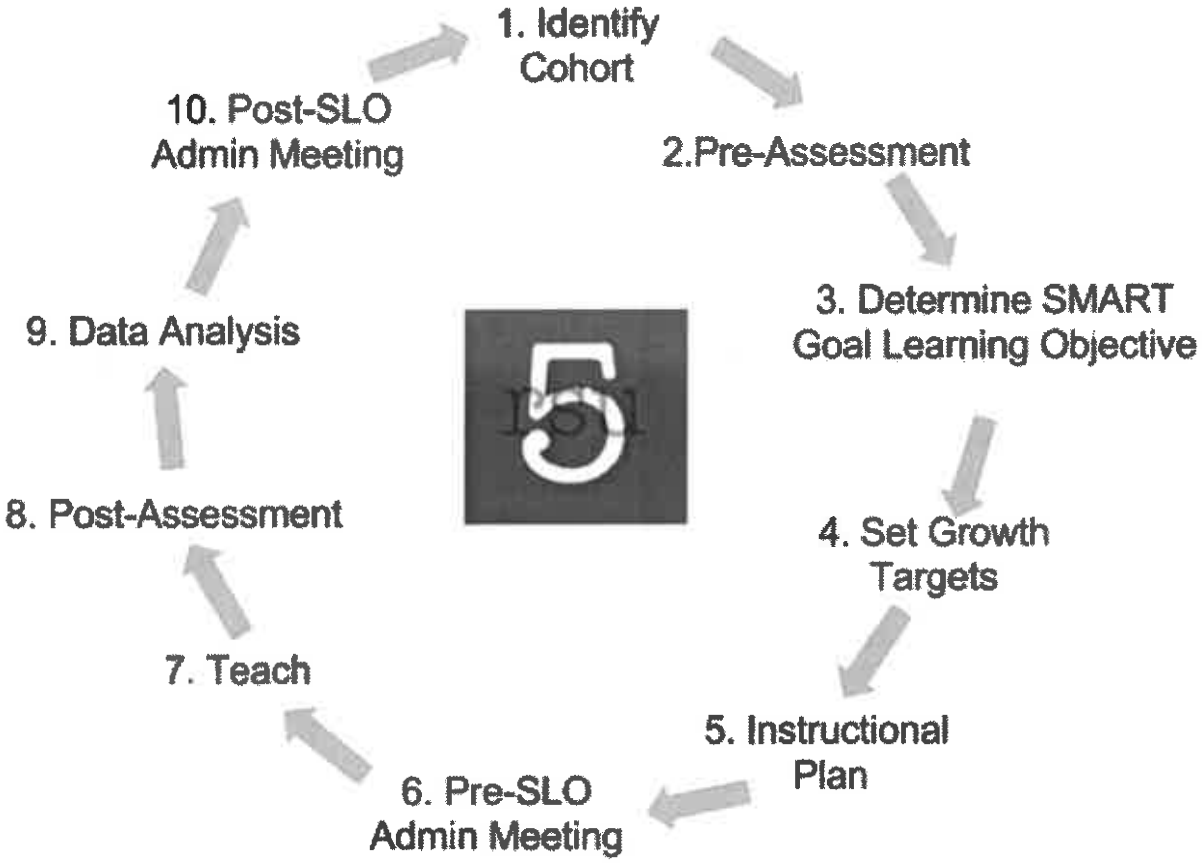
Educator collaboration is key. We know teachers learn from one another. Planning and creating learning experiences for students and using high impact strategies have the greatest impact. Developing action steps to achieve the goal is essential.

Aligning the SLO / SMART Goal Process

This handbook contains a template that describes the process RSU5 teachers will follow to document the process. It is expected that educators will participate in a PLC and annually complete an SLO. In most cases, this will be done collectively with a cohort of educators at a grade level, course level, or content area. However, with administrator approval, an educator may elect to develop and be evaluated by developing his/her own SLO. Every 3rd year in the cycle, an educator will go through a summative appraisal where the SLO will be incorporated into his/her teacher evaluation.

Maine's law requires educators in grades 4-8 to do an additional goal tied to the MEA assessment. For these educators, the MEA assessments will count as a second SLO annually.

Implementation Overview



Student Learning Objectives (SLO) Process

1. Identify your cohort

a. If you are a K-5 teacher, your cohort is some or all of your class.
b. If you are a grades 6-12 teacher or specialists, you will choose a cohort (a section, or two sections of the same class).
c. If you are a special education teacher, if you teach a class of 3 or more, you will use them as your cohort. If you don't teach a class, you will share the same goal as a classroom teacher with whom you work closely.
d. What is the make-up of your cohort?
e. How many students have IEPs, ILAPs, 504s, are in RTI, etc.?
f. Consider previous test scores if needed (F&Ps, NWEAs, etc.)

2. Pre-Assessment and data collection

a. Create an appropriate summative assessment to gather relevant data
b. If you teach K-5, you will likely use a pre-made assessment from one of the provided curriculums (Reader's Workshop; Writer's Workshop; Everyday Math; F&P, etc.)
c. Types of assessments:
    i. *Selected response* - true/false; multiple-choice; fill-in-the-blank; matching
    ii. *Written response* - short or extended answer essays
    iii. *Performance response* - students demonstrate their knowledge through a tangible product or performance (demonstrations; artifacts)
    iv. *Personal communication* - structured and unstructured interactions
d. When to use specific assessment types (suggested):

Selected response	Math, Science, Social Studies
Written response	All subjects
Performance response	World Languages, SPED, ESL Elementary - later in the school year Elementary - reading fluency (throughout the year)
Personal communication	World Languages, SPED, ESL

e. Examples of types of assessments and their pros/cons:

Type of Assessment	+	-
Selected Response (SR)	• quick • specific	• no higher level thinking • quick to assess

Selected Response cont.	• recall • good test-taking students	
Written Response (WR)	• show what they know • higher level thinking • step up from SR • more skills involved	• Student whose ability to write doesn't equal their ability to think • time consuming • difficult for LD/ELL • more skills involved
Performance Assessments (PA)	• real-life skills • student choice • more language domains • LD/ELL, etc.	• time consuming • lot of practice • student anxiety • LD/ELL, etc. • scoring a challenge • requires lots of practice
Personal Communication (PC)	• formative • elementary students • good for students whose verbal ability is higher than their writing ability • need good record keeping	• summative - 1:1 • time consuming • doesn't always work with high verbal students

3. Determine learning objective

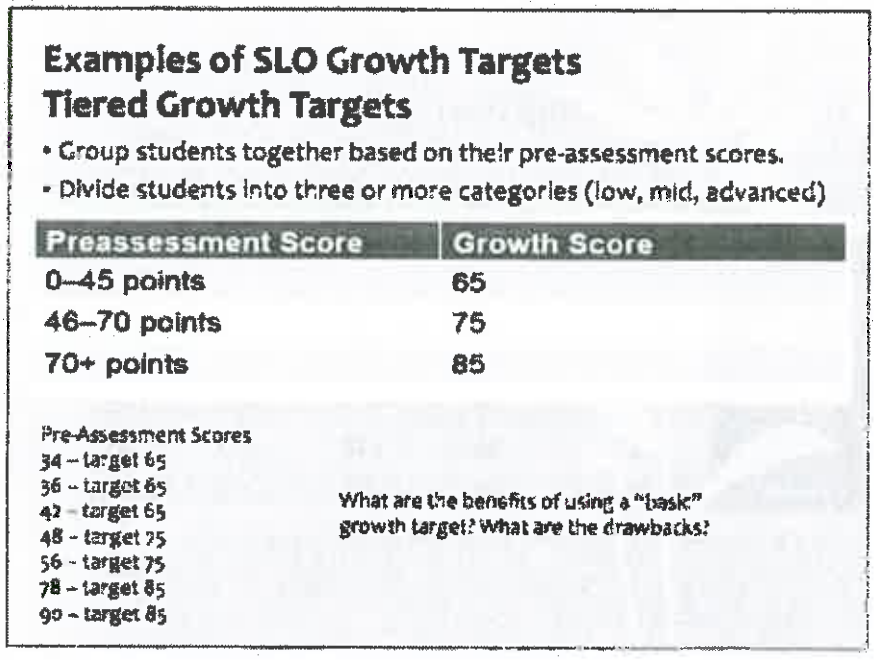
a. Using your pre-assessment, look for the highest areas of need for your students
b. Write a SMART goal that will help your students increase their skill level in this (these) area(s)
c. Graphic to help you write a SMART goal

S	**Specific**	• What do I want to accomplish? • Why do I want to accomplish this? • What are the requirements? • What are the constraints?	
M	**Measurable**	• How will I measure my progress? • How will I know when the goal is accomplished?	
A	**Achievable**	• How can the goal be accomplished? • What are the logical steps I should take?	
R	**Relevant**	• Is this a worthwhile goal? • Is this the right time? • Do I have the necessary resources to accomplish this goal? • Is this goal in line with my long term objectives?	
T	**Time-Bound**	• How long will it take to accomplish this goal? • When is the completion of this goal due? • When am I going to work on this goal?	

d. SMART Goal examples:
   i. Examples by grade and subject
e. SLO Examples

4. Determine growth targets

a. Tiered growth target



Examples of SLO Growth Targets
Tiered Growth Targets

- Group students together based on their pre-assessment scores.
- Divide students into three or more categories (low, mid, advanced)

Preassessment Score	Growth Score
0–45 points	65
46–70 points	75
70+ points	85

Pre-Assessment Scores
34 – target 65
36 – target 65
42 – target 65
48 – target 75
56 – target 75
78 – target 85
90 – target 85

What are the benefits of using a "basic" growth target? What are the drawbacks?

Once you have your pre-assessment data, review it to look at the numbers. When creating appropriate goals for students, you can group them. For the example above, all students who scored between 0 and 45 will achieve a 65 on the post-assessment. You will discuss your growth expectations with your administrator when you meet for your pre-SLO Administrator Meeting.

5. Determine instructional plan

a. Examples of instructional strategies - Choose 2-3 instructional strategies (this list is not all inclusive).

Small group	Songs/Music	Games
Pairs	Debates	Modeling
Manipulatives	Socratic Seminar	Re-enactments
Turn & Talk	Drawings	Dramatic play
Realia - real life	Story mapping	Graphic organizers
Photographs	Videos	Guiding questions
Multi-step projects	Choral readings	Essential questions
Movement	Variety of examples for multiple contexts	Journals
Cloze	Concepts maps	OPI - practiced conversations

b. Examples of formative assessments

Tests - true/false; multiple choice; fill-in-the-blank Quizzes Essays Short answer - oral or written OPIs - oral proficiency interviews Exit slips Stickies Writing prompts Debate	Math journal pages (gr. K-6) Running records Retells Quizlet (iPad) Socrative app (gr. 6-12) Nearpod app (gr. 6-12) Assistments app (Math) Blogs Games Plickers (app for iPad)	Mini-projects Mini-conferences Room check-in (thumbs up/down; warm/cold) Parking lot Journals Anticipation guides Stickies (RW) homework That Quiz app

6. Pre-SLO Administrator Meeting

a. Your building administrator will schedule a meeting during the last week of October or first two weeks in November.
b. You will need to have your SLO form filled out and your pre-assessment. You may bring an example of your post-assessment, if you have it.

7. SLO Teaching Period

a. Six week minimum period, starting with your pre-assessment.
b. Use your chosen instructional strategies.
c. Monitor progress using formative assessments.
d. Collaborate regularly with any colleague with whom you are sharing common goals.

8. Post-Assessment and data collection

a. This **summative** assessment will be very similar to your pre-assessment.
b. It must measure the same skills as your pre-assessment in order to provide you with accurate data for comparison.

9. Data Analysis

a. You will need to score pre- and post-assessments.
b. Enter your scores on the Data Form.
c. Compare your assessment data with your growth target to see if the students met your goal.

SLO Data Form - EXAMPLE					
Student	**Pre-Test**	**Post-test**	**Growth**	**Growth Target**	**Met Target**
Student A	43	71	26	65	yes
Student B	54	76	22	75	yes
Student C	76	84	9	85	no
Student D	85	89	4	85	yes
Student E	23	60	37	65	no

10. Post-SLO Administrator Meeting

a. Review your data with your administrator.
b. Did your students reach the anticipated growth targets? If not, what were some things that could have impacted the growth?

Student Growth Data Cut Points

Percentage Ranges of Students Who Met Their Growth Targets	
85-100%	Highly Effective
70-84%	Effective
41-69%	Needs Improvement
0-40%	Ineffective

Resources

RSU5 SLO TEMPLATE FORM

SLO Examples

Maine Schools for EXCELLENCE

Selecting or creating an appropriate assessment for your SLO

	Meets Expectations
Alignment	o Align with identified content and process standards.
Growth	o Provide all students with an opportunity to demonstrate growth.
Performance assessments	o Is accompanied by a high-quality rubric, if is a performance or rubric-based assessment. o Include a minimum proficiency-level scale of 1 to 4 o Contain specific, clear, and concise descriptions of each proficiency level. o Contain positive, learner-appropriate language o Rubrics may be used instructionally throughout the year unless they are content-specific. o Performance assessments should be recorded (audio or video as appropriate) whenever possible.
Accommodations	o Measure individual student performance and accommodate students' IEPs, 504 plans, or ELL status.
Stretch	o Provide all students with an opportunity to adequately demonstrate their knowledge and demonstrate growth.
	o Contain a variety of question levels.
Reliability	o Be administered similarly across classes within a district and, if applicable, similarly to the pre-assessment.
	o Be graded consistently between administrations and classrooms with attention to fairness.
Fairness	o Be free of bias, avoid unnecessarily complex language, and be administered fairly and consistently to all students.
	o Not be graded by students.