Electronic Forms and Rubrics for

Enhancing Professional Practice

A Framework for Teaching

CHARLOTTE DANIELSON



Association for Supervision and Curriculum Development 1703 N. Beauregard St. • Alexandria, VA 22311-1714 USA Phone: 800-933-2723 or 703-578-9600 • Fax: 703-575-5400

Web site: www.ascd.org • E-mail: member@ascd.org

Author guidelines: www.ascd.org/write

Produced in the United States of America. Cover art copyright © 2008 by ASCD. ASCD publications present a variety of viewpoints. The views expressed or implied in this product should not be interpreted as official positions of the Association.

ASCD product # EFREPP s9/08

Copyright © 2008 by the Association for Supervision and Curriculum Development (ASCD).

TERMS AND CONDITIONS OF USE.

By purchasing *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching* ("Publication"), you acknowledge that the Publication is owned by ASCD and protected, without limitations, pursuant to the U.S. and international copyright and trademark laws, and further agree to the following Terms and Conditions of Use:

1) Purchase of the Publication includes the limited, non-assignable, non-transferrable license to upload the Publication, in whole or part, to a secured network or software, for access by internal staff and authorized users only, for the non-commercial purpose of implementing the Danielson Framework for Teaching for staff assessment, evaluation, and professional development. As purchaser or purchaser's authorized user, you may make minor modifications to adapt the Publication as required for staff evaluation and assessment purposes, make printouts of the Publication, in whole or part, for personal, school, district, or consortium use, on condition that the following legend appear on every copy displayed, reproduced, and distributed:

Source: *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*, by Charlotte Danielson. Alexandria, VA: ASCD, 2008. Used by permission. All rights reserved. Learn more about ASCD at www.ascd.org.

- 2) ASCD reserves all proprietary rights in and uses of the Publication not expressly granted above. You may **not**:
 - Make modifications to the Publication, in whole or part, other than to make de minimis revisions for the purpose stated above.
 - Create derivative works or allow third parties to do so, or to use the Publication or portions in any other work.
 - Share, distribute, or post the Publication, in whole or part, on any websites or shared platforms made available for general public access or to subscribers, including, but not limited to, access via the Internet. Sharing access to the Publication (including the dissemination of passwords or access codes) with third parties shall result in termination of this license.
 - Use the Publication for unlawful purposes.
 - Allow any third party use of the Publication, in whole or part.

For other requests, contact Permissions at ASCD: 703-575-5749 or permissions@ascd.org. For translation inquiries, contact: translations@ascd.org.

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

Charlotte Danielson

Introduction
The following materials are from Enhancing Professional Practice: A Framework for Teaching 2 nd ed. Information
corresponding to that publication appears in parentheses.
Domain 1: Planning and Preparation:
Component 1a: Demonstrating Knowledge of Content and Pedagogy
(Figure 4.1, p. 47)
Domain 1: Planning and Preparation:
Component 1b: Demonstrating Knowledge of Students
(Figure 4.2, pp. 49–50)
Domain 1: Planning and Preparation:
Component 1c: Setting Instructional Outcomes
(Figure 4.3, p. 54)
Domain 1: Planning and Preparation:
Component 1d: Demonstrating Knowledge of Resources
(Figure 4.4, p. 56)
Domain 1: Planning and Preparation:
Component 1e: Designing Coherent Instruction
(Figure 4.5, pp. 60–61)
Domain 1: Planning and Preparation:
Component 1f: Designing Student Assessments
(Figure 4.6, p. 63)
Domain 2: The Classroom Environment:
Component 2a: Creating an Environment of Respect and Rapport
(Figure 4.7, p. 66)
Domain 2: The Classroom Environment:
Component 2b: Establishing a Culture for Learning
(Figure 4.8, p. 69)
Domain 2: The Classroom Environment:
Component 2c: Managing Classroom Procedures
(Figure 4.9, p. 72)
Domain 2: The Classroom Environment:
Component 2d: Managing Student Behavior
(Figure 4.10, p. 74)
Domain 2: The Classroom Environment:
Component 2e: Organizing Physical Space
(Figure 4.11, p. 76)
Domain 3: Instruction:
Component 3a: Communicating with Students
(Figure 4.12, p. 80)
Domain 3: Instruction:
Component 3b: Using Questioning and Discussion Techniques
(Figure 4.13, p. 82)
Domain 3: Instruction:
Component 3c: Engaging Students in Learning
(Figure 4.14, p. 85)
Domain 3: Instruction:
Component 3d: Using Assessment in Instruction
(Figure 4.15, p. 89)

Domain 3: Instruction:	
Component 3e: Demonstrating Flexibility and Responsiveness	19
(Figure 4.16, p. 91)	
Domain 4: Professional Responsibilities:	
Component 4a: Reflecting on Teaching	20
(Figure 4.17, p. 94)	
Domain 4: Professional Responsibilities:	
Component 4b: Maintaining Accurate Records	21
(Figure 4.18, p. 97)	
Domain 4: Professional Responsibilities:	
Component 4c: Communicating with Families	22
(Figure 4.19, p. 100)	
Domain 4: Professional Responsibilities:	
Component 4d: Participating in a Professional Community	23
(Figure 4.20, p. 103)	
Domain 4: Professional Responsibilities:	
Component 4e: Growing and Developing Professionally	24
(Figure 4.21, p. 105)	
Domain 4: Professional Responsibilities:	
Component 4f: Showing Professionalism	25
(Figure 4.22, pp. 107–108)	29
Domain 1 for Instructional Specialists: Planning and Preparation	27
(Figure 5.1, pp. 114–115)	
Domain 2 for Instructional Specialists: The Environment	29
(Figure 5.2, pp. 116–117)	
Domain 3 for Instructional Specialists: Delivery of Service	31
(Figure 5.3, pp. 118–119)	
Domain 4 for Instructional Specialists: Professional Responsibilities	33
(Figure 5.4, pp. 120–121)	
Domain 1 for Library/Media Specialists: Planning and Preparation	35
(Figure 5.5, pp. 124–125)	
Domain 2 for Library/Media Specialists: The Environment	27
(Figure 5.6, pp. 126–127)	
Domain 3 for Library/Media Specialists: Delivery of Service	20
(Figure 5.7, pp. 128–129) Demain 4 for Library (Madia Specialists: Professional Responsibilities	41
Domain 4 for Library/Media Specialists: Professional Responsibilities	41
(Figure 5.8, pp. 130–131)	12
Domain 1 for School Nurses: Planning and Preparation	43
(Figure 5.9, pp. 133–134) Domain 2 for School Nurses: The Environment	45
	43
(Figure 5.10, p. 135)	16
Domain 3 for School Nurses: Delivery of Service	40
(Figure 5.11, pp. 136–137)	40
Domain 4 for School Nurses: Professional Responsibilities	48
(Figure 5.12, pp. 138–139)	50
Domain 1 for School Counselors: Planning and Preparation	50
(Figure 5.13, pp. 141–142)	
Domain 2 for School Counselors: The Environment	52
(Figure 5.14, pp. 143–144)	
Domain 3 for School Counselors: Delivery of Service	54
(Figure 5.15, pp. 145–146)	
Domain 4 for School Counselors: Professional Responsibilities	56
(Figure 5.16, pp. 147–148)	
Domain 1 for School Psychologists: Planning and Preparation	58
(Figure 5.17, pp. 151–152)	

Domain 2 for School Psychologists: The Environment	60
(Figure 5.18, pp. 153–154)	
Domain 3 for School Psychologists: Delivery of Service	
(Figure 5.19, pp. 155–156)	
Domain 4 for School Psychologists: Professional Responsibilities	64
(Figure 5.20, pp. 157–158)	
Domain 1 for Therapeutic Specialists: Planning and Preparation	66
(Figure 5.21, pp. 160–161)	
Domain 2 for Therapeutic Specialists: The Environment	68
(Figure 5.22, pp. 162–163)	
Domain 3 for Therapeutic Specialists: Delivery of Service	70
(Figure 5.23, pp. 164–165)	
Domain 4 for Therapeutic Specialists: Professional Responsibilities	72
(Figure 5.24, pp. 166–167)	
The following materials are from <i>The Handbook for Enhancing Profest Teaching in Your School</i> . Information corresponding to that publication	
Teacher Preparation Audit	74
(Form A, p. 89–90)	
Clinical Observation Notes	77
(Form B, p. 91–93)	
Teaching Interview (Annotated)	81
(Form C, p. 94–95)	
Teaching Interview	83
(Form C, p. 96)	
Teacher Lesson Reflection	84
(Form D, p. 97–105)	
Informal Classroom Observations	93
(Form E, p. 106–112)	100
Formal Classroom Observation	
(Form F, 3 parts; p. 113–115)	100
Formal Observation Summary	103
(Form G, p. 116–125)	
Evidence for Domain 4	113
(Form H, p. 126–128)	
Self-Assessment of Practice	117
(Form I, p. 129–137)	
Individual Professional Development Plan	127
(Form J, p. 138)	120
Individual Professional Development Log of Activities	128
(Form K, p. 139)	120
Reflection on the Individual Professional Development Plan	129
(Form L, p. 140)	100
Summary of Observations and Artifacts	130
(Form M, p. 141)	101
Annual Evaluation 1	131
(Form N, p. 142) Annual Evaluation 2	122
(Form O, p. 143)	132
Feedback Guide for the Unit Plan	122
(Form B.3, p. 150)	133
(1 OIIII D 13 D 1 1 3 O I	

Feedback Guide for the Activity or Assignment	
(Form B.4, p. 153)	
Feedback Guide for Communicating with Families	
(Form B.5, p. 156)	
Feedback Guide for Instructional and Noninstructional Records	136
(Form B.6, p. 158)	
About the Author	

Introduction

Since 1996, hundreds of thousands of educators have used the framework for professional practice for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. In response to her readers' frequent requests and needs, Charlotte Danielson expanded the framework to include nonclassroom specialist positions—including instructional and media specialists, nurses, counselors, psychologists, tutors—people critical to the educational experiences of all students (see *Enhancing Professional Practice: A Framework for Teaching,* 2nd ed. [2007]). This more comprehensive framework is designed to be used by everyone involved in schooling as well as teachers of educators and preprofessionals engaged in professional preparation.

As users embraced the framework for teaching and eagerly sought to engage in more productive professional conversations, experiences, and development, they urged Danielson to summarize the original rubrics for easier, more frequent use by educators. As a result, those summary rubrics are available in *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School.* The handbook also contains procedures, instruments, interview protocols, and tips for using the framework for a wide range of purposes.

Knowing that practitioners value ways to streamline practices and efficiently share their professional knowledge with others, including peers, coaches, and supervisors, Danielson envisioned an electronic tool that allows the user to tailor information in the rubrics and forms to fit each school and district. To answer that growing need, this user-friendly electronic version of the rubrics and forms from both *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School* and *Enhancing Professional Practice: A Framework for Teaching* (2nd ed.) enables educators to modify the language of the framework to reflect the intent, spirit, and mission of both the framework and that of their schools and districts.

Readers and users of the framework have given continuous feedback that makes the Framework for Teaching a dynamic, professional, responsible tool for all educators striving to improve their own teaching and learning as they seek to help every student succeed. Whether used by an individual to chart professional development and goals, in a small learning community to improve professional development, or adopted by a whole school or district to unite learning goals, the framework can make a positive difference in teaching and learning in schools.

The materials that follow are from *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School* and the second edition of *Enhancing Professional Practice: A Framework for Teaching.* Full explanations and examples of how and when to most effectively use these forms and rubrics are embedded in the books. Reading and referring to the advice and information in the books enables practitioners to successfully implement the Framework for Teaching and can serve as a valuable professional development tool far beyond a simple rubric or form. The electronic forms and rubrics are designed to support educators' use of the information available in a collegial, professional environment.

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.	
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

Component 1b: Demonstrating Knowledge of Students (continued)

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

LEVEL OF PERFORMANCE

ELEMENT t	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in highlevel cognitive activity and are differentiated, as appropriate, for individual learners.	
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	

Component 1e: Designing Coherent Instruction (continued)

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interactions with other students

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	

Component 2b: Establishing a Culture for Learning

Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.	
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.	

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies •

Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.	
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.	
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.	
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.	
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student participation

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.	

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.	
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.	
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	
Student self-assessment and monitoring of progress	Students do not engage in self- assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.	

Component 3e: Demonstrating Flexibility and Responsiveness **Elements:** Lesson adjustment • Response to students • Persistence

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.	
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	

Component 4a: Reflecting on Teaching **Elements:** Accuracy • Use in future teaching

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.	
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Noninstructional records

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.	
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.	
Noninstructional records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.	

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.

Component 4f: Showing Professionalism (continued)

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION

LEVEL OF PERFORMANCE UNSATISFACTORY **BASIC PROFICIENT** DISTINGUISHED COMPONENT Instructional specialist's knowledge of 1a: Instructional specialist demonstrates Instructional specialist demonstrates Instructional specialist demonstrates Demonstrating knowledge of little or no familiarity with specialty thorough knowledge of specialty area specialty area and trends in basic familiarity with specialty area current trends in specialty area or trends in professional and trends in professional and trends in professional professional development is wide and area and professional development. development. development. deep; specialist is regarded as an development expert by colleagues. 1b: Instructional specialist demonstrates Instructional specialist demonstrates Instructional specialist demonstrates Instructional specialist is deeply Demonstrating knowledge of little or no knowledge of the school's basic knowledge of the school's thorough knowledge of the school's familiar with the school's program and the school's program and program or of teacher skill in program and of teacher skill in program and of teacher skill in works to shape its future direction levels of teacher skill in delivering that program. delivering that program. delivering that program. and actively seeks information as to teacher skill in that program. delivering that program 1c: Instructional specialist has no clear Instructional specialist's goals for the Instructional specialist's goals for the Instructional specialist's goals for the Establishing goals for the goals for the instructional support instructional support program are instructional support program are instructional support program are instructional support program program, or they are inappropriate to rudimentary and are partially suitable clear and are suitable to the situation highly appropriate to the situation and appropriate to the setting and either the situation or the needs of the to the situation and the needs of the and the needs of the staff. the needs of the staff. They have the teachers served staff. staff. been developed following consultations with administrators and colleagues.

DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 1d: Instructional specialist demonstrates Instructional specialist actively seeks Instructional specialist demonstrates Instructional specialist is fully aware Demonstrating knowledge of little or no knowledge of resources basic knowledge of resources of resources available in the school out new resources from a wide range resources, both within and available in the school or district for available in the school and district for and district and in the larger of sources to enrich teachers' skills in beyond the school and district teachers to advance their skills. teachers to advance their skills. professional community for teachers implementing the school's program. to advance their skills. 1e: Instructional specialist's plan consists Instructional specialist's plan has a Instructional specialist's plan is well Instructional specialist's plan is highly Planning the instructional of a random collection of unrelated guiding principle and includes a designed to support teachers in the coherent, taking into account the support program, integrated activities, lacking coherence or an number of worthwhile activities, but improvement of their instructional competing demands of making some of them don't fit with the skills. presentations and consulting with with the overall school program overall structure. teachers, and has been developed broader goals. following consultation with administrators and teachers. 1f: Instructional specialist has no plan to Instructional support specialist's plan Instructional specialist's evaluation Instructional specialist has a Developing a plan to evaluate evaluate the program or resists rudimentary plan to evaluate the to evaluate the program is organized plan is highly sophisticated, with the instructional support suggestions that such an evaluation instructional support program. around clear goals and the collection imaginative sources of evidence and is important. of evidence to indicate the degree to a clear path toward improving the program which the goals have been met. program on an ongoing basis.

DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Relationships with the instructional Relationships with the instructional 2a: Teachers are reluctant to request Relationships with the instructional Creating an environment of assistance from the instructional specialist are cordial; teachers don't specialist are respectful, with some specialist are highly respectful and trust and respect resist initiatives established by the trusting, with many contacts initiated specialist, fearing that such a request contacts initiated by teachers. will be treated as a sign of deficiency. instructional specialist. by teachers. 2b: Instructional specialist conveys the Teachers do not resist the offerings of Instructional specialist promotes a Instructional specialist has Establishing a culture for sense that the work of improving culture of professional inquiry in established a culture of professional support from the instructional ongoing instructional instruction is externally mandated specialist. which teachers seek assistance in inquiry in which teachers initiate improvement and is not important to school improving their instructional skills. projects to be undertaken with the improvement. support of the specialist. 2c: When teachers want to access Some procedures (for example, Instructional specialist has Procedures for access to instructional Establishing clear procedures assistance from the instructional registering for workshops) are clear to established clear procedures for support are clear to all teachers and for teachers to gain access to teachers, whereas others (for teachers to use in gaining access to have been developed following specialist, they are not sure how consultation with administrators and instructional support to go about it. example, receiving informal support) support. are not. teachers.

DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT (continued)

LEVEL OF PERFORMANCE UNSATISFACTORY **BASIC PROFICIENT DISTINGUISHED** COMPONENT 2d: No norms of professional conduct Instructional specialist's efforts to Instructional specialist has Instructional specialist has Establishing and maintaining have been established; teachers are establish norms of professional established clear norms of mutual established clear norms of mutual norms of behavior for frequently disrespectful in their conduct are partially successful. respect for professional interaction. respect for professional interaction. professional interactions interactions with one another. Teachers ensure that their colleagues adhere to these standards of conduct. Instructional specialist makes poor The physical environment does not Instructional specialist makes good Instructional specialist makes highly 2e: Organizing physical space for use of the physical environment, impede workshop activities. use of the physical environment, effective use of the physical workshops or training resulting in poor access by some resulting in engagement of all environment, with teachers participants, time lost due to poor use participants in the workshop activities. contributing to the physical of training equipment, or little arrangement. alignment between the physical arrangement and the workshop activities.

DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Instructional specialist initiates 3a: Instructional specialist declines to Instructional specialist collaborates Instructional specialist initiates Collaborating with teachers in collaborate with classroom teachers collaboration with classroom teachers collaboration with classroom teachers with classroom teachers in the design the design of instructional units in the design of instructional lessons of instructional lessons and units in the design of instructional lessons in the design of instructional lessons and lessons and units. when specifically asked to do so. and units. and units, locating additional resources from sources outside the school. 3b: Teachers decline opportunities to Instructional specialist's efforts to All teachers are engaged in acquiring Teachers are highly engaged in **Engaging teachers in learning** engage in professional learning. engage teachers in professional new instructional skills. acquiring new instructional skills and new instructional skills learning are partially successful, with take initiative in suggesting new some participating. areas for growth. 3c: Instructional specialist's model The quality of the instructional The quality of the instructional The quality of the instructional Sharing expertise with staff lessons and workshops are of poor specialist's model lessons and specialist's model lessons and specialist's model lessons and quality or are not appropriate to the workshops is mixed, with some of workshops is uniformly high and workshops is uniformly high and needs of the teachers being served. them being appropriate to the needs appropriate to the needs of the appropriate to the needs of the of the teachers being served. teachers being served. teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE (continued)

LEVEL OF PERFORMANCE

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

LEVEL OF PERFORMANCE UNSATISFACTORY **BASIC PROFICIENT** DISTINGUISHED COMPONENT Instructional specialist's reflection is 4a: Instructional specialist does not Instructional specialist's reflection on Instructional specialist's reflection Reflecting on practice practice is moderately accurate and provides an accurate and objective reflect on practice, or the reflections highly accurate and perceptive, citing are inaccurate or self-serving. objective without citing specific description of practice, citing specific specific examples. Instructional examples and with only global positive and negative characteristics. specialist draws on an extensive suggestions as to how it might be Instructional specialist makes some repertoire to suggest alternative improved. specific suggestions as to how the strategies, accompanied by a support program might be improved. prediction of the likely consequences of each. 4b: Instructional specialist does not follow Instructional specialist's efforts to Instructional specialist's budgets are Instructional specialist anticipates and Preparing and submitting established procedures for preparing complete, anticipating all responds to teacher needs when prepare budgets are partially budgets and reports budgets and submitting reports. successful, anticipating most expenditures and following preparing budgets, following established procedures and Reports are routinely late. expenditures and following established procedures. Reports are established procedures. Reports are always submitted on time. suggesting improvements to those sometimes submitted on time. procedures. Reports are submitted on time. 4c: Instructional specialist makes no Instructional specialist responds Instructional specialist initiates efforts Instructional specialist takes a Coordinating work with other effort to collaborate with other positively to the efforts of other to collaborate with other instructional leadership role in coordinating instructional specialists instructional specialists within the instructional specialists within the specialists within the district. projects with other instructional district to collaborate. district. specialists within and beyond the district.

DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS: PROFESSIONAL RESPONSIBILITIES (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 4d: Instructional specialist's relationships Instructional specialist's relationships Instructional specialist participates Instructional specialist makes a Participating in a with colleagues are negative or selfwith colleagues are cordial, and the actively in school and district events substantial contribution to school and professional community serving, and the specialist avoids specialist participates in school and and projects and maintains positive district events and projects and being involved in school and district district events and projects when and productive relationships with assumes a leadership role with events and projects. specifically requested. colleagues. colleagues. Instructional specialist does not 4e: Instructional specialist's participation Instructional specialist seeks out Instructional specialist actively **Engaging in professional** participate in professional in professional development activities opportunities for professional pursues professional development development development activities, even when is limited to those that are convenient development based on an individual opportunities and makes a substantial such activities are clearly needed for assessment of need. contribution to the profession through or are required. the enhancement of skills. such activities as participating in state or national conferences for other specialists. 4f: Instructional specialist displays Instructional specialist is honest in Instructional specialist displays high Instructional specialist can be Showing professionalism, dishonesty in interactions with standards of honesty and integrity in counted on to hold the highest interactions with colleagues and including integrity and colleagues and violates norms of interactions with colleagues and standards of honesty and integrity respects norms of confidentiality. confidentiality respects norms of confidentiality. and takes a leadership role with confidentiality. colleagues in respecting the norms of confidentiality.

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Library/media specialist demonstrates Library/media specialist demonstrates 1a: Library/media specialist demonstrates Drawing on extensive professional little or no knowledge of literature and limited knowledge of literature and of thorough knowledge of literature and Demonstrating knowledge of resources, library/media specialist literature and current trends in of current trends in practice and current trends in practice and of current trends in practice and demonstrates rich understanding of library/media practice and information technology. information technology. information technology. literature and of current trends in information technology information technology. 1b: Library/media specialist demonstrates Library/media specialist demonstrates Library/media specialist demonstrates Library/media specialist takes a Demonstrating knowledge of little or no knowledge of the school's basic knowledge of the school's thorough knowledge of the school's leadership role within the school and the school's program and content standards and of students' content standards and of students' content standards and of students' district to articulate the needs of student information needs needs for information skills within needs for information skills within needs for information skills within students for information technology within that program those standards. those standards. those standards. within the school's academic program. 1c: Library/media specialist has no clear Library/media specialist's goals for Library/media specialist's goals for Library/media specialist's goals for Establishing goals for the goals for the media program, or they the media program are rudimentary the media program are clear and the media program are highly library/media program are inappropriate to either the and are partially suitable to the appropriate to the situation in the appropriate to the situation in the appropriate to the setting and situation in the school or the age of situation in the school and the age of school and to the age of the students. school and to the age of the students the students served the students. the students. and have been developed following consultations with students and colleagues.

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 1d: Library/media specialist demonstrates Library/media specialist demonstrates Library/media specialist is fully aware Library/media specialist is fully aware Demonstrating knowledge of little or no knowledge of resources basic knowledge of resources of resources available for students of resources available for students resources, both within and available for students and teachers in available for students and teachers in and teachers in the school, in other and teachers and actively seeks out beyond the school and district, the school, in other schools in the the school, in other schools in the schools in the district, and in the new resources from a wide range of and access to such resources district, and in the larger community district, and in the larger community larger community to advance sources to enrich the school's as interlibrary loan to advance program goals. to advance program goals. program goals. program. 1e: Library/media program consists of a Library/media specialist's plan has a Library/media specialist's plan is well Library/media specialist's plan is Planning the library/ random collection of unrelated guiding principle and includes a designed to support both teachers highly coherent, taking into account number of worthwhile activities, but and students in their information the competing demands of scheduled media program integrated with activities, lacking coherence or an the overall school program some of them don't fit with the time in the library, consultative work overall structure. needs. broader goals. with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers. 1f: Library/media specialist has no plan Library/media specialist has a Library/media specialist's plan to Library/media specialist's evaluation rudimentary plan to evaluate the Developing a plan to evaluate to evaluate the program or resists evaluate the program is organized plan is highly sophisticated, with the library/media program library/media program. around clear goals and the collection suggestions that such an evaluation imaginative sources of evidence and is important. of evidence to indicate the degree to a clear path toward improving the which the goals have been met. program on an ongoing basis.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, putdowns, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 2d: Standards of conduct appear to be Standards of conduct are clear, with There is no evidence that standards It appears that the library/media specialist has made an effort to clear to students, and the evidence of student participation in Managing student behavior of conduct have been established. library/media specialist monitors and there is little or no monitoring of establish standards of conduct for setting them. Library/media student behavior. Response to students and tries to monitor student student behavior against those specialist's monitoring of student student misbehavior is repressive or behavior and respond to student standards. Library/media specialist's behavior is subtle and preventive, disrespectful of student dignity. misbehavior, but these efforts are not response to student misbehavior is and response to student misbehavior is sensitive to individual student always successful. appropriate and respectful to students. needs. Students take an active role in monitoring the standards of behavior. 2e: Library/media specialist makes poor Library/media specialist's efforts to Library/media specialist makes Library/media specialist makes highly Organizing physical space to make use of the physical environment effective use of the physical use of the physical environment, effective use of the physical enable smooth flow are uneven, resulting in occasional resulting in poor traffic flow, confusing environment, resulting in good traffic environment, resulting in clear signage, inadequate space devoted confusion. flow, clear signage, and adequate signage, excellent traffic flow, and to work areas and computer use, and space devoted to work areas and adequate space devoted to work general confusion. areas and computer use. In addition, computer use. book displays are attractive and inviting.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE (continued)

LEVEL OF PERFORMANCE UNSATISFACTORY **BASIC PROFICIENT** DISTINGUISHED COMPONENT 3d: Library/media specialist declines to Library/media specialist assists Library/media specialist initiates Library/media specialist is proactive Assisting students and assist students and teachers in the students and teachers in the use of sessions to assist students and in initiating sessions to assist teachers in the use of use of technology in the library/media technology in the library/media center teachers in the use of technology in students and teachers in the use of technology in the library/media center. when specifically asked to do so. the library/media center. technology in the library/media center center. Library/media specialist adheres to Library/media specialist makes Library/media specialist makes Library/media specialist is continually 3e: Demonstrating flexibility and the plan, in spite of evidence of its modest changes in the library/media revisions to the library/media program seeking ways to improve the responsiveness inadequacy. program when confronted with when they are needed. library/media program and makes evidence of the need for change. changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

LEVEL OF PERFORMANCE UNSATISFACTORY **BASIC PROFICIENT** DISTINGUISHED COMPONENT Library/media specialist's reflection Library/media specialist's reflection Library/media specialist's reflection is 4a: Library/media specialist does not Reflecting on practice reflect on practice, or the reflections on practice is moderately accurate provides an accurate and objective highly accurate and perceptive, citing and objective, without citing specific specific examples. Library/media are inaccurate or self-serving. description of practice, citing specific examples and with only global positive and negative characteristics. specialist draws on an extensive suggestions as to how it might be Library/media specialist makes some repertoire to suggest alternative improved. specific suggestions as to how the strategies and their likely success. media program might be improved. 4b: Library/media specialist ignores Library/media specialist's efforts to Library/media specialist honors Library/media specialist anticipates Preparing and submitting teacher requests when preparing prepare budgets are partially teacher requests when preparing teacher needs when preparing reports and budgets requisitions and budgets, follows requisitions and budgets or does not successful, responding sometimes to requisitions and budgets and follows follow established procedures. teacher requests and following established procedures. Inventories established procedures, and and reports are submitted on time. Inventories and reports are routinely procedures. Inventories and reports suggests improvements to those are sometimes submitted on time. procedures. Inventories and reports late. are submitted on time. 4c: Library/media specialist makes no Library/media specialist makes Library/media specialist engages in Library/media specialist is proactive Communicating with the larger effort to engage in outreach efforts to sporadic efforts to engage in outreach outreach efforts to parents and the in reaching out to parents and efforts to parents or the larger establishing contacts with outside community parents or the larger community. larger community. community. libraries, coordinating efforts for mutual benefit.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 4d: Library/media specialist's Library/media specialist's Library/media specialist participates Library/media specialist makes a Participating in a professional relationships with colleagues are actively in school and district events substantial contribution to school and relationships with colleagues are community cordial, and the specialist participates and projects and maintains positive negative or self-serving, and the district events and projects and specialist avoids being involved in in school and district events and and productive relationships with assumes leadership with colleagues. school and district events and projects when specifically requested. colleagues. projects. 4e: Library/media specialist does not Library/media specialist's Library/media specialist seeks out Library/media specialist actively **Engaging in professional** participate in professional participation in professional opportunities for professional pursues professional development development development activities, even when development activities is limited development based on an individual opportunities and makes a substantial such activities are clearly needed for to those that are convenient or assessment of need. contribution to the profession through the enhancement of skills. such activities as offering workshops are required. to colleagues. 4f: Library/media specialist displays Library/media specialist is honest in Library/media specialist displays Library/media specialist can be Showing professionalism dishonesty in interactions with interactions with colleagues, high standards of honesty and counted on to hold the highest colleagues, students, and the public; students, and the public; respects standards of honesty and integrity integrity in interactions with violates copyright laws. and takes a leadership role with copyright laws. colleagues, students, and the public; adheres carefully to copyright laws. colleagues in ensuring there is no plagiarism or violation of copyright laws.

DOMAIN 1 FOR SCHOOL NURSES: PLANNING AND PREPARATION

LEVEL OF PERFORMANCE **PROFICIENT** DISTINGUISHED UNSATISFACTORY **BASIC** COMPONENT Nurse demonstrates little Nurse demonstrates basic Nurse demonstrates understanding of Nurse demonstrates deep and 1a: **Demonstrating medical** understanding of medical knowledge understanding of medical knowledge medical knowledge and nursing thorough understanding of medical knowledge and skill in nursing and nursing techniques. and nursing techniques. knowledge and nursing techniques. techniques. techniques Nurse displays accurate In addition to accurate knowledge of 1b: Nurse displays little or no knowledge Nurse displays partial knowledge of Demonstrating knowledge of of child and adolescent development. child and adolescent development. understanding of the typical the typical developmental child and adolescent developmental characteristics of the characteristics of the age group and development age group, as well as exceptions to exceptions to the general patterns, the general patterns. nurse displays knowledge of the extent to which individual students follow the general patterns. Nurse has no clear goals for the Nurse's goals for the nursing program Nurse's goals for the nursing program Nurse's goals for the nursing program 1c: Establishing goals for the nursing program, or they are are rudimentary and are partially are clear and appropriate to the are highly appropriate to the situation nursing program appropriate to inappropriate to either the situation or suitable to the situation and the age situation in the school and to the age in the school and to the age of the the age of the students. the setting and the students of the students. of the students. students and have been developed served following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL NURSES: PLANNING AND PREPARATION (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 1d: Nurse demonstrates little or no Nurse displays awareness of Nurse displays awareness of Nurse's knowledge of governmental Demonstrating knowledge of governmental regulations and regulations and resources for knowledge of governmental governmental regulations and government, community, and resources for students available resources for students available regulations and resources for students is extensive, including those district regulations and students available through the school through the school or district, but no through the school or district and available through the school or district resources or district. knowledge of resources available some familiarity with resources and in the community. more broadly. external to the school. Nursing program consists of a Nurse's plan has a guiding principle Nurse has developed a plan that Nurse's plan is highly coherent and 1e: Planning the nursing program random collection of unrelated and includes a number of worthwhile includes the important aspects of serves to support not only the for both individuals and groups activities, lacking coherence or an activities, but some of them don't fit work in the setting. students individually and in groups, of students, integrated with the overall structure. with the broader goals. but also the broader educational regular school program program. 1f: Nurse has no plan to evaluate the Nurse has a rudimentary plan to Nurse's plan to evaluate the program Nurse's evaluation plan is highly Developing a plan to evaluate program or resists suggestions that evaluate the nursing program. is organized around clear goals and sophisticated, with imaginative the nursing program such an evaluation is important. the collection of evidence to indicate sources of evidence and a clear path the degree to which the goals have toward improving the program on an been met. ongoing basis.

DOMAIN 2 FOR SCHOOL NURSES: THE ENVIRONMENT

LEVEL OF PERFORMANCE UNSATISFACTORY **BASIC PROFICIENT DISTINGUISHED** COMPONENT 2a: Nurse's interactions with at least Nurse's interactions with students are Nurse's interactions with students are Students seek out the nurse, Creating an environment of some students are negative or a mix of positive and negative. positive and respectful. reflecting a high degree of comfort respect and rapport and trust in the relationship. inappropriate. 2b: Nurse makes no attempt to establish Nurse's attempts to promote a culture Nurse promotes a culture throughout The culture in the school for health Establishing a culture for health a culture for health and wellness in throughout the school for health and the school for health and wellness. and wellness, while guided by the and wellness the school as a whole, or among wellness are partially successful. nurse, is maintained by both teachers students or among teachers. and students. 2c: Nurse's procedures for the nursing Nurse has rudimentary and partially Nurse's procedures for the nursing Nurse's procedures for the nursing Following health protocols and office are nonexistent or in disarray. successful procedures for the nursing office work effectively. office are seamless, anticipating procedures office. unexpected situations. 2d: Nurse's efforts to establish guidelines No guidelines for delegated duties Nurse has established guidelines for Associates work independently, Supervising health associates have been established, or the for delegated duties are partially delegated duties and monitors indicating clear guidelines for their guidelines are unclear. Nurse does successful. Nurse monitors associates' activities. work. Nurse's supervision is subtle not monitor associates' activities. associates' activities sporadically. and professional. Nurse's office is in disarray or is Nurse's attempts to create a well-Nurse's office is well organized and is Nurse's office is efficiently organized Organizing physical space inappropriate to the planned organized physical environment are appropriate to the planned activities. and is highly appropriate to the activities. Medications are not partially successful. Medications are Medications are properly stored and planned activities. Medications are properly stored. stored properly but are difficult to find. well organized. properly stored and well organized.

45

DOMAIN 3 FOR SCHOOL NURSES: DELIVERY OF SERVICE

LEVEL OF PERFORMANCE

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
3c: Promoting wellness through classes or classroom presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.

DOMAIN 3 FOR SCHOOL NURSES: DELIVERY OF SERVICE (continued)

LEVEL OF PERFORMANCE **BASIC PROFICIENT** UNSATISFACTORY DISTINGUISHED COMPONENT 3d: Nurse has no contingency plans for Nurse's plans for emergency Nurse's plans for emergency Nurse's plans for emergency Managing emergency situations situations have been developed for situations have been developed for situations have been developed for emergency situations. the most frequently occurring many situations. Students and many situations. situations but not others. teachers have learned their responsibilities in case of emergencies. 3e: Nurse adheres to the plan or Nurse makes modest changes in the Nurse makes revisions in the nursing Nurse is continually seeking ways to Demonstrating flexibility and program, in spite of evidence of its nursing program when confronted program when they are needed. improve the nursing program and responsiveness inadequacy. with evidence of the need for change. makes changes as needed in response to student, parent, or teacher input. 3f: Nurse declines to collaborate with Nurse collaborates with classroom Nurse initiates collaboration with Nurse initiates collaboration with Collaborating with teachers to classroom teachers to develop teachers in developing instructional classroom teachers in developing classroom teachers in developing develop specialized educational instructional lessons and units. specialized educational programs. lessons and units when specifically instructional lessons and units, locating additional resources from programs and services for asked to do so. students with diverse medical outside the school. needs

DOMAIN 4 FOR SCHOOL NURSES: PROFESSIONAL RESPONSIBILITIES

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Nurse's reflection on practice is Nurse's reflection provides an Nurse's reflection is highly accurate 4a: Nurse does not reflect on practice, or Reflecting on practice the reflections are inaccurate or selfaccurate and objective description of and perceptive, citing specific moderately accurate and objective without citing specific examples and examples. Nurse draws on an serving. practice, citing specific positive and with only global suggestions as to negative characteristics. Nurse extensive repertoire to suggest how it might be improved. makes some specific suggestions as alternative strategies. to how the nursing program might be improved. 4b: Nurse's reports, records, and Nurse's reports, records, and Nurse's reports, records, and Nurse's approach to record keeping Maintaining health records in is highly systematic and efficient and documentation are missing, late, or documentation are generally documentation are accurate and are accordance with policy and serves as a model for colleagues inaccurate, resulting in confusion. accurate, but are occasionally late. submitted in a timely manner. submitting reports in a timely across the school. fashion 4c: Nurse provides no information to Nurse provides limited though Nurse provides thorough and Nurse is proactive in providing Communicating with families families, either about the nursing accurate information to families about accurate information to families about information to families about the program as a whole or about the nursing program as a whole and the nursing program as a whole and nursing program and about individual individual students. about individual students. about individual students. students through a variety of means.

DOMAIN 4 FOR SCHOOL NURSES: PROFESSIONAL RESPONSIBILITIES (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 4d: Nurse's relationships with colleagues Nurse's relationships with colleagues Nurse makes a substantial Nurse participates actively in school Participating in a are negative or self-serving, and are cordial, and nurse participates in and district events and projects and contribution to school and district professional community nurse avoids being involved in school school and district events and maintains positive and productive events and projects and assumes and district events and projects. projects when specifically requested relationships with colleagues. leadership role with colleagues. to do so. 4e: Nurse does not participate in Nurse's participation in professional Nurse seeks out opportunities for Nurse actively pursues professional **Engaging in professional** professional development activities, development activities is limited to professional development based on development opportunities and development even when such activities are clearly those that are convenient or are an individual assessment of need. makes a substantial contribution to needed for the development of required. the profession through such activities nursing skills. as offering workshops to colleagues. Nurse can be counted on to hold the 4f: Nurse displays dishonesty in Nurse is honest in interactions with Nurse displays high standards of Showing professionalism interactions with colleagues. honesty, integrity, and confidentiality highest standards of honesty, colleagues, students, and the public; students, and the public; violates does not violate confidentiality. in interactions with colleagues, integrity, and confidentiality and to principles of confidentiality. students, and the public; advocates advocate for students, taking a for students when needed. leadership role with colleagues.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION

LEVEL OF PERFORMANCE

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 1d: Counselor demonstrates little or no Counselor displays awareness of Counselor displays awareness of Counselor's knowledge of Demonstrating knowledge of knowledge of governmental governmental regulations and of governmental regulations and of governmental regulations and of state and federal regulations regulations and of resources for resources for students available resources for students available resources for students is extensive. and of resources both within students available through the school through the school or district, but no through the school or district, and including those available through the school or district and in the and beyond the school and or district. knowledge of resources available some familiarity with resources district more broadly. external to the school. community. 1e: Counseling program consists of a Counselor's plan has a guiding Counselor has developed a plan that Counselor's plan is highly coherent Planning the counseling random collection of unrelated principle and includes a number of includes the important aspects of and serves to support not only the program, integrated with the activities, lacking coherence or an worthwhile activities, but some of counseling in the setting. students individually and in groups, regular school program them don't fit with the broader goals. but also the broader educational overall structure. program. 1f: Counselor has no plan to evaluate Counselor has a rudimentary plan to Counselor's plan to evaluate the Counselor's evaluation plan is highly Developing a plan to evaluate the program or resists suggestions evaluate the counseling program. program is organized around clear sophisticated, with imaginative the counseling program that such an evaluation is important. goals and the collection of evidence sources of evidence and a clear path toward improving the program on an to indicate the degree to which the goals have been met. ongoing basis.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT

LEVEL OF PERFORMANCE

counseling center or classroom work

effectively.

counseling center or classroom are

seamless, and students assist in

maintaining them.

PROFICIENT UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Counselor's interactions with students Students seek out the counselor, 2a: Counselor's interactions with students Counselor's interactions are a mix of Creating an environment of reflecting a high degree of comfort are negative or inappropriate, and the positive and negative; the counselor's are positive and respectful, and the respect and rapport and trust in the relationship. counselor does not promote positive efforts at encouraging positive counselor actively promotes positive interactions among students. interactions among students are student-student interactions. Counselor teaches students how partially successful. to engage in positive interactions. 2b: Counselor makes no attempt to Counselor's attempts to promote a Counselor promotes a culture The culture in the school for productive and respectful Establishing a culture for establish a culture for productive culture throughout the school for throughout the school for productive communication in the school as a productive communication productive and respectful and respectful communication communication between and among whole, either among students or communication between and among between and among students and students and teachers, while guided among teachers, or between students students and teachers are partially by the counselor, is maintained by teachers. and teachers. successful. both teachers and students. 2c: Counselor's routines for the Counselor has rudimentary and Counselor's routines for the Counselor's routines for the

partially successful routines for the

counseling center or classroom.

© 2008 ASCD. 52

counseling center or classroom work

are nonexistent or in disarray.

Managing routines

and procedures

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT (continued)

LEVEL OF PERFORMANCE **BASIC PROFICIENT** DISTINGUISHED UNSATISFACTORY COMPONENT 2d: Counselor has established no Counselor's efforts to establish Counselor has established clear Counselor has established clear Establishing standards of standards of conduct for students standards of conduct for counseling standards of conduct for counseling standards of conduct for counseling conduct and contributing to the sessions and makes a significant during counseling sessions and sessions are partially successful. sessions, and students contribute to culture for student behavior makes no contribution to maintaining Counselor attempts, with limited contribution to the environment of maintaining them. Counselor takes a throughout the school an environment of civility in success, to contribute to the level of civility in the school. leadership role in maintaining the the school. civility in the school as a whole. environment of civility in the school. 2e: The physical environment is in Counselor's attempts to create an Counseling center or classroom Counseling center or classroom Organizing physical space disarray or is inappropriate to the inviting and well-organized physical arrangements are inviting and arrangements are inviting and planned activities. environment are partially successful. conducive to the planned activities. conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE

	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE (continued)

LEVEL OF PERFORMANCE UNSATISFACTORY **BASIC PROFICIENT DISTINGUISHED COMPONENT** Counselor brokers with other 3d: Counselor does not make Counselor's efforts to broker services Counselor brokers with other **Brokering resources** connections with other programs in with other programs in the school are programs within the school or district programs and agencies both within to meet needs partially successful. to meet student needs. and beyond the school or district to order to meet student needs. meet individual student needs. Counselor adheres to the plan or Counselor makes modest changes in Counselor makes revisions in the Counselor is continually seeking 3e: Demonstrating flexibility and program, in spite of evidence of its the counseling program when counseling program when they are ways to improve the counseling responsiveness inadequacy. confronted with evidence of the need needed. program and makes changes as for change. needed in response to student, parent, or teacher input.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

LEVEL OF PERFORMANCE

Counselor provides thorough and

the counseling program as a whole

and about individual students.

accurate information to families about

Counselor is proactive in providing

individual students through a variety

information to families about the

counseling program and about

of means.

PROFICIENT UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Counselor does not reflect on Counselor's reflection on practice is Counselor's reflection provides an Counselor's reflection is highly 4a: Reflecting on practice moderately accurate and objective accurate and objective description of accurate and perceptive, citing practice, or the reflections are without citing specific examples and specific examples that were not fully inaccurate or self-serving. practice, citing specific positive and with only global suggestions as to negative characteristics. Counselor successful for at least some students. how it might be improved. makes some specific suggestions as Counselor draws on an extensive to how the counseling program might repertoire to suggest alternative be improved. strategies. 4b: Counselor's reports, records, and Counselor's reports, records, and Counselor's reports, records, and Counselor's approach to record Maintaining records and keeping is highly systematic and documentation are missing, late, or documentation are generally accurate documentation are accurate and are submitting them in a timely inaccurate, resulting in confusion. but are occasionally late. efficient and serves as a model for submitted in a timely manner. fashion colleagues in other schools.

Counselor provides limited though

the counseling program as a whole

and about individual students.

accurate information to families about

© 2008 ASCD. 56

Counselor provides no information to

families, either about the counseling

program as a whole or about

individual students.

4c:

Communicating with families

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 4d: Counselor's relationships with Counselor's relationships with Counselor participates actively in Counselor makes a substantial Participating in a professional colleagues are negative or selfcolleagues are cordial, and counselor school and district events and contribution to school and district community serving, and counselor avoids being participates in school and district projects and maintains positive and events and projects and assumes involved in school and district events events and projects when specifically productive relationships with leadership with colleagues. and projects. requested. colleagues. 4e: Counselor does not participate in Counselor's participation in Counselor seeks out opportunities for Counselor actively pursues **Engaging in professional** professional development activities professional development based on professional development professional development activities is development even when such activities are clearly limited to those that are convenient or an individual assessment of need. opportunities and makes a substantial needed for the development of contribution to the profession through are required. counseling skills. such activities as offering workshops to colleagues. 4f: Counselor displays dishonesty in Counselor is honest in interactions Counselor displays high standards of Counselor can be counted on to hold Showing professionalism interactions with colleagues, with colleagues, students, and the honesty, integrity, and confidentiality the highest standards of honesty, students, and the public; violates public; does not violate confidentiality. in interactions with colleagues, integrity, and confidentiality and to principles of confidentiality. students, and the public; advocates advocate for students, taking a for students when needed. leadership role with colleagues.

DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Psychologist demonstrates little or no Psychologist uses a limited number of Psychologist uses a wide range of 1a: Psychologist uses 5-8 psychological Demonstrating knowledge knowledge and skill in using psychological instruments to evaluate instruments to evaluate students and psychological instruments to evaluate and skill in using psychological psychological instruments to evaluate students and knows the proper students. determine accurate diagnoses. situations in which each should be instruments to evaluate students. students used. 1b: Psychologist demonstrates little or no Psychologist demonstrates basic Psychologist demonstrates thorough Psychologist demonstrates extensive Demonstrating knowledge knowledge of child and adolescent of child and adolescent development and psychopathology. development and psychopathology. development and psychopathology. development and psychopathology and knows variations of the typical development and psychopathology patterns. 1c: Psychologist has no clear goals for Psychologist's goals for the treatment Psychologist's goals for the treatment Psychologist's goals for the treatment Establishing goals for the the psychology program, or they are program are rudimentary and are program are clear and appropriate to program are highly appropriate to the psychology program inappropriate to either the situation or partially suitable to the situation and the situation in the school and to the situation in the school and to the age appropriate to the setting and the age of the students. the age of the students. age of the students. of the students and have been the students served developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 1d: Psychologist demonstrates little or Psychologist displays awareness of Psychologist's knowledge of Psychologist displays awareness of Demonstrating knowledge of no knowledge of governmental governmental regulations and of governmental regulations and of governmental regulations and of state and federal regulations regulations or of resources for resources for students available resources for students is extensive, resources for students available and of resources both within students available through the school through the school or district, but no through the school or district and including those available through the and beyond the school and or district. knowledge of resources available some familiarity with resources school or district and in the district more broadly. external to the district. community. Psychologist's plan consists of a Psychologist's plan has a guiding Psychologist has developed a plan Psychologist's plan is highly coherent 1e: Planning the psychology random collection of unrelated principle and includes a number of that includes the important aspects of and preventive and serves to support program, integrated with the activities, lacking coherence or an worthwhile activities, but some of work in the setting. students individually, within the regular school program, to overall structure. them don't fit with the broader goals. broader educational program. meet the needs of individual students and including prevention 1f: Psychologist's evaluation plan is Psychologist has no plan to evaluate Psychologist has a rudimentary plan Psychologist's plan to evaluate the Developing a plan to evaluate the program or resists suggestions to evaluate the psychology program. program is organized around clear highly sophisticated, with imaginative the psychology program that such an evaluation is important. goals and the collection of evidence sources of evidence and a clear path to indicate the degree to which the toward improving the program on an goals have been met. ongoing basis.

DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Psychologist's interactions with Students seek out the psychologist, Psychologist's interactions are a mix Psychologist's interactions with 2a: **Establishing rapport** students are negative or of positive and negative; the students are positive and respectful; reflecting a high degree of comfort with students psychologist's efforts at developing students appear comfortable in the and trust in the relationship. inappropriate; students appear uncomfortable in the testing center. rapport are partially successful. testing center. 2b: Psychologist makes no attempt to Psychologist's attempts to promote a Psychologist promotes a culture The culture in the school for positive Establishing a culture for culture throughout the school for throughout the school for positive mental health among students and establish a culture for positive mental positive mental health health in the school as a whole, either positive mental health in the school mental health in the school among teachers, while guided by the psychologist, is maintained by both throughout the school among students or teachers, or among students and teachers are students and teachers. between students and teachers. partially successful. teachers and students. 2c: No procedures for referrals have Psychologist has established Procedures for referrals and for Procedures for all aspects of referral Establishing and maintaining been established; when teachers procedures for referrals, but the meetings and consultations with and testing protocols are clear to clear procedures for referrals want to refer a student for special details are not always clear. parents and administrators are clear everyone and have been developed in consultation with teachers and services, they are not sure how to go to everyone. administrators. about it.

DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT (continued)

	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Psychologist consults on a sporadic Psychologist consults frequently with Psychologist consults frequently with 3a: Psychologist fails to consult with Responding to referrals; colleagues or to tailor evaluations to basis with colleagues, making colleagues, tailoring evaluations to colleagues, contributing own insights consulting with teachers and partially successful attempts to tailor the questions raised in the referral. and tailoring evaluations to the the questions raised in the referral. administrators evaluations to the questions raised in questions raised in the referral. the referral. 3b: Psychologist resists administering Psychologist attempts to administer Psychologist administers appropriate Psychologist selects, from a broad Evaluating student needs in evaluations, selects instruments appropriate evaluation instruments to evaluation instruments to students repertoire, those assessments that compliance with National students but does not always follow are most appropriate to the referral inappropriate to the situation, or does and ensures that all procedures and **Association of School** not follow established procedures and established time lines and questions and conducts information safeguards are faithfully adhered to. Psychologists (NASP) sessions with colleagues to ensure guidelines. safeguards. guidelines that they fully understand and comply with procedural time lines and safeguards. 3c: Psychologist declines to assume Psychologist assumes leadership of Psychologist assumes leadership of Psychologist assumes leadership of Chairing evaluation team leadership of the evaluation team. the evaluation team when directed to the evaluation team as a standard the evaluation team and takes do so, preparing adequate IEPs. expectation; prepares detailed IEPs. initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE (continued)

LEVEL OF PERFORMANCE

treatment program when it is needed.

ways to improve the treatment

program and makes changes as

needed in response to student,

parent, or teacher input.

BASIC PROFICIENT DISTINGUISHED UNSATISFACTORY COMPONENT 3d: Psychologist fails to plan Psychologist's plans for students are Psychologist's plans for students are Psychologist develops Planning interventions to interventions suitable to students, or partially suitable for them or are suitable for them and are aligned with comprehensive plans for students, maximize students' likelihood interventions are mismatched with the sporadically aligned with identified identified needs. finding ways to creatively meet of success findings of the assessments. needs. student needs and incorporate many related elements. Psychologist declines to maintain Psychologist maintains ongoing 3e: Psychologist maintains occasional Psychologist maintains ongoing Maintaining contact with contact with physicians and contact with physicians and contact with physicians and contact with physicians and physicians and community community mental health service community mental health service community mental health service community mental health service mental health service providers providers and initiates contacts when providers. providers. providers. needed. 3f: Psychologist adheres to the plan or Psychologist makes modest changes Psychologist makes revisions in the Psychologist is continually seeking

in the treatment program when

for change.

confronted with evidence of the need

© 2008 ASCD.

program, in spite of evidence of its

inadequacy.

Demonstrating flexibility and

responsiveness

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Psychologist does not reflect on Psychologist's reflection on practice Psychologist's reflection provides an Psychologist's reflection is highly 4a: Reflecting on practice practice, or the reflections are is moderately accurate and objective accurate and objective description of accurate and perceptive, citing without citing specific examples, and specific examples that were not fully inaccurate or self-serving. practice, citing specific positive and with only global suggestions as to negative characteristics. Psychologist successful for at least some students. how it might be improved. makes some specific suggestions as Psychologist draws on an extensive to how the counseling program might repertoire to suggest alternative be improved. strategies. 4b: Psychologist fails to communicate Psychologist's communication with Psychologist communicates with Psychologist secures necessary Communicating with families with families and secure necessary families is partially successful; families and secures necessary permissions and communicates with permission for evaluations or permissions are obtained, but there permission for evaluations and does families in a manner highly sensitive are occasional insensitivities to so in a manner sensitive to cultural to cultural and linguistic traditions. communicates in an insensitive cultural and linguistic traditions. and linguistic traditions. Psychologist reaches out to families manner. of students to enhance trust. 4c: Psychologist's records are in Psychologist's records are accurate Psychologist's records are accurate Psychologist's records are accurate Maintaining accurate records disarray; they may be missing, and legible and are stored in a secure and legible, well organized, and and legible, well organized, and stored in a secure location. stored in a secure location. They are illegible, or stored in an insecure location. location. written to be understandable to another qualified professional.

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES (continued)

LEVEL OF PERFORMANCE

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Specialist demonstrates little or no Specialist demonstrates basic Specialist demonstrates thorough Specialist demonstrates extensive 1a: Demonstrating knowledge and knowledge and skill in the therapy skill in the specialist therapy area; does not hold the necessary area; holds the necessary certificate area; holds the necessary certificate area; holds an advanced certificate or area; holding the relevant certificate or license. or license. or license. license. certificate or license 1b: Specialist has no clear goals for the Specialist's goals for the therapy Specialist's goals for the therapy Specialist's goals for the therapy Establishing goals for the therapy program, or they are program are rudimentary and are program are clear and appropriate to program are highly appropriate to the therapy program appropriate inappropriate to either the situation or partially suitable to the situation and the situation in the school and to the situation in the school and to the age to the setting and the students the age of the students. to the age of the students. age of the students. of the students and have been served developed following consultations with administrators and teachers. 1c: Specialist demonstrates little or no Specialist demonstrates basic Specialist demonstrates thorough Specialist's knowledge of special Demonstrating knowledge of knowledge of special education laws knowledge of special education laws education laws and procedures is knowledge of special education laws and procedures. district, state, and federal and procedures. and procedures. extensive: specialist takes a regulations and guidelines leadership role in reviewing and revising district policies.

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 1d: Specialist demonstrates little or no Specialist demonstrates basic Specialist demonstrates thorough Specialist demonstrates extensive Demonstrating knowledge of knowledge of resources for students resources, both within and available through the school or available through the school or available through the school or district available through the school or district beyond the school and district district. district. and some familiarity with resources and in the larger community. outside the district. 1e: Therapy program consists of a Specialist's plan has a guiding Specialist has developed a plan that Specialist's plan is highly coherent Planning the therapy program, random collection of unrelated principle and includes a number of includes the important aspects of and preventive and serves to support integrated with the regular activities, lacking coherence or an worthwhile activities, but some of work in the setting. students individually, within the broader educational program. school program, to meet the overall structure. them don't fit with the broader goals. needs of individual students 1f: Specialist has no plan to evaluate the Specialist has a rudimentary plan to Specialist's plan to evaluate the Specialist's evaluation plan is highly Developing a plan to evaluate program or resists suggestions that evaluate the therapy program. program is organized around clear sophisticated, with imaginative the therapy program such an evaluation is important. goals and the collection of evidence sources of evidence and a clear path to indicate the degree to which the toward improving the program on an ongoing basis. goals have been met.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT

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

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT (continued)

	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT Specialist fails to respond to referrals Specialist responds to referrals when Specialist responds to referrals and Specialist is proactive in responding 3a: Responding to referrals and or makes hasty assessments of makes thorough assessments of to referrals and makes highly pressed and makes adequate evaluating student needs student needs. assessments of student needs. student needs. competent assessments of student needs. 3b: Specialist fails to develop treatment Specialist's plans for students are Specialist's plans for students are Specialist develops comprehensive partially suitable for them or suitable for them and are aligned with plans for students, finding ways to **Developing and implementing** plans suitable for students, or plans treatment plans to maximize are mismatched with the findings of sporadically aligned with identified identified needs. creatively meet student needs and students' success assessments. needs. incorporate many related elements. 3c: Specialist fails to communicate with Specialist's communication with Specialist communicates with families Specialist secures necessary Communicating with families permissions and communicates with families and secure necessary families is partially successful; and secures necessary permission permission for evaluations or permissions are obtained, but there for evaluations, doing so in a manner families in a manner highly sensitive communicates in an insensitive are occasional insensitivities to sensitive to cultural and linguistic to cultural and linguistic traditions. manner. cultural and linguistic traditions. traditions. Specialist reaches out to families of students to enhance trust.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE (continued)

LEVEL OF PERFORMANCE UNSATISFACTORY **BASIC PROFICIENT** DISTINGUISHED **COMPONENT** 3d: Specialist neglects to collect Specialist collects most of the Specialist collects all the important Specialist is proactive in collecting Collecting information; writing important information on which to important information on which to information on which to base important information, interviewing reports base treatment plans; reports are base treatment plans; reports are treatment plans; reports are accurate teachers and parents if necessary; inaccurate or not appropriate to the accurate but lacking in clarity and not and appropriate to the audience. reports are accurate and clearly written and are tailored for the audience. always appropriate to the audience. audience. 3e: Specialist adheres to the plan or Specialist makes modest changes in Specialist makes revisions in the Specialist is continually seeking ways Demonstrating flexibility and program, in spite of evidence of its the treatment program when treatment program when they are to improve the treatment program and responsiveness inadequacy. confronted with evidence of the need needed. makes changes as needed in for change. response to student, parent, or teacher input.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

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

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES (continued)

LEVEL OF PERFORMANCE **PROFICIENT** UNSATISFACTORY **BASIC** DISTINGUISHED COMPONENT 4d: Specialist's relationships with Specialist's relationships with Specialist makes a substantial Specialist participates actively in Participating in a professional colleagues are negative or selfcolleagues are cordial, and specialist school and district events and contribution to school and district community serving, and specialist avoids being participates in school and district projects and maintains positive and events and projects and assumes a involved in school and district events events and projects when specifically productive relationships with leadership role with colleagues. and projects. asked to do so. colleagues. 4e: Specialist does not participate in Specialist's participation in Specialist seeks out opportunities for Specialist actively pursues **Engaging in professional** professional development activities. professional development based on professional development professional development activities is development even when such activities are clearly limited to those that are convenient or an individual assessment of need. opportunities and makes a substantial needed for the development of skills. contribution to the profession through are required. such activities as offering workshops to colleagues. 4f: Specialist displays dishonesty in Specialist is honest in interactions Specialist displays high standards of Specialist can be counted on to hold Showing professionalism, interactions with colleagues, with colleagues, students, and the honesty, integrity, and confidentiality the highest standards of honesty, including integrity, advocacy, students, and the public and violates public, plays a moderate advocacy in interactions with colleagues, integrity, and confidentiality and to and maintaining confidentiality principles of confidentiality. role for students, and does not violate students, and the public and advocate for students, taking a norms of confidentiality. advocates for students when needed. leadership role with colleagues.

Teacher Preparation Audit

Name of Preparation Program	Date	

Component	Courses That Teach the Component	Comments
1a Demonstrating Knowledge of Content and Pedagogy		
1b Demonstrating Knowledge of Students		
1c Setting Instructional Outcomes		
1d Demonstrating Knowledge of Resources		
1e Designing Coherent Instruction		
1f Designing Student Assessments		
2a Creating an Environment of Respect and Rapport		
2b Establishing a Culture for Learning		
2c Managing Classroom Procedures		
2d Managing Student Behavior		
2e Organizing Physical Space		
3a Communicating with Students		

Teacher Preparation Audit—Continued

Component	Courses That Teach the Component	Comments
3b Using Questioning and Discussion Techniques		
3c Engaging Students in Learning		
3d Using Assessment in Instruction		
3e Demonstrating Flexibility and Responsiveness		
4a Reflecting on Teaching		
4b Maintaining Accurate Records		
4c Communicating with Families		
4d Participating in a Professional Community		
4e Growing and Developing Professionally		
4f Showing Professionalism		
Equity		
High Expectations		
Cultural Competence		
Developmental Appropriateness		

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

Teacher Preparation Audit—Continued

Component	Courses That Teach the Component	Comments
Attention to Individual Students, Including Those with Special Needs		
Appropriate Use of Technology		
Student Assumption of Responsibility		

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

Clinical Observation Notes

Teacher School		
Grade Level(s) Date		Date
Domain 1: Planning and Prep	paration	
1a: Demonstrating Knowledge of Pedagogy	f Content and	The teacher demonstrates knowledge of the content and of the structure of the discipline knowledge of prerequisite relationships, and common student misconceptions.
Evidence		
1b: Demonstrating Knowledge of	f Students	The teacher demonstrates familiarity with individual students' backgrounds, cultures, skills, language proficiency, interests, and special needs.
Evidence		
1c: Setting Instructional Outcome	98	The teacher's instructional purpose is clear, reflecting rigorous learning and curriculum
To. Gotting motivational Gutcome	30	standards. Different types of content are represented (e.g., knowledge, thinking skills).
Evidence		
Evidence		

Clinical Observation Notes—Continued

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students are respectful, reflecting warmth and caring and sensitivity to students' cultures and levels of development. Student interactions are respectful.	
Evidence		
2b: Establishing a Culture for Learning	The level of energy, from both students and teacher, is high, creating a culture for learning in which the subject is important and students clearly take pride in their work.	
Evidence		
2c: Managing Classroom Procedures	Little instructional time is lost because of classroom routines and procedures, transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly. Students contribute to classroom routines.	
Evidence		
2d: Managing Student Behavior	Standards of conduct are clear, with teacher's sensitive monitoring of student behavior and subtle response to misbehavior.	
Evidence		

Clinical Observation Notes—Continued

2e: Organizing Physical Space	The classroom is safe, and the physical environment ensures the learning of all students and is conducive to the goals of the lesson. Technology is used skillfully, as appropriate to the lesson.	
Evidence		
Domain 3: Instruction		
3a: Communicating with Students	Expectations for learning, directions, and procedures are clear to students. The teacher's explanation of content is effective and anticipates possible student misconceptions.	
Evidence		
3b: Using Questioning and Discussion Techniques	The teacher's questions are at a high cognitive level, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	
Evidence		

Clinical Observation Notes—Continued

3c: Engaging Students in Learning	Students are engaged throughout the lesson in learning. The activities, student groupings, and materials are appropriate to the instructional outcomes. The lesson's structure is coherent, with suitable pace.
Evidence	
3d: Using Assessment in Instruction	Assessment is used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.
Evidence	
3e: Demonstrating Flexibility and Responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher adjusts the lesson when needed.
Evidence	

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

Teaching Interview (Annotated)

Teacher		School	
Grade Level(s)	Subject(s)	Date	

Questions for discussion

- 1. How did you become knowledgeable about the subjects you teach and about how best to teach those to students? (For example, a college major or minor, various workshops or training sessions) *This question asks teachers to comment on the level of their preparation in both content and pedagogy. (Component 1a)*
- 2. How do you stay abreast of the subjects you teach and of the current research on how best to teach them? (For example, attending courses and workshops, reading professional literature) *This question is intended to elicit teachers' commitment to ongoing learning in the different disciplines they teach, including evolving research on how best to teach those disciplines to students. (Component 4e)*
- 3. How do you become familiar with your students' skills and knowledge? (For example, diagnostic assessments, information from previous years' teachers) *This question is intended to find out about teachers' techniques in learning about their students' levels of proficiency in the curriculum. (Component 1b)*
- 4. How do you become familiar with your students' individual interests and cultural backgrounds? (For example, interest inventories, dialogue with parents, attendance at students' athletic events) *This question is intended to find out about teachers' techniques for learning about their students' out-of-school interests, talents, hobbies, family traditions, and so on. (Component 1b)*
- 5. Describe how you establish and implement important classroom routines and procedures. (For example, distribution and collection of materials, transitions between activities) *A smoothly running classroom is a hallmark of experience. This question invites teachers to describe how they establish such a classroom. (Component 2c)*
- 6. Describe how you establish and maintain standards of student conduct. (For example, determining and posting classroom expectations, conducting classroom meetings) *In a well-functioning classroom, students know the expectations for behavior and contribute to the positive tone of the class. (Component 2d)*
- 7. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect. (For example, model respectful language, recognize students who demonstrate respect) When adults recall their school experiences years later, the most powerful memories concern how they were treated by teachers and other students. (Component 2a)

Teaching Interview (Annotated)—Continued

- 8. What resources (people, materials, community resources) are available to you in planning instruction or for classroom use? (For example, museums, local experts, videos, print materials, Web sites) *The use of outside resources enriches the learning experiences teachers design for students. Awareness of those resources enables a teacher to go beyond textbooks and other classroom materials. (Component 1d)*
- 9. What resources (people, materials, programs) are available to your students if they need assistance? (For example, big brother/sister programs, clothing donations, counseling resources) Some students need physical objects (for example, winter coats) or support services (for example, counseling). Every teacher, in addition to being alert to such needs, should know where to locate such resources. (Component 1d)
- 10. Describe how you use your physical setting to maximize student learning. (For example, chairs in a circle for discussion; desks pushed into "tables" for science activities; visually impaired students at the front) *This question is intended to elicit a teacher's approach to the use of physical space. Of course, some teachers, such as those who share a room or who work from a cart, have little control over their teaching space. (Component 2e)*
- 11. How do you encourage your students to assume responsibility for their learning? (For example, inviting students to share their thinking, asking students for their ideas regarding a proposed approach to learning a concept) The active involvement of students in the classroom environment is a characteristic of the distinguished level of performance in many of the components of the framework for teaching. (Many components)
- 12. Describe how you incorporate the use of electronic technology into your practice. (For example, finding materials for students, maintaining records of student progress, putting student assignments on the school's Web site) *Electronic technology infuses many aspects of a teacher's practice; many teachers actively strive to increase their use of these powerful approaches. Appropriate use of technology is reflected in many components of the framework.*
- 13. How do you coordinate learning activities with other colleagues? (For example, same grade level, same content, special education or language acquisition teachers) *This question elicits information about a teacher's participation in a professional learning community. (Component 4d)*

Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

Teaching Interview

Teacher		School	
Grade Level(s)	Subject(s)		Date

Questions for discussion:

- 1. How did you become knowledgeable about the subjects you teach and about how best to teach those to students? (For example, a college major or minor, various workshops or training sessions)
- 2. How do you stay abreast of the subjects you teach and of the current research on how best to teach them? (For example, attending courses and workshops, reading professional literature)
- 3. How do you become familiar with your students' skills and knowledge? (For example, diagnostic assessments, information from previous years' teachers)
- 4. How do you become familiar with your students' individual interests and cultural backgrounds? (For example, interest inventories, dialogue with parents, attendance at students' athletic events)
- 5. Describe how you establish and implement important classroom routines and procedures. (For example, distribution and collection of materials, transitions between activities)
- 6. Describe how you establish and maintain standards of student conduct. (For example, determining and posting classroom expectations, conducting classroom meetings)
- 7. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect. (For example, model respectful language, recognize students who demonstrate respect)
- 8. What resources (people, materials, community resources) are available to you in planning instruction or for classroom use? (For example, museums, local experts, videos, print materials, Web sites)
- 9. What resources (people, materials, programs) are available to your students if they need assistance? (For example, big brother/sister programs, clothing donations, counseling resources)
- 10. Describe how you use your physical setting to maximize student learning. (For example, chairs in a circle for discussion; desks pushed into "tables" for science activities; visually impaired students at the front)
- 11. How do you encourage your students to assume responsibility for their learning? (For example, inviting students to share their thinking, asking students for their ideas regarding a proposed approach to learning a concept)
- 12. Describe how you incorporate the use of electronic technology into your practice. (For example, finding materials for students, maintaining records of student progress, putting student assignments on the school's Web site)
- 13. How do you coordinate learning activities with other colleagues? (For example, same grade level, same content, special education or language acquisition teachers)

Teacher Lesson Reflection _____ School _____ Date _____ Name _____ 1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? 2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future? 3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? 4. Did you depart from your plan? If so, how and why? 5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective? 6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

7. Consider different aspects of your planning and execution of the lesson in light of the domains and components

on the following pages. Determine evidence, if any, for each of the components, and what that evidence

© 2008 ASCD. 84

demonstrates about your level of performance.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Evidence

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Evidence

Informal Classroom Observations

Teacher		School	
Grade Level(s)	Subject(s)	Observer	
Date		Topic, Concept, Setting	

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Evidence

Date:

Date:

Date:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

Evidence

Date:

Date:

Date:

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

Evidence

Date:

Date:

Date:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture of learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.

Evidence

Date:

Date:

Date:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c Managing Classroom Procedures	Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties have been established and function smoothly, with little loss of instructional time.	Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.

Evidence Date: Date:

Date:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Evidence

Date: Date:

Date:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2e Organizing Physical Space	The teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. The teacher's use of physical resources, including computer technology, is moderately effective.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence Date: Date: Date:				

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students	The teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	The teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	The teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development.	The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.
Evidence Date: Date: Date:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b Using Questioning and Discussion Techniques	The teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	The teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	The teacher' use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.

Evidence

Date:

Date:

Date:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Students in Learning	Students are not at all intellectually engaged in learning, as a result of groupings, activities, or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, as a result of groupings, activities, or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate groupings, activities, and materials, instructive presentations of content, and suitable lesson structure and pacing.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the representation of content, the groupings, the activities, and the materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Evidence

Date: Date:

Date:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.

Evidence

Date:

Date:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; the teacher assumes no responsibility for students' failure to understand.	The teacher demonstrates moderate flexibility and responsiveness to student questions, needs, and interests during a lesson, and seeks to ensure the success of all students.	The teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs, and interests.	The teacher is highly responsive to individual students' needs, interests, and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

99

Evidence

© 2008 ASCD.

Date:

Date:

Formal Classroom Observation

Teacher	School	
Grade Level(s)	Subject(s)	
Observer	Date _	
Interview P	Protocol for a Preconference (Planning Conference	e)
Questions for discussion:		
1. To which part of your curricu	ulum does this lesson relate?	
2. How does this learning fit in t	the sequence of learning for this class?	
3. Briefly describe the students	s in this class, including those with special needs.	
4. What are your learning outco	omes for this lesson? What do you want the students to understa	and?
	idents in the learning? What will you do? What will the students dividually, or as a large group? Provide any worksheets or other r	
6. How will you differentiate ins	struction for different individuals or groups of students in the class	s?
7. How and when will you know	w whether the students have learned what you intend?	
8. Is there anything that you wo	ould like me to specifically observe during the lesson?	

Notes from the Observation

Time	Actions and Statements/Questions by Teacher and Students	Component

Interview Protocol for a Postconference (Reflection Conference)

Teacher	School
1. In general, how successful was the lesson? Did the side you know?	students learn what you intended for them to learn? How
2. If you were able to bring samples of student work, we engagement and understanding?	hat do those samples reveal about those students' levels of
3. Comment on your classroom procedures, student co these contribute to student learning?	onduct, and your use of physical space. To what extent did
4. Did you depart from your plan? If so, how and why?	
5. Comment on different aspects of your instructional d resources). To what extent were they effective?	elivery (e.g., activities, grouping of students, materials and
6. If you had an opportunity to teach this lesson again t differently?	o the same group of students, what would you do

Formal Observation Summary

Teacher	School	Grade Level(s)
Subject(s)	Observer	Date
Summary of the Lesson		

Evidence of Teaching

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence				

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Evidence

Domain 1: Planning and Preparation Rating: ____ U ___ B ___ P ___ D (Rating is optional; if used, transfer rating to Form M: Summary of Observations and Artifacts.)

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Evidence

Formal Observation Summary—Continued

Component	Unsatisfactory	Basic	Proficient	Distinguished
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence				

Dο	mair	12:	The	Classr	oom E	nviro	nmer	nt F	Rating	9	U	 B	P	D	
_									_		_				

(Rating is optional; if used, transfer rating to Form M: Summary of Observations and Artifacts.)

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.

Evidence

Formal Observation Summary—Continued

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence				

Domain 3: Instruction Rating ____ U ___ B ___ P ___ D

(Rating is optional; if used, transfer rating to Form M: Summary of Observations and Artifacts.)

Formal Observation Summary—Continued

Teacher	_ School				
Strengths of the Lesson					
Areas for Growth					
We have participated in a conversation on the above items.	We have participated in a conversation on the above items.				
Teacher's signature	Date				
Administrator's signature	Date				

Evidence for Domain 4

Teacher		_ School		Dates
Grade Level(s)	Subject(s)			
Evaluator			_ School Year	

Component	Evidence	Comments	Rating
4b: Maintaining Accurate Records			
4c: Communicating with Families			
4d: Participating in a Professional Community			
4e: Growing and Developing Professionally			
4f: Showing Professionalism			

Evidence for Domain 4—Continued

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.

Notes:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.

Notes:

Evidence for Domain 4—Continued

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

Notes:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.

Notes:

Evidence for Domain 4—Continued

Component	Unsatisfactory	Basic	Proficient	Distinguished
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
Notes:				

Summary of Domain 4: Professional Responsibilities

Domain 4: Professional Responsibilities Rating: ____ U ___ B ___ P ___ D (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts.*)

Self-Assessment of Practice

Teacher		School	
Grade Level(s)	Subject(s)		Date

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice. The final page may be combined with materials from other teachers in your school to determine the patterns of need across the school.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
2d Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

Self-Assessment of Practice—Continued

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

Teacher		School	
Grade Level(s)	Subject(s)		Date

U = Unsatisfactory B = Basic P = Proficient D = Distinguished

Domain 1: Planning and Preparation	U	В	Р	D
1a: Demonstrating Knowledge of Content and Pedagogy				
1b: Demonstrating Knowledge of Students				
1c: Setting Instructional Outcomes				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessments				
Domain 2: Classroom Environment	U	В	Р	D
2a: Creating an Environment of Respect and Rapport				
2b: Establishing a Culture for Learning				

2c: Managing Classroom Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				
Domain 3: Instruction	U	В	Р	D
3a: Communicating with Students				
3b: Using Questioning and Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessment in Instruction				
3e: Demonstrating Flexibility and Responsiveness				
Domain 4: Professional Responsibilities	U	В	Р	D
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				

Self-Assessment of Practice—Continued

4c: Communicating with Families		
4d: Participating in a Professional Community		
4e: Growing and Developing Professionally		
4f: Showing Professionalism		

Individual Professional Development Plan

			001	
Grade Level(s)	Subject(s)		Date	
Based on your self-assessment	t, your administrator's input, and any sch	nool or district initiatives, what goal h	ave you identified? What is an area of knowledge or skill that you would like to strengther	n?
Describe the connection between	en this goal and your teaching assignme	ent.		
What would success on this go	al look like? How will you know when yo	ou have achieved it? What would cou	nt as evidence of success?	
Describe the activities you will o	do to work toward your goal, and their tin	me lines.		
Activity			Time Line	
What resources will you need to	o better achieve your goal?			

Individual Professional Development Log of Activities

Note: Complete one log for each goal identified in your individual professional development plan.

Teacher		School		
Grade Level(s)	Subject(s)		Date	
Goal				

Date	Activity	Benefit

Reflection on the Individual Professional Development Plan

Name	Date
Goal	
Write a separate reflection for each goal you have pursued this year. Each paragraphs. It is intended to provide insights into your work during the year	
To what extent did you achieve your goal?	
2. Did you find it necessary to modify your goal or your IPDP as you learne	ed more?
3. Which of the activities on your IPDP did you find most useful? Did you dinitially planned? If so, what were they?	o some activities that you had not
4. In what ways were your colleagues helpful to you in working toward you	r goal?
5. For Years 1 and 2 of the evaluation cycle only: Do you intend to continue or why not?	e working on this goal next year? Why

Summary of Observations and Artifacts

Teacher	School					
Grade Level(s)	Subject(s)					
	Observation Dates					
Domain	_/_/	_/_/	_/_/_	Summary of Informal Observation	Artifacts	
1: Planning and Preparation						
2: The Classroom Environment						
3: Instruction						
4: Professional Responsibilities						
	Summary of Performance					
Domain 1						
Domain 2						
Domain 3						
Domain 4						

Annual Evaluation 1

Teacher	School		
Grade Level(s)	Subject(s)		
Evaluator			Date
Teacher's Status Probationary Yea	Circle	Tenured Year of Empl	
Areas of Strength			
Areas for Further Development			
Teacher expectations for teaching in the		Meets or Exceeds	Does Not Meet School District.
 Teacher's Signature*		Evalua	ator's Signature

^{*}Teacher's signature indicates only that the teacher has read this report.

Annual	Evaluation	2
--------	-------------------	---

Teacher		Scho	ool	
Grade Level(s)	Subject	(s)		
Evaluator				_ Date
	Probationary Year 1 Regular Substitute		Year 3 Y	/ear 4
	Summa	ry of Performance		
Domain 1: Planning and F	Preparation			
Domain 2: The Classroom	Environment			
Domain 3: Instruction				
Domain 4: Professional Re	esponsibilities			
Areas for Further Develop	ment			
expectations for teaching	Teacher in the		Meets or Exceeds	Does Not Meet School District.
	Teacher's Signature*		Eval	uator's Signature

 $[\]ensuremath{^{\star}}\xspace Teacher's signature indicates only that the teacher has read this report.$

Feedback Guide for the Unit Plan

Characteristic	Little or None	Moderate	Extensive
The teacher's unit of study demonstrates the following (as appropriate): Knowledge of content, including Important concepts to be learned The structure of the discipline Prerequisite relationships among the various concepts Links to other disciplines Relationship with the state's or district's content standards Frequent student misconceptions			
Knowledge of students, including their • Knowledge and skill • Interests and cultural backgrounds • Approaches to learning			
Learning goals that reflect • Learning needs of students in the class • Important learning in the discipline • Goals rather than activities • A range of <i>types</i> of objectives (e.g., knowledge, reasoning, group skill, communication)			
Learning activities that • Are intended to achieve the learning goals • Are likely to engage students in thinking and reasoning • Represent a variety of approaches			
Criteria and procedures for assessing student learning that are • Suitable to the learning goals • Appropriate to students' levels of development			
 The unit as a whole Has a coherent structure, with the development of more complex ideas building on simpler ones Incorporates the use of technology, as appropriate Is suitable for diverse learners 			

Feedback Guide for the Activity or Assignment

Characteristic	Little or None	Moderate	Extensive
The teacher's activity or assignment and student work (with teacher feedback) demonstrate the following (as appropriate): Quality of the assignment, including Importance of the concepts being learned Alignment with instructional goals Cognitive challenge asked of students Clarity of directions Suitability for diverse learners			
Engagement of students in the task, including • Quality of student thinking • Successful completion of the task • Evidence of learning from the assignment			
Teacher feedback to students reflects • Knowledge of learning needs of students in the class • High quality, with specificity and focus on learning			
Reflection on the activity indicates • Accurate assessment of the success of the activity • Planning for further learning for students			

Feedback Guide for Communicating with Families

Characteristic	Little or None	Moderate	Extensive
The teacher's communication with families about the program and individual students demonstrates the following (as appropriate): • Information about the instructional program • Variety of information about the instructional program • Range of types of communication • Appropriate frequency			
 Knowledge of students, including Learning characteristics and challenges Different approaches to learning Level of performance in learning 			
Appropriate use of language, including • Clarity of language • Sensitivity to families' cultural backgrounds • Use of nontechnical language or jargon			
Respect for students' families, through • Active listening during a conference • Prompt replies to parent requests or concerns • Respectful tone in both oral and written communication			
Participation of students • In the preparation of materials for families • During a student-led conference			

Feedback Guide for Instructional and Noninstructional Records

Characteristic	Little or None	Moderate	Extensive
A teacher's instructional and noninstructional records demonstrate the following characteristics (as appropriate): Systems that • Are accurate • Result in timely recording of information			
Evidence of student involvement in • Developing the record-keeping systems • Maintaining the record-keeping systems			

Charlotte Danielson is an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer in school districts in several regions of the United States. In addition, Danielson has served as a consultant to hundreds of school districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries. In her consulting work, Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Her work has ranged from the training of practitioners to aspects of instruction and assessment, to the design of instruments and procedures for teacher evaluation, to keynote presentations at major conferences. For several years she served on the staff of the Educational Testing Service and was involved with many significant projects, including designing the assessor training program for Praxis III: Classroom Performance Assessments.

Danielson is the author of several books for teachers and administrators. These include Enhancing Professional Practice: A Framework for Teaching (1996, 2007), the Professional Inquiry Kit Teaching for Understanding (1996), Teacher Evaluation to Enhance Professional Practice (in collaboration with Tom McGreal, 2000), Enhancing Student Achievement: A Framework for School Improvement (2002), and Teacher Leadership That Strengthens Professional Practice (2006), all published by ASCD. In addition, she has written several Collections of Performance Tasks and Rubrics, published by Eye on Education. Charlotte Danielson may be reached at charlotte_danielson@hotmail.com.

Books by Charlotte Danielson

The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School (2008) by Charlotte Danielson. Stock #106035.

Enhancing Professional Practice: A Framework for Teaching, 2nd ed. (2007) by Charlotte Danielson. Stock #106034.

Teacher Leadership That Strengthens Professional Practice (2006) by Charlotte Danielson. Stock #105048.

Enhancing Student Achievement: A Framework for School Improvement (2002) by Charlotte Danielson. Stock #102109.

An Introduction to Using Portfolios in the Classroom (1997) by Charlotte Danielson and Leslye Abrutyn. Stock #197171.

Teacher Evaluation to Enhance Professional Practice (2000) by Charlotte Danielson and Thomas L. McGreal. Stock #100219.

To order these products or for more information, visit ASCD on the World Wide Web (www.ascd.org), send an e-mail message to member@ascd.org, call the ASCD Service Center (1-800-933-ASCD or 703-578-9600, then press 2), send a fax to 703-575-5400, or write to Information Services, ASCD, 1703 N. Beauregard St., Alexandria, VA 22311-1714 USA.