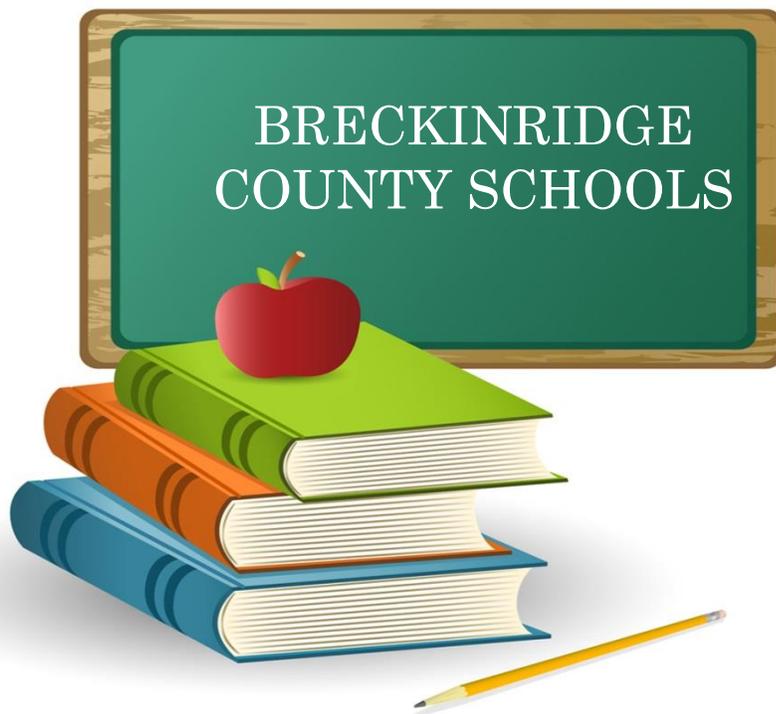


CERTIFIED EVALUATION PLAN

Breckinridge County Professional Growth and Effectiveness System (BC PGES)



Approved 5-12-2021

**BRECKINRIDGE COUNTY SCHOOLS
PROFESSIONAL GROWTH AND EFFECTIVENESS
SYSTEM
CERTIFIED EVALUATION PLAN**

Contact Person: Jayme Knochel, Certified Staff Evaluation Coordinator

Responsibility: Coordinate development of certified staff evaluation plan. Monitor training and implementation of certified staff evaluation plan.

Certified Staff Evaluation Committee Members appointed by the superintendent:

Nick Carter	Central Office	Administrator
Jayme Knochel	Central Office	Administrator
Kathy Gedling	Central Office	Administrator
Michael Broadbent	School Principal	Administrator
Adam Cox	School Principal	Administrator
Molly Fackler	Elementary School	Teacher
Jennifer Payne	High School	Teacher
Corbyn Goff	Elementary School	Teacher
Shannon Tabor	Middle School	Teacher
Katie Staples	Elementary School	Teacher

Responsibility: Develop certified staff evaluation plan. Review and recommend revisions, as needed in the policy statements, procedures, and forms of the certified staff evaluation plan.

Appeals Panel: Two elected by certified staff and one appointed by board.

Election: Two panel members and two alternates elected by certified staff.

Appointment: One panel member and one alternate appointed by the Board of Education.

Responsibility: To review all appeals to verify that the evaluation plan has been followed as prescribed. The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of the evaluator. The panel makes recommendation to the Superintendent.

ASSURANCES -- CERTIFIED EVALUATION PLAN

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

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Nick Carter	Central Office	Administrator
Jayme Knochel	Central Office	Administrator
Kathy Gedling	Central Office	Administrator
Michael Broadbent	School Principal	Administrator
Adam Cox	School Principal	Administrator
Corbyn Goff	Elementary School	Teacher
Jennifer Payne	High School	Teacher
Molly Fackler	Elementary School	Teacher
Katie Staples	Elementary School	Teacher
Shannon Tabor	Middle School	Teacher

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee’s first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee’s official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee’s chosen representative (KRS 156.557)

The evaluation plan process will not discriminate on the basis of age, race, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district’s certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 13, 2020. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Breckinridge County Professional Growth and Effectiveness System Certified Evaluation Plan

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Breckinridge County Professional Growth and Effectiveness Plan

PROFESSIONAL GROWTH AND EFFECTIVE SYSTEM

The vision for the Breckinridge County Professional Growth and Effective System is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

ROLES AND DEFINITIONS

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The immediate supervisor of the certified school personnel member
8. **Formative Evaluation:** The continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance.
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and/or when an immediate change in performance or behavior is required.
 - b. Principals who are rated ineffective in professional practice and/or when an immediate change in performance or behavior is required.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
12. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees has demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
13. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
14. **OPGES:** Other Professional Growth and Effectiveness System
15. **Performance Measure:** The areas of planning, environment, instruction, and professionalism on which certified school personnel are evaluated.
16. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required.
17. **PPGES:** Principal Professional Growth and Effectiveness System
18. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets state requirements and that uses clear and timely feedback to guide professional development.
19. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement

plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

20. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
21. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
22. **Sources of Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
23. **Student Voice Survey:** A student perception survey will be administered annually to a minimum of one (1) group of students per teacher evaluatee and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
24. **Summative Evaluation:** The summary of, and conclusions from, the evaluation data that occurs at the end of an evaluation cycle, and includes a conference between the evaluator and the evaluated certified employee and a written evaluation report.
25. **Summative Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
26. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate.
27. **TPGES:** Teacher Professional Growth and Effectiveness System
28. **Working Conditions Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the performance measures and domains of:

Framework for Teaching

Planning: Planning and Preparation

Environment: Classroom Environment

Instruction: Instruction

Professionalism: Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning: Planning and Preparation

Environment: The Environment

Instruction: Delivery of Service

Professionalism: Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each domain according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain along with professional judgement.

Evaluators must use the following categories of evidence in determining the summative rating:

Required by District

- Professional Growth Planning and Self-Reflection
- Observation
- Measures of Student Learning
- Products of Practice
- Other Sources

All components and sources of evidence-supporting an educator's professional practice will be completed and documented to inform the Summative Rating.

All Summative Ratings will be documented.

All evidences used in the evaluation of certified personnel shall be documented on appropriate forms.

Specialist Frameworks for Other Professionals will also be used for other district certified personnel such as supervisors/coordinators/directors and school psychologists.

All certified personnel will have the summative evaluation process explained and discussed no later than the end of the *first thirty (30) calendar days* of reporting for employment each school year.

All certified personnel have the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

Professional Practice

SELF-REFLECTION AND PROFESSIONAL GROWTH PLANNING

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

Required by District

- All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.
- The Self-Reflection may be submitted either by the end of the current school year for the upcoming school year or by October 1 and may be revisited upon principal suggestion or teacher request. (Form E)
- PGP may be submitted either by the end of the current school year for the upcoming school year or by October 1 and may be revisited upon principal suggestion or teacher request. The principal will approve the PGP within 30 days of submission. (Form E)
- New staff members or late hires will complete the Self-Reflection and PGP within 30 school days of employment or by October 1, whichever is later. The principal will approve the PGP within 30 days of submission.
- Other district certified personnel such as supervisors/coordinators/directors may use either Form G or N for Professional Growth.
- Other district certified personnel such as school psychologists may use either Form N or O for Professional Growth.

OBSERVATION

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. The rationale for observation is to encourage continued professional learning in teaching and learning through critical reflection.

OBSERVATION MODEL

The observation model must fulfill the following minimum criteria:

Required by District

- A minimum of two observations conducted by the supervisor per summative cycle.
- Final observation is conducted by the supervisor and is a full observation.
- Observers will conduct one mini observation of approximately 20-30 minutes. The final observation is a formal observation consisting of a full class or lesson observation. Additional observations may be conducted as needed.
- Observation evidence will be documented. (Forms G and H)
- Observers will follow the Observation Schedule that follows.

OBSERVATION SCHEDULE

Required by District

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Certified evaluations will be completed by May 1.

Non-Tenured (One Year Summative Cycle Observation Window):

- 1st Observation Window: A minimum of one Mini observation will be conducted after the start of school through the first semester.
- 2nd Observation Window: A minimum of one Full observation will be conducted from January through May 1.

Tenured (Three Year Summative Cycle Observation Window):

- Year 1 - A minimum of one Mini observation will be conducted by May 1.
OR
- Year 2 - A minimum of one Mini observation will be conducted by May 1.
AND
- Year 3 - The Principal will conduct a minimum of one Full Observation by May 1.

Late Hires to District:

- A minimum of two observations (one Mini and one Full) by supervisor for any teacher or other professional hired on or after 60 instructional days following the first instructional day.

OBSERVATION CONFERCING

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

Required by District

- Conduct observation post-conference within five working days following each observation.

Pre-Conferencing:

- An observation pre-conference may be conducted. Observation pre-conferences may be completed electronically or in person for Full and Mini observations. (Form F)

Post-Conferencing:

- The observation post-conference for Full and Mini observations will be conducted in person within five (5) working days of the observation.
- The observed staff member must sign the Observation Post-Conference Form acknowledging understanding of the contents of the report.

OBSERVATION CERTIFICATION

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation and subsequent annual updates.

Required by District

- All administrators who evaluate certified staff must obtain the initial Certified Evaluation Training of 12 hours prior to conducting observations. Update Certified Evaluation Training of six EILA-approved hours is required each year and is to include observation training.
- In cases where the supervisor is not certified or there is a late hire administrator, the superintendent/designee will assign a certified administrator.
- Evaluators must meet all CEP requirements prior to conducting a formative or summative evaluation.
- Observation Training is expected prior to conducting observations for evaluation purposes.

STUDENT VOICE

The Student Voice Survey is a confidential, survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

Required by District

- All teachers will participate annually in the Student Voice Survey with a minimum of one identified group of students.
- All teachers and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement. (Form D)
- The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.
- The survey will be administered in the school.
- Survey data will be considered only when ten or more students are respondents.
- The District Student Voice Survey Point-of-Contact will be the Instructional Coordinator/ Instructional Supervisor and/or Chief Information Officer.
- School Leadership will systematically determine the section(s)/student group(s) who will participate in the survey according to the following minimum guidelines.
 - ❖ High School and Middle School 1st Period classes will complete Student Voice Survey.
 - ❖ If teacher does not have a 1st period class, their 2nd period students will complete Student Voice Survey.
 - ❖ If 1st period has collaborating teacher, students will conduct survey for collaborating teacher. Then the primary teacher will have 2nd period class complete Student Voice Survey.
 - ❖ Elementary students will complete Student Voice Survey for homeroom teacher. K-2 Student Voice Survey will be optional.
 - ❖ A Resource Teacher with self-contained classrooms of less than 10 students will use a combination of his/her self-contained classes to meet the minimum number to receive survey data.
- Students with Individual Educational Plans (IEP), EL, or 504 Plans will receive established modifications.
- Student Voice Surveys will be conducted by May 15.

PRODUCTS OF PRACTICE/OTHER SOURCES OF EVIDENCE

Teachers and Other Professionals may provide additional evidences to support assessment of their own professional practice.

Required by District

- observations conducted by certified supervisor observer(s)
- student voice survey(s)
- self-reflection and professional growth plans

Sources of evidence that may be used to support educator practice:

- student growth goal data
- program review evidence
- team-developed curriculum units
- lesson plans
- communication evidence
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- professional development documentation
- student surveys
- collaboration with all stakeholders
- classroom management evidence

Determining the Summative Rating

Supervisors are responsible for determining the Summative Rating for each teacher at the conclusion of the summative evaluation year. These ratings are Ineffective, Developing, Accomplished, or Exemplary. The Summative Rating is informed by the educator’s ratings on the four performance measures. These performance measures are Planning, Environment, Instruction, and Professionalism. The evaluator determines the Summative Rating based on the ratings of the four performance measures by using appropriate sources of evidence, professional judgment, and district decision rules to determine the educator's performance.

SUMMATIVE RATING

The district Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific performance measures and domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors organize and analyze evidence for each individual educator based on these concrete descriptions.

The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each of the performance measures at the culmination of an educator’s cycle.

Required by District

- Provide a rating for each performance measure based on evidence and professional judgement.
- Use decision rules to determine summative rating.
- The summative rating is to be completed by May 1.

CRITERIA FOR DETERMINING A TEACHER’S & OTHER PROFESSIONAL’S SUMMATIVE RATING

IF...	THEN...
Environment and Instruction are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Environment or Instruction are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Planning or Professionalism are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Two Measures are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Summative Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Domains are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall Summative Rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below.

(District level personnel will be evaluated annually; however, they will follow the criteria for professional growth plan and cycle as explained in the chart below.)

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TEACHERS AND OTHER PROFESSIONALS

Summative Rating	EXEMPLARY	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal set by teacher with evaluator input • Formative review annually
	ACCOMPLISHED	
	DEVELOPING	<p>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal(s) Determined by Evaluator • Goals focus on performance measure domain • Plan activities designed by evaluator with teacher input • Summative review annually
	INEFFECTIVE	<p>UP TO 12-MONTH IMPROVEMENT PLAN</p> <ul style="list-style-type: none"> • Goals determined by evaluator • Focus on low performance measure domain • Summative at end of plan

**PRINCIPAL, ASSISTANT PRINCIPAL & OTHER
DISTRICT CERTIFIED PERSONNEL
NON-PRINCIPAL ADMINISTRATOR**

**BRECKINRIDGE COUNTY
PROFESSIONAL GROWTH AND EFFECTIVENESS
SYSTEM
(BC PPGES)**

PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM COMPONENTS

Overview and Summative Model

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on evidence when evaluating a principal.

PRINCIPAL PERFORMANCE MEASURES

The Principal Performance Measures of Planning, Environment, Instruction, and Professionalism are designed to support student achievement and professional best practice through the standards of Mission, Vision and Core Values; Ethics and Professional Norms: Equity and Cultural Responsiveness; Curriculum, Instruction and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Included in the Performance Measure Standards are Leadership Practice Standard Statements (specific area of leadership practice that describes overall intent and responsibilities of effective educational leaders relative to the standard) and Elements (subcategories of the leadership practice/standard) that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Measure Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the ten standards in the four performance measures. Performance will be rated for each performance measure standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each performance measure standard and professional judgement. (Pages 133-145)

Evaluators must use the following categories of evidence in determining the Summative Rating:

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Working Conditions Goal

Evaluators may use the following categories of evidence in determining Summative Rating:

- Measures of Student Learning
- Products of Practice
- Other Sources

All components and sources of evidence-supporting an educator's professional practice will be completed and documented to inform the Summative Rating.

All certified personnel will have the summative evaluation process explained and discussed no later than the end of the *first thirty (30) calendar days* of reporting for employment each school year.

All certified personnel have the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Summative Rating.

PROFESSIONAL GROWTH PLANNING AND SELF-REFLECTION

Completed by principals, assistant principals & other district certified personnel non-principal administrators.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

Required by District

- All principals, assistant principals & other district certified personnel non-principal administrator will participate in self-reflection and professional growth planning each year.
- The Self-Reflection may be submitted either by the end of the current school year for the upcoming school year or by October 1.
- PGP may be submitted either by the end of the current school year for the upcoming school year or by October 1. The superintendent will approve the PGP within 30 days of submission.
- New administrators/Late hires will complete the Self-Reflection and PGP within 30 school days of employment or October 1, whichever is later. The superintendent will approve the PGP within 30 days of submission.
- Complete FORM J - Reflective Practice, Working Conditions and Professional Growth Planning Template.
- Other district certified personnel non-principal administrators may use either Form J or N for Professional Growth.

SITE-VISITS

Completed by supervisor of principal (Formal site visits are not required for assistant principals and other district certified personnel non-principal administrators.)

Site visits are a method by which the superintendent/designee may gain insight into the principal's practice in relation to the performance measure. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

Required by District

- Site-visits conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- The superintendent will conduct a minimum of one site-visit per semester. Superintendent will conduct observation conference with principal within five (5) working days. Superintendent will communicate and discuss with principal, during the post-conference, the site-visit connections to the Principal Performance Measure Domain Standards (Forms L & M)
- For late hires, superintendent and principal will discuss requirements and develop timeline.
- Complete FORM J - Reflective Practice, Working Conditions and Professional Growth Planning Template.
- Other district certified personnel non-principal administrators will conference with superintendent/designee for a minimum of once per year for evaluation purposes.

WORKING CONDITIONS GOAL

Goal inherited by Assistant Principal

Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent Working Conditions Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

Required by District

- Working Conditions Goal is developed following the completion of the Working Conditions Survey.
- Minimum of one two-year goal.
- Principals will set a minimum of one Working Conditions Goal for each two year period.
- A mid-point review survey may be conducted by schools focusing on areas of concerns related to the Working Conditions Goals. Data from the surveys will be shared during staff and SBDM Council meetings.
- The Working Conditions Goal will be documented on district forms. (Form J)

PRODUCTS OF PRACTICE/OTHER SOURCES OF EVIDENCE

Principals/Assistant principals and other district certified personnel non-principal administrators may provide additional evidences to support assessment of their own professional practice. This evidence should yield information related to the principal's/assistant principal's practice within the performance measure domain standards.

Local District Decision

Supporting evidence may come from the following list:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-Through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- School Assessment Data

Determining the Summative Rating

The superintendent is responsible for determining the Summative Rating for each principal at the conclusion of the summative evaluation year, and the principal is responsible for determining the Summative Rating for each assistant principal at the conclusion of the summative evaluation year. These ratings are Ineffective, Developing, Accomplished, or Exemplary. The Summative Rating is informed by the principal's or assistant principal's and other district certified personnel non-principal administrator's ratings on the four performance measures. These performance measures are Planning, Environment, Instruction, and Professionalism. The evaluator determines the Summative Rating based on the ratings of the four performance measures by using appropriate sources of evidence, professional judgment, and district decision rules to determine the administrator's performance.

SUMMATIVE RATING

The district Principal Professional Growth and Effectiveness Performance Standards stand as the critical rubric for providing principals, assistant principals, other district certified personnel non-principal administrators and evaluators with concrete descriptions of practice associated with each of the four specific performance measures of Planning, Environment, Instruction, and Professionalism. Each element describes a discrete behavior or related set of behaviors that principals, assistant principals and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors organize and analyze evidence for each individual principal or assistant principal based on these concrete descriptions.

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each of the performance measures at the culmination of the principal's or assistant principal's cycle.

Required by District

- Provide a rating for each performance measure based on evidence and professional judgement.
- Use decision rules to determine summative rating.
- The summative rating is to be completed by May 1.

A principal's/assistant principal's Summative Rating is determined by the evaluator based on the principal's ratings on the performance measures. Using the sources of evidence for principals and assistant principals, evaluators will use professional judgment to determine a rating for the performance measures. Next, the evaluator will use the following decision rules for determining the Summative Rating:

CRITERIA FOR DETERMINING A PRINCIPAL'S, ASSISTANT PRINCIPAL'S OR OTHER DISTRICT CERTIFIED PERSONNEL NON-PRINCIPAL ADMINISTRATOR'S SUMMATIVE RATING

IF...	THEN...
Environment and Instruction are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Environment or Instruction are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Planning or Professionalism are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Two Measures are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Summative Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Domains are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the Summative Rating, supervisors will determine the type of Professional Growth Plan required of the principal/ assistant principal and other district certified personnel non-principal administrator.

PROFESSIONAL GROWTH PLAN FOR PRINCIPALS, ASSISTANT PRINCIPALS AND NON-PRINCIPAL ADMINISTRATOR

Summative Rating	EXEMPLARY	Shall have a minimum of a Professional Growth Plan developed by Evaluatee
	ACCOMPLISHED	
	DEVELOPING	Shall have a minimum of a Professional Growth Plan developed by Evaluator
	INEFFECTIVE	Shall have a minimum of a Professional Growth Plan, for the duration of up to one (1) year, developed by Evaluator

Other District Certified Personnel

- **Administrator (Non-Principal)**

Administrator (Non-Principal) staff will follow the Principal Professional Growth and Effectiveness System for Breckinridge County but may use either Form J or N for Professional Growth. (See pages 14-19)

- **Supervisor/Coordinator/Director**

Supervisor/Coordinator/Director staff will follow the Other Professional Growth and Effectiveness System for Breckinridge County but may use either Form G or N for Professional Growth. (See pages 7-13)

- **School Psychologist**

School psychologists will follow the other professional growth and effectiveness system for Breckinridge County using the school psychologist framework documents but may use Form N or O for Professional Growth. (See pages 7-13)

All components and sources of evidence-supporting an educator's professional practice will be completed and documented to inform the Summative Rating.

All certified personnel will have the summative evaluation process explained and discussed no later than the end of the *first thirty (30) calendar days* of reporting for employment each school year.

All certified personnel have the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

**PROCESSES AND PROCEDURES THAT APPLY TO ALL
CERTIFIED PERSONNEL**

- **Appeals Process**
- **Evaluation Response Form**
- **Performance Assessment Appeal Form**
- **Improvement Plan Form**

Appeals Process for Breckinridge County School District

Local Appeals Committee

A. Employee/Employer Rights:

1. The employee has a right to a hearing in every appeal, and
2. the opportunity, reasonably in advance of the hearing for the supervisor and staff member, to adequately review all documents that are to be presented to the appeals panel, and
3. the right to presence of staff member's chosen representative at the hearing.

B. The following procedures are established for implementing the board's policy on evaluation appeals of certified staff members:

1. Membership - The Appeals Panel shall have three (3) members - two (2) are elected by and from the certified staff members of the district and one (1) appointed by the board of education. Two (2) alternates shall also be elected by and from the certified staff and one (1) alternate certified staff member shall be appointed by the board to serve in the event an elected member cannot serve.
2. Nomination - Each school must nominate one (1) certified person for election to the appeals panel. The names of the staff members nominated shall be submitted to the Superintendent by April 30th.
3. Election - The Superintendent or designee will prepare a ballot of eligible certified staff members nominated. Ballots will be distributed electronically to all certified staff and results will be tabulated through a secure online voting process. Results of balloting will be communicated via e-mail to all certified staff members.
4. Elected - The two (2) certified staff members receiving the highest number of votes shall be panel members and the staff members ranking third and fourth in the voting shall be alternates.
5. Terms - The Appeals Panel Members will serve for one (1) year with term running from July 1st to June 30th. Members may be reappointed or re-elected.
6. Chairperson - The chairperson of the panel shall be the certified employee appointed by the board.
7. Conflicts of Interest - No panel member shall serve on any appeal panel on which he/she was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws and step relations.
8. Appeals Form - The appeal shall be in writing and signed on a form prescribed by the evaluation plan. The form shall state that evaluation records may be presented to and reviewed by the panel.
9. Burden of Proof - The certified staff member appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the staff member and may present written records which support the summative evaluation.
10. Hearings - Meetings of the Appeal Panel will be called by the chairperson as needed.
11. Records - Detailed minutes of the panel meetings shall be recorded and made a part of the panel's recommendation(s). The panel shall have the authority to review all documents related to the evaluation.
12. Responsibility/Purpose - The Appeals Panel shall review any and all appeals to verify that the evaluation plan has been followed as prescribed. The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of the evaluation.
13. Procedure - Any certified staff member who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee and may have representation of their choosing.
14. Interviews: The panel shall have the authority to interview both the appealing staff member and the evaluator.
15. Panel Recommendation - The panel shall issue a report to the District Superintendent within fifteen (15) working days of the date an appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the board. The report of the panel shall include a brief summary of the meetings held and the process used to make the recommendation(s). A copy of the panel's report and recommendations(s) shall be provided to the staff member submitting the appeal and the evaluator. If the panel's recommendation is not unanimous the dissenting member may present a minority report.

16. Superintendent - The Superintendent shall receive the panel's recommendation and take such action as he/she deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the staff member's personnel file.
17. Personnel File - Personnel records contain material of a personal nature, the disclosure of which would constitute an invasion of privacy and, therefore, those portions of personnel records are not open for public inspection. Only one (1) official personnel file shall be maintained for each staff member. This file shall be maintained in the Central Office and shall be under the custody of the Superintendent or the Superintendent's designee. This file may be inspected by the employee.

State Appeals Panel

According to 156.557 Section 9,

- (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
- (2) The appeal procedures shall be as follows:
 - (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
 - (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
 - (c) A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
 - (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
 - (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

**BRECKINRIDGE COUNTY SCHOOLS
EVALUATION RESPONSE FORM**

According to 704 KAR 3:345 Section 4: "The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record."

Instructions: Any certified staff member may elect to complete a written response to any formal or summative evaluation form. The response shall be attached to the original evaluation form. Please use this form, or the form format, if the evaluatee elects to complete a written response.

Name of Evaluatee: _____

School: _____

Date: _____

Evaluatee's Comments/Rebuttal:

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

- Use back side of this form for additional comments -

**BRECKINRIDGE COUNTY SCHOOLS
PERFORMANCE ASSESSMENT APPEAL FORM**

INSTRUCTIONS: This form is to be used by a certified employee who wishes to appeal their current summative evaluation. If you feel that you were not fairly evaluated you may submit an appeal to the Certified Staff Performance Assessment Appeal Panel by completing this form and presenting it to the Chairperson of the panel within five (5) working days of the receipt of your summative performance assessment evaluation.

Employee's Name: _____ **School:** _____

1. State specifically the performance criteria ratings on the summative evaluation with which you disagree.

2. Give specific evidence/reasons to support your objections.

3. At your discretion, share any other information pertinent to this evaluation.

- Use attachment or back of this page for additional Comments -

Date summative evaluation was received by you:

Name of Primary Evaluator _____

I hereby give my consent for my personal performance assessment records to be presented to the members of the Performance Assessment Appeal Panel for their study and review. I will appear before the Panel if requested.

Employee's Signature

Date

Appeals Panel Chairperson

Date

Copy to: Immediate Supervisor

NOTE: A certified employee has a right to a hearing in every appeal, and the opportunity to adequately review all documents that are to be presented to the appeals panel, and the right to presence of employee's chosen representative at the hearing.

BRECKINRIDGE COUNTY SCHOOLS IMPROVEMENT PLAN FORM

The Individual Performance Improvement Plan is developed when an evaluatee receives an “Ineffective” rating(s) on the Summative Evaluation OR when an immediate change in performance or behavior is required.

INDIVIDUAL PERFORMANCE IMPROVEMENT PLAN For

Date _____ Work Site _____ School Year _____

Domain No.	*Present <i>PG</i> Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Evaluation Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	STATUS: Achieved ____ Revised ____ Continued ____
_____	_____
(Evaluatee Signature) (Date)	(Evaluatee Signature) (Date)
_____	_____
(Evaluator Signature) (Date)	(Evaluator Signature) (Date)

*Professional Growth Plan Stages:
O=Orientation/Awareness
I=Implementation/Management

P=Preparation/Application
R=Refinement/Impact

Instructions for Completing The Individual Performance Improvement Plan

This Plan is to be completed by the evaluator (in consultation with the evaluatee) as it relates to an inadequate or “ineffective” on any one Domain or more from the Summative Evaluation or when an immediate change in performance or behavior is required. The evaluator will consult with the evaluatee to identify performance improvement goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. The evaluator will make the final decision after consultation with the evaluatee. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. **Domain Number:**

- a. Identify the specific domain(s) from the *Summative Evaluation Form* that has an “ineffective” rating assigned.
- b. Identify the specific performance and/or behavior targeted for improvement.

2. **Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

3. **Growth/Objective(s) Goals**

Growth objectives and goals must address the specific domain(s) rated as “ineffective” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es) and/or the performance and/or behavior targeted for improvement.

4. **Procedures and Activities for Achieving Goal(s) and Objective(s)**

Identify and design specific procedures and activities for the improvement of performance or behavior. Include support personnel, when appropriate.

5. **Evaluation Method and Target Dates**

List the specific target dates and appraisal methods used to determine improvement of performance or behavior. Exact documentation and record keeping of all actions must be provided to the evaluatee.

6. **Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee**

(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Performance Improvement Plan.)

Stages of Development Related to Outcomes and Professional Development

Stages of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies & Staff Development Processes for Maximum Growth
Orientation/awareness: stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program	<ul style="list-style-type: none"> • Be able to describe the general characteristics of the program and the requirement for use. • Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school. • Be able to identify the knowledge/skills needed for program implementation. 	<ul style="list-style-type: none"> • Provide information on key concepts. • Address personal concerns • Present exemplars and non-exemplars. • Define competencies and requirements to implement program. • Provide opportunities for exploration.
Preparation/Application: stage at which practitioners develop the skills and processes to begin program implementation.	<ul style="list-style-type: none"> • Develop the knowledge and skills needed for initial implementation of the program. • Identify the logistical requirements, necessary resources and training for initial use of the programs. • Analyze existing resources to determine resources which need to be ordered. • Organize activities, events and resources for initial use of the program. 	<ul style="list-style-type: none"> • Model skills and processes • Simulate tasks and processes • Provide coaching and feedback • Observation of exemplary programs.
Implementation/Management: stage at which practitioners learn to master the required tasks for implementation of the program in their workplace.	<ul style="list-style-type: none"> • Develop the knowledge and skills needed to organize and manage resources, activities and events related to day-to-day use of the program. • Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources and reactions of the student. • Make appropriate adaptations and/or modifications in program needed to address local managerial and/or logistical issues. • Develop knowledge of long term requirements for the use of the program. 	<ul style="list-style-type: none"> • Mentoring • Technical assistance • Coaching • Networking of Resources • Visitations of successful programs
Refinement/Impact: stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.	<ul style="list-style-type: none"> • Analyze cognitive and affective effects of program on students. • Develop immediate and long range plans which address possible needed changes in the program to enhance student outcomes. 	<ul style="list-style-type: none"> • Networking with consultants and other practitioners operating at impact stage. • Regional and national sharing conferences. • Serving as training facilitators to other programs.

*Professional Growth Plan Stages:

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

FORMS

Breckinridge County
Teacher Professional Growth and Effectiveness System
(TPGES)

Breckinridge County
Other Professional Growth and Effectiveness System
(OPGES)

PGES STUDENT VOICE ETHICS STATEMENT

As part of the Professional Growth and Effectiveness System, students will take the Student Voice Survey through electronic means or paper/pencil in school calendar year _____. The Student Voice Survey is a **CONFIDENTIAL** survey. During the survey, students will be asked questions about a teacher and conditions in the classroom.

All employees who would potentially have access to the results of the Student Voice Survey must sign this confidentiality agreement. Confidentiality agreement:

I am aware that all responses and data from the Student Voice Survey are confidential information. I affirm that I will not share individual student survey responses, teacher results or any other information from the Student Voice Survey with anyone by any form of communication. Violation of this Confidentiality Agreement may result in disciplinary action, up to and including termination of my employment.

Print Name

Title

Signature

Date

**BRECKINRIDGE COUNTY SCHOOLS
TPGES TEACHER REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING**

Part A: Initial Reflection – Establishing Priority Growth Needs

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Date	

I: Ineffective D: Developing A: Accomplished E: Exemplary

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):			
Planning & Preparation	1A	1B	1C	1D	1E	1F				
Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professional Responsibilities	4A	4B	4C	4D	4E	4F				
<i>Current Level of Performance for Selected Component:</i>							I	D	A	E

**BRECKINRIDGE COUNTY SCHOOLS
CURRICULUM SPECIALIST REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING**

Part A: Initial Reflection – Establishing Priority Growth Needs

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Date	

I: Ineffective D: Developing A: Accomplished E: Exemplary

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

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Environment	2A	2B	2C	2D	2E		
Delivery of Service	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
<i>Current Level of Performance for Selected Component:</i>							I D A E

BRECKINRIDGE COUNTY SCHOOL
THERAPEUTIC SPECIALISTS-SPEECH REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING
Part A: Initial Reflection – Establishing Priority Growth Needs

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Date	

I: Ineffective D: Developing A: Accomplished E: Exemplary

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

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Environment	2A	2B	2C	2D	2E		
Delivery of Service	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:							I D A E

**BRECKINRIDGE COUNTY SCHOOLS
SCHOOL GUIDANCE COUNSELORS REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING**

Part A: Initial Reflection – Establishing Priority Growth Needs

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Date	

I: Ineffective D: Developing A: Accomplished E: Exemplary

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

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Environment	2A	2B	2C	2D	2E		
Delivery of Service	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
<i>Current Level of Performance for Selected Component:</i>							I D A E

**BRECKINRIDGE COUNTY SCHOOLS
SCHOOL LIBRARY MEDIA SPECIALISTS REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING**

Part A: Initial Reflection – Establishing Priority Growth Needs

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Date	

I: Ineffective D: Developing A: Accomplished E: Exemplary

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Collection Development and Maintenance	I	D	A	E	
4G - Managing the Library Budget	I	D	A	E	
4H - Managing Personnel	I	D	A	E	
4I - Professional ethics	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components										Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F					
The Environment	2A	2B	2C	2D	2E						
Delivery of Service	3A	3B	3C	3D	3E						
Professional Responsibilities	4A	4B	4C	4D	4E	4F	4G	4H	4I		
<i>Current Level of Performance for Selected Component:</i>											I D A E

**BRECKINRIDGE COUNTY SCHOOLS
SUPERVISOR/COORDINATOR/DIRECTOR REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING**

Part A: Initial Reflection – Establishing Priority Growth Needs

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Date	

I: Ineffective D: Developing A: Accomplished E: Exemplary

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Program Trends & Guidelines	I	D	A	E	
1B - Demonstrating Knowledge of Program & Necessary Skills	I	D	A	E	
1C- Establishing Appropriate Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge of Students	I	D	A	E	
2A- Creating an Environment of Respect, Rapport, and Trust	I	D	A	E	
2B - Establishing a Culture for Productive Communication & Learning	I	D	A	E	
2C - Establishing and Managing Routines & Procedures	I	D	A	E	
2D - Maintain Open Communication Between Schools & District	I	D	A	E	
2E – Organizing Physical Space & Time Effectively	I	D	A	E	
3A – Collaborating with Teachers	I	D	A	E	
3B – Engaging Teachers in Learning New Skills	I	D	A	E	
3C- Sharing Expertise with Staff	I	D	A	E	
3D - Locates Resource for Instructional Improvement	I	D	A	E	
3E - Demonstrates Flexibility and Responsiveness	I	D	A	E	
3F – Assesses Student Needs	I	D	A	E	
3G - Engaging Students in Learning	I	D	A	E	
3H – Communicates Clearly and Accurately	I	D	A	E	
3I – Develops & Implement Plans to Maximize Student Success	I	D	A	E	
3J – Communicates with Families	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B – Preparing & Submitting Budgets & Accurate Reports & Records	I	D	A	E	
4C – Coordinating & Collaborating with Other District Staff	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing Professionalism	I	D	A	E	
4G – Communicating with Students, Staff, Families and Community	I	D	A	E	
4H – Developing & Evaluating Program	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components											Select a component from those circled for focused professional growth goal development (Part B):				
Planning & Preparation	1A	1B	1C	1D	1E											
The Environment	2A	2B	2C	2D	2E											
Delivery of Service	3A	3B	3C	3D	3E											
Professional Responsibilities	4A	4B	4C	4D	4E	4F	4G	4H	4I	4J	4K					
<i>Current Level of Performance for Selected Component:</i>													I	D	A	E

Part B: Connecting Priority Needs to Professional Growth Planning

Professional Growth Plan

Please use this template to complete Professional Growth Plan.

1. Professional Growth Goal:

1. Choose Domain you want to improve in and specific standard.
2. Answer these 4 questions to write your goal:
 - a. What do you want to do? (Use an action verb like – improve, create, implement, apply.)
 - b. How are you going to do it? (Are you going to collaborate with your team in PLC to design or analyze something, read a book to gain strategies and implement them in classroom)
 - c. How will that impact student achievement? (How will that help students?)
 - d. How will you measure the results? (What evidence could you show your administrator to show how you have done it? What might you put in your PGES binder or data binder to show you have worked on growth?)

For the _____ school year, I will _____.
 I will achieve this by _____.
 This will impact student learning by _____.
 My measure of success will be _____.

Professional Growth Goal:

1. What do I want to change about my practices that will effectively impact student learning?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Action Plan - Connection to Domain(s)

The Teacher should connect the PGP Goal to the appropriate domain and list that domain below.

Domain:

<u>Professional Learning</u>	<u>Strategies/Actions</u>	<u>Resources/Support</u>	<u>Targeted Completion Date</u>
1. What do I want to change about my practices that will effectively impact student learning? 2. How can I develop a plan of action to address my professional learning? 3. How will I know if I accomplished my objective?	1. What will I need to do in order to learn my identified skill or content? 2. How will I apply what I have learned? 3. How will I accomplish my goal?	1. What resources will I need to complete my plan? 2. What support will I need?	When will I complete each identified strategy/action?

Teacher Signature:	Date:
Administrator Signature	Date:

On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:

**BRECKINRIDGE COUNTY SCHOOLS
TPGES/OPGES OBSERVATION PRE-CONFERENCE DOCUMENT**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

Framework for Teaching

<p>Domain 1 Planning & Preparation</p>	<p>Domain 2 Classroom Environment</p>	<p>Domain 3 Instruction</p>	<p>Domain 4 Professional Responsibilities</p>
<p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy <p>B. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students’ Skills, Knowledge, and Language Proficiency iv. Knowledge of Students’ Interests and Cultural Heritage v. Knowledge of Students’ Special Needs <p>C. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners <p>D. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students <p>E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure <p>F. Designing Student Assessment</p> <ul style="list-style-type: none"> i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning v. 	<p>A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> i. Teacher Interaction with Students ii. Student Interactions with One Another <p>B. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work <p>C. Managing Classroom Procedures</p> <ul style="list-style-type: none"> i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals <p>D. Managing Student Behavior</p> <ul style="list-style-type: none"> i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior <p>E. Organizing Physical Space</p> <ul style="list-style-type: none"> i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources 	<p>A. Communicating with Students</p> <ul style="list-style-type: none"> i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language <p>B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> i. Quality of Questions ii. Discussion Techniques iii. Student Participation <p>C. Engaging Students in Learning</p> <ul style="list-style-type: none"> i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing <p>D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress <p>E. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> i. Lesson Adjustment ii. Response to Students iii. Persistence 	<p>1. Reflecting on Teaching</p> <ul style="list-style-type: none"> i. Accuracy ii. Use in Future Teaching <p>2. Maintaining Accurate Records</p> <ul style="list-style-type: none"> i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records <p>3. Communicating with Families</p> <ul style="list-style-type: none"> i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program <p>4. Participating in a Professional Community</p> <ul style="list-style-type: none"> i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects <p>5. Growing and Developing Professionally</p> <ul style="list-style-type: none"> i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession <p>6. Demonstrating Professionalism</p> <ul style="list-style-type: none"> i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making v. Compliance with School and District Regulations

Framework for Teaching - Domain 1: Planning & Preparation – Teacher

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

Framework for Teaching - Domain 1: Planning & Preparation – Teacher

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

<p>Possible Examples</p>	<ul style="list-style-type: none"> • The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. 	<ul style="list-style-type: none"> • The teacher’s lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students’ interests. • The teacher knows that some of her students have IEPs, but they’re so long that she hasn’t read them yet. 	<ul style="list-style-type: none"> • The teacher creates an assessment of students’ levels of cognitive development. • The teacher examines previous year’s cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities based on student-interest. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. 	<ul style="list-style-type: none"> • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students’ extended families. • The teacher regularly creates adapted assessment materials for several students with learning disabilities.
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EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Teacher

<p>1C - Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, Sequence, and Alignment • Clarity • Balance • Suitability for Diverse Learners 	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p>			
	<p style="text-align: center;">Ineffective</p> <ul style="list-style-type: none"> • Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. • Outcomes are stated as activities rather than as student learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<p style="text-align: center;">Developing</p> <ul style="list-style-type: none"> • Outcomes represent moderately high expectations and rigor. • Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. • Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. • Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. 	<p style="text-align: center;">Accomplished</p> <ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline. • All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. • Outcomes reflect several different types of learning and opportunities for coordination. • Outcomes take into account the varying needs of groups of students. 	<p style="text-align: center;">Exemplary</p> <ul style="list-style-type: none"> • All outcomes represent rigorous and important learning in the discipline. • The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. • Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. • Outcomes take into account the varying needs of individual students.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to the “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. • Outcomes are suitable to groups of students in the class and are differentiated where necessary. 	<ul style="list-style-type: none"> • In addition to the characteristics of “accomplished”: • Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. 	<ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling. 	<ul style="list-style-type: none"> • One of the learning outcomes is for students to appreciate the aesthetics of 18th century English poetry. • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War. • The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. 	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning.
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EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Teacher

<p>1D - Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students 	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. 	<p>Developing</p> <ul style="list-style-type: none"> Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. 	<p>Accomplished</p> <ul style="list-style-type: none"> Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students. 	<p>Exemplary</p> <ul style="list-style-type: none"> Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources. 	<ul style="list-style-type: none"> The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are multidisciplinary. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on. 	<ul style="list-style-type: none"> In addition to the characteristics of “accomplished”: Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.
<p>Possible Examples</p> <p>EVIDENCE:</p>	<ul style="list-style-type: none"> For their unit on China, the students acquired all of their information from the district-supplied textbook. Mr. J is not sure how to teach fractions but doesn’t know how he’s expected to learn it by himself. A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on environment.” 	<ul style="list-style-type: none"> For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year. The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. 	<ul style="list-style-type: none"> The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. The teacher took an online course on literature to expand her knowledge of great American writers. The teacher distributes a list of summer reading materials that would help prepare his 8th graders’ transition to high school. 	<ul style="list-style-type: none"> The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. The teacher spends the summer at Dow Chemical learning about current research so that she can expand her knowledge base for teaching chemistry. The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

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<p>1E - Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure 	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.</p>								
	<table border="1"> <thead> <tr> <th data-bbox="338 467 743 500"><i>Ineffective</i></th> <th data-bbox="743 467 1148 500"><i>Developing</i></th> <th data-bbox="1148 467 1556 500"><i>Accomplished</i></th> <th data-bbox="1556 467 1980 500"><i>Exemplary</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="338 500 743 971"> <ul style="list-style-type: none"> • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety. </td> <td data-bbox="743 500 1148 971"> <ul style="list-style-type: none"> • Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. </td> <td data-bbox="1148 500 1556 971"> <ul style="list-style-type: none"> • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. </td> <td data-bbox="1556 500 1980 971"> <ul style="list-style-type: none"> • Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. • The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. </td> </tr> </tbody> </table>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>	<ul style="list-style-type: none"> • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety. 	<ul style="list-style-type: none"> • Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. 	<ul style="list-style-type: none"> • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. 	<ul style="list-style-type: none"> • Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. • The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.
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<ul style="list-style-type: none"> • Possible Examples 	<ul style="list-style-type: none"> • The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of a microscope. • Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting. • The teacher’s lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test. 	<ul style="list-style-type: none"> • After the mini-lesson the teacher plans to have the whole class play a game to reinforce the skills she taught. • The teacher has found an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students select their own working groups because they behave better when they can choose with whom they wish to sit. • The teacher’s lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. 	<ul style="list-style-type: none"> • The teacher reviews her learning activities with a reference to high-level “action verbs” and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration. • The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. • The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated. 	<ul style="list-style-type: none"> • The teacher’s unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. • While completing their projects, the teacher’s students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. • After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson’s outcomes to those they previously learned.
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EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Teacher

<p>1F - Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with Instructional Outcomes • Criteria and Standards • Design of Formative Assessments • Use for Planning 	<p>Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional processes, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding of the learning outcomes.</p>			
	<p style="text-align: center;">Ineffective</p> <ul style="list-style-type: none"> • Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. 	<p style="text-align: center;">Developing</p> <ul style="list-style-type: none"> • Some of the instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<p style="text-align: center;">Accomplished</p> <ul style="list-style-type: none"> • Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. • Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. • Teacher intends to use assessment results to plan for future instruction for groups of students. 	<p style="text-align: center;">Exemplary</p> <ul style="list-style-type: none"> • Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. • Assessment methodologies have been adapted for individual students, as needed. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> • In addition to the characteristics of "accomplished": • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give." • The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" • The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." 	<ul style="list-style-type: none"> • The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers. • The teacher's students receive their tests back; each one is simply marked with a letter grade at the top. • The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done. • A student says, "If half the class passed the test, why are we all reviewing the material again?" 	<ul style="list-style-type: none"> • Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation. • Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined. • Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson's activities. • Based on the previous morning's formative assessment, Ms. D plans to have 5 students work on a more challenging project while she works with 6 other students to reinforce the concept. 	<ul style="list-style-type: none"> • To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students - the use of cell phones in class. • Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. • After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. • Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.
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EVIDENCE:

Framework for Teaching - Domain 2: Classroom Environment – Teacher

<p>2A - Creating an Environment of Respect and Rapport</p>	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.</p>			
<ul style="list-style-type: none"> • Teacher Interaction with Students, including both words and actions. • Student Interactions with One Another, including both words and actions. 	<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
	<ul style="list-style-type: none"> • Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. • Teacher does not deal with disrespectful behavior. 	<ul style="list-style-type: none"> • Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate respect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<ul style="list-style-type: none"> • Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. • Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. • Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<ul style="list-style-type: none"> • Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the teacher. • Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior among students, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes superficial connections with individual students. 	<ul style="list-style-type: none"> • In addition to the characteristics of "accomplished": • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct toward classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student slumps in his/her chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • Teacher does not call students by their names. 	<ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • Teacher says, "Don't talk that way to your classmates," but student shrugs his/her shoulders. 	<ul style="list-style-type: none"> • Teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • Teacher and students use courtesies such as "please," "thank you," "excuse me." • Teacher says, "Don't talk that way to your classmates," and the insults stop. 	<ul style="list-style-type: none"> • Teacher inquires about a student's soccer game last week-end (or extracurricular activities or hobbies). • Students hush classmates causing a distraction while the teacher or another student is speaking. • Students clap enthusiastically after one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting..."
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EVIDENCE:

Framework for Teaching - Domain 2: Classroom Environment – Teacher

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

<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher tells students that they're doing lessons because it's on the test, in the book, or mandated by the district. • Teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Students don't engage in work, and the teacher ignores it. • Students have not completed their homework, and the teacher does not respond. • Almost all of the activities are busy work. 	<ul style="list-style-type: none"> • Teacher says, "Let's get through this." • Teachers says, "I think most of you will be able to do this." • Students consult with one another to determine how to fill out a worksheet but do not encourage each other to questions their ideas. • Teacher does not encourage students who are struggling. • Only some students get down to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • Teacher says, "This is important: you'll need to speak grammatical English when you apply for a job." • Teacher says, "This idea is really important! It's central to our understanding of history." • Teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without complaint. • Students get down to work right away when an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • The teacher says, "It's really fun to find the patterns for factoring polynomials." • Student asks a classmate to explain a concept or procedure since she didn't quite follow the teacher's explanation. • Students question one another on answers. • Student asks the teacher whether he can redo a piece of work since he now sees how it could be strengthened. • Students work even when the teacher isn't working with them or directing their efforts.
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EVIDENCE:

Framework for Teaching - Domain 2: Classroom Environment – Teacher

<p>2C - Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies • Performance of Non-Instructional Duties 	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedure for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself”.</p>			
	<p><i>Ineffective</i></p> <ul style="list-style-type: none"> • Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines. 	<p><i>Developing</i></p> <ul style="list-style-type: none"> • Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines. 	<p><i>Accomplished</i></p> <ul style="list-style-type: none"> • There is little loss of instructional time because of effective classroom routines and procedures. • The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful. • With minimal guidance and prompting students follow established classroom routines. 	<p><i>Exemplary</i></p> <ul style="list-style-type: none"> • Instructional time is maximized because of efficient routine and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students.
<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Students not working with the teacher are not productively engaged or are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> • Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. • Classroom routines function unevenly. 	<ul style="list-style-type: none"> • The students are productively engaged during small-group work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collections of materials and supplies work efficiently. • Classroom routines function smoothly. 	<ul style="list-style-type: none"> • In addition the characteristics of “accomplished”: • Students take the initiative with their classmates to ensure that their time is used productively. • Student themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • When moving into small groups, students are confused about where they are supposed to go, whether they should take their chair, etc. • There are long lines for materials and supplies, or distributing supplies is time consuming. • Students bump into one another lining up or sharpening pencils. • Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process. • Most students ask what they are to do or look around for clues from others. 	<ul style="list-style-type: none"> • Some students not working with the teacher are not productively engaged in learning. • Transitions between large- and small-group activities are rough, but they are accomplished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures. • The attendance or lunch count consumes more time than it would need if the procedure were more routinized. 	<ul style="list-style-type: none"> • Students get started on an activity while the teacher takes attendance. • Students move smoothly between large-and small-group activities. • The teacher has an established timing device, such as counting down to signal students to return to their desks. • Teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small-group work, students have established roles, they listen to one another summarize different vies, etc. • Cleanup at the end of a lesson is fast and efficient. 	<ul style="list-style-type: none"> • Students direct classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.
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EVIDENCE:

Framework for Teaching - Domain 2: Classroom Environment – Teacher

<p>2D - Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of Student Behavior • Response to Student Misbehavior 	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> • There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity 	<p>Developing</p> <ul style="list-style-type: none"> • Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventative. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior. • Some students violate classroom rules, without apparent teacher awareness. • When the teacher notices student misbehavior, she appears helpless to do anything about it. 	<ul style="list-style-type: none"> • Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior. 	<ul style="list-style-type: none"> • In addition to the characteristics of "accomplished": • Student behavior is entirely appropriate; there is no evidence of student misbehavior. • The teacher monitors student behavior without speaking—just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, without teacher notice. • Students are running around the room, the result being a chaotic environment. • Their phones and other electronics distract students but the teacher does nothing. 	<ul style="list-style-type: none"> • Classroom rules are posted, but neither teacher nor students refer to them. • The teacher repeatedly asks students to take their seats, they ignore him. • Teacher says to one student, "Where's your late pass? Go to the office." To another, "You don't have a late pass? Come in and take your seat; you've missed enough already." 	<ul style="list-style-type: none"> • Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom; keeping a close eye on student behavior. • The teacher gives a student a hard look, and the student stops talking to his neighbor. 	<ul style="list-style-type: none"> • A student suggests a revision in one of the classroom rules. • The teacher notices that some students are talking among themselves and without a word moves nearer to them, the talking stops. • The teacher asks to speak to a student privately about misbehavior. • A student reminds his/her classmates of the class rule about chewing gum.

EVIDENCE:

Framework for Teaching - Domain 2: Classroom Environment – Teacher

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

EVIDENCE:

Framework for Teaching - Domain 3: Instruction –Teacher

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

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

EVIDENCE:

Framework for Teaching - Domain 3: Instruction – Teacher

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

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

EVIDENCE:

Framework for Teaching - Domain 3: Instruction – Teacher

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

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

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

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

EVIDENCE:

Framework for Teaching - Domain 3: Instruction – Teacher

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

Framework for Teaching - Domain 4: Professional Responsibilities – Teacher

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Teacher

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Teacher

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities -Teacher

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

<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school function after the dismissal bell. • The teacher says, "I work from 8:30-3:30 and not a minute more. I won't serve on any district committee unless they get a substitute to cover my class". 	<ul style="list-style-type: none"> • The teacher is polite but never shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." • The teacher contributes to the district literacy committee only when requested to do so by the principal. 	<ul style="list-style-type: none"> • The principal remarks that the teacher's students have been noticeably successful since her team has been focused on instructional strategies during their team meetings. • The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there. • The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team. 	<ul style="list-style-type: none"> • The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events. • The teacher leads the school district's wellness committee, which involves health-care and nutrition specialists from the community.
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EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Teacher

<p>4E - Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of Content Knowledge and Pedagogical Skill • Receptivity to Feedback from Colleagues • Service to the Profession 	<p>• As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p>			
	<p style="text-align: center;">Ineffective</p> <ul style="list-style-type: none"> • Teacher engages in no professional development activities to enhance knowledge or skill. • Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher makes no effort to share knowledge with others or to assume professional responsibility. 	<p style="text-align: center;">Developing</p> <ul style="list-style-type: none"> • Teacher participates in professional activities to a limited extent when they are convenient. • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. • Teacher finds limited ways to contribute to the profession. 	<p style="text-align: center;">Accomplished</p> <ul style="list-style-type: none"> • Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. • Teacher participates actively in assisting other educators. 	<p style="text-align: center;">Exemplary</p> <ul style="list-style-type: none"> • Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • Teacher seeks out feedback on teaching from both supervisors and colleagues. • Teacher initiates important activities to contribute to the profession.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when they are required or when provided by the school district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. • The teacher actively participates in professional organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> • In addition to the characteristics of “accomplished”: • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time. 	<ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days but doesn’t make much use of the materials received. • The teacher listens to his principal’s feedback after a lesson but isn’t sure that the recommendations really apply to his situation. • The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn’t feel it worth much of her time. 	<ul style="list-style-type: none"> • The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year. • The teacher enjoys her principal’s weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students’ conceptual understanding. 	<ul style="list-style-type: none"> • The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.
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EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Teacher

<p>4F - Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity and Ethical Conduct • Service to Students • Advocacy • Decision Making • Compliance with School and District Regulations 	<p>Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students' needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.</p>			
	<p><i>Ineffective</i></p>	<p><i>Developing</i></p>	<p><i>Accomplished</i></p>	<p><i>Exemplary</i></p>
	<ul style="list-style-type: none"> • Teacher displays dishonesty in interactions with colleagues, students and the public. • Teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. • Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. 	<ul style="list-style-type: none"> • Teacher is honest in interactions with colleagues, students and the public. • Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school. • Teacher's decisions and recommendations are based on limited but genuinely professional considerations. • Teacher complies minimally with school and district regulations, doing just enough to get by 	<ul style="list-style-type: none"> • Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. • Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. • Teacher maintains an open mind in team or departmental decision-making. • Teacher complies fully with school and district regulation. 	<ul style="list-style-type: none"> • Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality. • Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. • Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

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

EVIDENCE:

Framework for Teaching - Curriculum Specialists

<p>Domain 1 Planning & Preparation</p>	<p>Domain 2 The Environment</p>	<p>Domain 3 Delivery of Service</p>	<p>Domain 4 Professional Responsibilities</p>
<p>1A - Demonstrating knowledge of current trends in specialty area and professional development 1B - Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program 1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the instructional support program integrated with the overall school program 1F - Developing a plan to evaluate the instructional support program</p>	<p>2A - Creating an environment of trust and respect 2B - Establishing a culture for ongoing instructional improvement 2C - Establishing clear procedures for teachers to gain access to the instructional support 2D - Establishing and maintaining norms of behavior for professional interactions 2E - Organizing physical space for workshops or training</p>	<p>3A - Collaborating with teachers in the design of instructional units and lessons 3B -Engaging teachers in learning new instructional skills 3C - Sharing expertise with staff 3D - Locating resources for teachers to support instructional improvement 3E - Demonstrating flexibility and responsiveness</p>	<p>4A - Reflecting on practice 4B - Preparing and submitting budgets and reports 4C - Coordinating work with other instructional specialists 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity and confidentiality</p>

Framework for Teaching - Curriculum Specialists
Domain 1: Planning & Preparation

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

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

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

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Curriculum Specialists

1D - Demonstrating knowledge of resources both within and beyond the school and district				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich professional's skills in implementing the school's program.

1E - Planning the instructional support program integrated with the overall school program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worth-while activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

1F - Developing a plan to evaluate the instructional support program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

EVIDENCE:

2A - Creating an environment of trust and respect				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Teachers are reluctant to request assistance from the instructional specialist fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial: teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

Framework for Teaching - Domain 2: The Environment – Instructional Specialist

2B - Establishing a culture for ongoing instructional improvement				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

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

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – Curriculum Specialist

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

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

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – Curriculum Specialist

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

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

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

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – Curriculum Specialist

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

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Curriculum Specialist

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

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

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Curriculum Specialist

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

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

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

EVIDENCE:

Framework for Teaching - School Guidance Counselors / Social Workers

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

Framework for Teaching - School Guidance Counselors / Social Workers
Domain 1: Planning & Preparation

1A - Demonstrating knowledge of counseling theory and techniques				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.

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

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

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – School Guidance Counselors / Social Workers

1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.	Counselor’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

1E - Plan in the counseling program integrated with the regular school program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor’s plan has guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

1F - Developing a plan to evaluate the counseling program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – School Guidance Counselors / Social Workers

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

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

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

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – School Guidance Counselors / Social Workers

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

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

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – School Guidance Counselor / Social Worker

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

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

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

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – School Guidance Counselor / Social Worker

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

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – School Guidance Counselors / Social Workers

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

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

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

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – School Guidance Counselors / Social Workers

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

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

EVIDENCE:

Framework for Teaching - Therapeutic Specialists – Speech Language

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
<p>1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</p> <p>1B - Establishing goals for the therapy program appropriate to the setting and the students served</p> <p>1C- Demonstrating knowledge of District state and federal regulations and guidelines</p> <p>1D - Demonstrating knowledge of resources both within and beyond the school and district</p> <p>1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students</p> <p>1F - Developing a plan to evaluate the therapy program</p>	<p>2A – <i>Establishing rapport with students</i></p> <p>2B - <i>Organizing time effectively</i></p> <p>2C - <i>Establishing and maintaining clear procedures for referrals</i></p> <p>2D - <i>Establishing standards of conduct in the treatment center</i></p> <p>2E - <i>Organizing physical space for testing of students and providing therapy</i></p>	<p>3A - Responding to referrals and evaluating student needs</p> <p>3B - Developing and implementing treatment plans to maximize student s success</p> <p>3C - Communicating with families</p> <p>3D - Collecting information; writing reports</p> <p>3E - Demonstrating flexibility and responsiveness</p>	<p>4A - Reflecting on practice</p> <p>4B - Collaborating with teachers and administrators</p> <p>4C - Maintaining an effective data management system</p> <p>4D - Participating in a professional community</p> <p>4E - Engaging and professional development</p> <p>4F - Showing professionalism including integrity advocacy and maintaining confidentiality</p>

Framework for Teaching - Therapeutic Specialists – Speech Language
Domain 1: Planning & Preparation

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

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

1C - Demonstrating knowledge of District state and federal regulations and guidelines				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedure.	Specialist's knowledge of special education laws and procedures is extensive: specialist takes a leadership role in reviewing and revising district policies.

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Therapeutic Specialists – Speech Language

1D - Demonstrating knowledge of resources both within and beyond the school and district				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist demonstrates little or no knowledge of resources for students available through the school district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist’s is highly coherent and preventive and serves to support students individually, within the broader educational program.

1F - Developing a plan to evaluate the therapy program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – Therapeutic specialists – Speech Language

2A – Establishing rapport with students				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist’s interactions with students are negative or inappropriate: students appear uncomfortable in the testing and treatment center.	Specialist’s interactions are a mix of positive and negative: the specialist’s efforts at developing rapport are partially successful.	Specialist’s interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.

2B - Organizing time effectively				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist’s time-management skills are moderately well developed: essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner: teachers and students understand their schedules.

2C - Establishing and maintaining clear procedures for referrals				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – Therapeutic specialists – Speech Language

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

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

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – Therapeutic Specialists - Speech Language

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

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

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

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – Therapeutic Specialists - Speech Language

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

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Therapeutic Specialists – Speech Language

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

4B - Collaborating with teachers and administrators				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

4C - Maintaining an effective data management system				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Specialist’s data-management system is either nonexistent or in disarray: it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Therapeutic Specialists – Speech Language

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

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

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

EVIDENCE:

Framework for Teaching – Library Media Specialist

<p>Domain 1 Planning & Preparation</p>	<p>Domain 2 The Environment</p>	<p>Domain 3 Delivery of Service</p>	<p>Domain 4 Professional Responsibilities</p>
<p>1A - Demonstrating Knowledge of Content Curriculum and Process</p> <ul style="list-style-type: none"> • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process <p>1B - Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students’ skills and knowledge and language proficiency • Knowledge of students’ interests and cultural heritage • Knowledge of students’ special needs <p>1C- Supporting Instructional Goals</p> <ul style="list-style-type: none"> • Instructional resources and technology • Instructional services <p>1D - Demonstrating Knowledge and Use of Resources</p> <ul style="list-style-type: none"> • Instructional materials and resources • Search strategies <p>1E - Demonstrating a Knowledge of Literature and Lifelong Learning</p> <ul style="list-style-type: none"> • Children’s and young adult literature • Reading promotion <p>1F - Collaborating in the Design of Instructional Experiences</p> <ul style="list-style-type: none"> • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy 	<p>2A- Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> • Interpersonal relations • Student interactions • Staff interactions <p>2B - Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Ethos • Expectations for learning <p>2C - Managing Library Procedures</p> <ul style="list-style-type: none"> • Circulation procedures • Scheduling procedures <p>2D - Managing student behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to misbehavior <p>2E - Organizing physical space</p> <ul style="list-style-type: none"> • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility 	<p>3A - Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> • Directions and procedures • Use of different methods <p>3B - Using Questioning and Research Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Research techniques • Student inquiry <p>3C - Engaging Students in Learning</p> <ul style="list-style-type: none"> • Instructional materials and resources • Expectations for students <p>3D - Assessment in Instruction (whole class, one-on-one and small group)</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress <p>3E - Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Teaching strategies • Lesson adjustments • Response to students • Persistence 	<p>4A - Reflecting on Practice</p> <ul style="list-style-type: none"> • Reflection • Vision • Change <p>4B - Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Catalog • Circulation • Statistics • Inventory • Using Data <p>4C - Communicating with School Staff and Community</p> <ul style="list-style-type: none"> • Information about the library program • Advocacy <p>4D - Participating in a Professional Community</p> <ul style="list-style-type: none"> • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues <p>4E - Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession <p>4F Collection Development and Maintenance</p> <ul style="list-style-type: none"> • Assessment • Selection Weeding <p>4G- Managing the Library Budget</p> <ul style="list-style-type: none"> • Data driven decisions • Budget development • Record keeping <p>4H- Managing Personnel</p> <ul style="list-style-type: none"> • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation <p>4I- Professional ethics</p> <ul style="list-style-type: none"> • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality

Framework for Teaching - Library Media Specialist
Domain 1: Planning & Preparation

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

1B - Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.	School Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Library Media Specialist

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

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

1E - Demonstrating a Knowledge of Literature and Lifelong Learning <ul style="list-style-type: none"> Children’s and young adult literature Reading promotion 				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Library Media Specialist

<p>1F - Collaborating in the Design of Instructional Experiences</p> <ul style="list-style-type: none"> • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.	School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment - Library Media Specialist

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

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

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

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

EVIDENCE:

Framework for Teaching - Domain 2: The Environment - Library Media Specialist

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

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service - Library Media Specialist

3A - Communicating Clearly and Accurately <ul style="list-style-type: none"> • Directions and procedures • Use of different methods 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all.	School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.

3B - Using Questioning and Research Techniques <ul style="list-style-type: none"> • Quality of questions • Research techniques • Student inquiry 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.	School Library Media Specialist asks questions that guide students and help them think about their research topic.	School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.

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

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service - Library Media Specialist

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

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities - Library Media Specialist

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

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

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities - Library Media Specialist

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

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

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities - Library Media Specialist

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

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

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

EVIDENCE:

Framework for Teaching – Supervisor/Coordinator/Director

<p>Domain 1 Planning & Preparation</p>	<p>Domain 2 The Environment</p>	<p>Domain 3 Delivery of Service</p>	<p>Domain 4 Professional Responsibilities</p>
<p>1A – Demonstrates knowledge of current trends, resources, as well as, state and federal guidelines in program and relevant skills 1B – Demonstrates knowledge of program and levels of other district staff skill in delivering that program as appropriate 1C – Establishes goals for program appropriate to the setting 1D - Demonstrates knowledge of students</p>	<p>2A – Creates an environment of respect, rapport, and trust 2B – Establishes a culture for productive communication and learning 2C - Establishes and manages routines and procedures 2D - Maintains open communications between school level operations and central office staff 2E - Organizes physical space and time effectively</p>	<p>3A –Collaborating with teachers in the design of instructional units and lessons 3B -Engaging teachers in learning new instructional skills 3C - Sharing expertise with staff 3D - Locating resources for teachers to support instructional improvement 3E - Demonstrating flexibility and responsiveness 3F – Assessing student needs 3G – Engaging students in learning 3H – Communicating clearly and accurately 3I – Developing and implementing plans to maximize student success 3J – Communicating with families</p>	<p>4A - Reflecting on practice 4B - Preparing and submitting budgets and accurate reports and maintaining records in an effective data management system 4C – Coordinating and collaborating work with other district staff 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity, advocacy and professional ethics and maintaining confidentiality 4G – Communicating with students, school staff, families, and community 4H -Representing the school system at local, regional and state functions related to area 4I – Developing and evaluating total program to determine effectiveness, identifying areas needing change and effectively implementing plans toward improvement of instruction and performance</p>

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**BRECKINRIDGE COUNTY SCHOOLS
TPGES FORMATIVE OBSERVATION POST-CONFERENCE**

Tenured _____ Non-Tenured _____ School _____
 Evaluatee/Observee _____ Content Area _____ Grade(s) _____
 Evaluator/Observer _____ Position _____
 Date of Observation _____ Date of Pre-Conference (If applicable) _____
 Mini Observation _____ Full Observation _____ Date of Observation Post-Conference _____

Domain 1: Planning and Preparation	Evidence			
A. Demonstrating Knowledge of Content and Pedagogy i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy				
B. Demonstrating Knowledge of Students i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students’ Skills, Knowledge, and Language Proficiency iv. Knowledge of Students’ Interests and Cultural Heritage v. Knowledge of Students’ Special Needs				
C. Selecting Instructional Outcomes i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners				
D. Demonstrating Knowledge of Resources i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students				
E. Designing Coherent Instruction i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure				
F. Designing Student Assessment i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning				
DISCUSSION				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary

Domain 2: Classroom Environment	Evidence			
A. Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> i. Teacher Interaction with Students ii. Student Interactions with One Another 				
B. Establishing a Culture for Learning <ul style="list-style-type: none"> i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work 				
C. Managing Classroom Procedures <ul style="list-style-type: none"> i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals 				
D. Managing Student Behavior <ul style="list-style-type: none"> i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior 				
E. Organizing Physical Space <ul style="list-style-type: none"> i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources 				
DISCUSSION				
<i>Overall Rating of Domain 2</i>	Ineffective	Developing	Accomplished	Exemplary

Domain 3: Instruction	Evidence			
A. Communicating with Students <ul style="list-style-type: none"> i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language 				
B. Using Questioning and Discussion Techniques <ul style="list-style-type: none"> i. Quality of Questions ii. Discussion Techniques iii. Student Participation 				
C. Engaging Students in Learning <ul style="list-style-type: none"> i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing 				
D. Using Assessment in Instruction <ul style="list-style-type: none"> i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress 				
E. Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> i. Lesson Adjustment ii. Response to Students iii. Persistence 				
Discussion				
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary

Domain 4: Professional Responsibilities	Evidence			
A. Reflecting on Teaching <ul style="list-style-type: none"> i. Accuracy ii. Use in Future Teaching 				
B. Maintaining Accurate Records <ul style="list-style-type: none"> i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records 				
C. Communicating with Families <ul style="list-style-type: none"> i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program 				

<p>D. Participating in a Professional Community</p> <ul style="list-style-type: none"> i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects 				
<p>E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession 				
<p>F. Demonstrating Professionalism</p> <ul style="list-style-type: none"> i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making v. Compliance with School and District Regulations 				
Discussion				
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary

Observation Date:	
Evaluator Comments:	Teacher Comments:
Evaluator Signature and Date Signed	Teacher Signature and Date Signed
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BRECKINRIDGE COUNTY SCHOOLS CURRICULUM SPECIALIST FORMATIVE OBSERVATION POST-CONFERENCE

Tenured _____ Non-Tenured _____ School _____
 Evaluatee/Observee _____ Content Area _____ Grade(s) _____
 Evaluator/Observer _____ Position _____
 Date of Observation _____ Date of Pre-Conference (If applicable) _____
 Mini Observation _____ Full Observation _____ Date of Observation Post-Conference _____

Domain 1: Planning and Preparation	Evidence			
1A - Demonstrating knowledge of current trends in specialty area and professional development				
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program				
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served				
1D - Demonstrating knowledge of resources both within and beyond the school and district				
1E - Planning the instructional support program integrated with the overall school program				
1F - Developing a plan to evaluate the instructional support program				
Discussion				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary

Domain 2: The Environment	Evidence			
2A - Creating an environment of trust and respect				
2B - Establishing a culture for ongoing instructional improvement				
2C - Establishing clear procedures for teachers to gain access to the instructional support				
2D - Establishing and maintaining norms of behavior for professional interactions				
2E - Organizing physical space for workshops or training				
Discussion				
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary

Domain 3: Delivery of Service	Evidence			
3A - Collaborating with teachers in the design of instructional units and lessons				
3B -Engaging teachers in learning new instructional skills				
3C - Sharing expertise with staff				
3D - Locating resources for teachers to support instructional improvement				
3E - Demonstrating flexibility and responsiveness				
Discussion				
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary

Domain 4: Professional Responsibilities	Evidence		Discussion	
4A - Reflecting on practice				
4B - Preparing and submitting budgets and reports				
4C - Coordinating work with other instructional specialists				
4D - Participating in a professional community				
4E - Engaging in professional development				
4F - Showing professionalism including integrity and confidentiality				
Discussion				
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary

Observation Date:	
Evaluator Comments:	Teacher Comments:
Evaluator Signature and Date Signed	Teacher Signature and Date Signed
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**BRECKINRIDGE COUNTY SCHOOLS
SCHOOL GUIDANCE COUNSELORS / SOCIAL WORKERS
FORMATIVE OBSERVATION POST-CONFERENCE**

Tenured _____ Non-Tenured _____
 Evaluatee/Observee _____
 Evaluator/Observer _____
 Date of Observation _____
 Mini Observation _____ Full Observation _____

School _____
 Content Area _____ Grade(s) _____
 Position _____
 Date of Pre-Conference (If applicable) _____
 Date of Observation Post-Conference _____

Domain 1: Planning and Preparation	Evidence			
1A - Demonstrating knowledge of counseling theory and techniques				
1B - Demonstrating knowledge of child and adolescent development				
1C - Establishing goals for the counseling program appropriate to the setting and the students served				
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
1E - Plan in the counseling program integrated with the regular school program				
1F - Developing a plan to evaluate the counseling program				
Discussion				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary

Domain 2: The Environment	Evidence			
2A - creating an environment of respect and rapport				
2B - Establishing a culture for productive communication				
2C - Managing routines and procedures				
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
2E - Organizing physical space				
Discussion				
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary

Domain 3: Delivery of Service	Evidence			
3A - Assessing student needs				
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs				
3C - Using counseling techniques in individual and classroom programs				
3D - Brokering resources to meet needs				
3E - Demonstrating flexibility and responsiveness				
Discussion				
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary

Domain 4: Professional Responsibilities	Evidence			
4A - Reflecting on practice				
4B - Maintaining records and submitting them in a timely fashion				
4C - Communicating with families				
4D - Participating in a professional community				
4E - Engaging in professional development				
4F - Showing professionalism				
Discussion				
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary

Observation Date:	
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**BRECKINRIDGE COUNTY SCHOOLS
THERAPEUTIC SPECIALIST – SPEECH LANGUAGE
FORMATIVE OBSERVATION POST-CONFERENCE**

Tenured _____ Non-Tenured _____ School _____
 Evaluatee/Observee _____ Content Area _____ Grade(s) _____
 Evaluator/Observer _____ Position _____
 Date of Observation _____ Date of Pre-Conference (If applicable) _____
 Mini Observation _____ Full Observation _____ Date of Observation Post-Conference _____

Domain 1: Planning and Preparation	Evidence			
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license				
1B - Establishing goals for the therapy program appropriate to the setting and the students served				
1C - Demonstrating knowledge of District state and federal regulations and guidelines				
1D - Demonstrating knowledge of resources both within and beyond the school and district				
1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students				
1F - Developing a plan to evaluate the therapy program				
Discussion				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary

Domain 2: The Environment	Evidence			
2A – Establishing rapport with students				
2B - Organizing time effectively				
2C - Establishing and maintaining clear procedures for referrals				
2D - Establishing standards of conduct in the treatment center				
2E - Organizing physical space for testing of students and providing therapy				
Discussion				
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary

Domain 3: Delivery of Service	Evidence			
3A - Responding to referrals and evaluating student needs				
3B - Developing and implementing treatment plans to maximize student s success				
3C - Communicating with families				
3D - Collecting information; writing reports				
3E - Demonstrating flexibility and responsiveness				
Discussion				
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary

Domain 4: Professional Responsibilities	Evidence			
4A - Reflecting on practice				
4B - Collaborating with teachers and administrators				
4C - Maintaining an effective data management system				
4D - Participating in a professional community				
4E - Engaging and professional development				
4F - Showing professionalism including integrity advocacy and maintaining confidentiality				
Discussion				
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary

Observation Date:	
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**BRECKINRIDGE COUNTY SCHOOLS
LIBRARY MEDIA SPECIALISTS
FORMATIVE OBSERVATION POST-CONFERENCE**

Tenured _____ Non-Tenured _____
 Evaluatee/Observee _____
 Evaluator/Observer _____
 Date of Observation _____
 Mini Observation _____ Full Observation _____

School _____
 Content Area _____ Grade(s) _____
 Position _____
 Date of Pre-Conference (If applicable) _____
 Date of Observation Post-Conference _____

Domain 1: Planning and Preparation	Evidence			
1A - Demonstrating Knowledge of Content Curriculum and Process <ul style="list-style-type: none"> • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process 				
1B - Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students’ skills and knowledge and language proficiency • Knowledge of students’ interests and cultural heritage • Knowledge of students’ special needs 				
1C- Supporting Instructional Goals <ul style="list-style-type: none"> • Instructional resources and technology • Instructional services 				
1D - Demonstrating Knowledge and Use of Resources <ul style="list-style-type: none"> • Instructional materials and resources • Search strategies 				
1E - Demonstrating a Knowledge of Literature and Lifelong Learning <ul style="list-style-type: none"> • Children’s and young adult literature • Reading promotion 				
1F - Collaborating in the Design of Instructional Experiences <ul style="list-style-type: none"> • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy 				
Discussion				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary

Domain 2: The Environment	Evidence			
2A - Creating an environment of respect and rapport <ul style="list-style-type: none"> • Interpersonal relations • Student interactions • Staff interactions 				
2B - Establishing a Culture for Learning <ul style="list-style-type: none"> • Ethos • Expectations for learning 				
2C - Managing Library Procedures <ul style="list-style-type: none"> • Circulation procedures • Scheduling procedures 				
2D - Managing student behavior <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to misbehavior 				
2E - Organizing physical space <ul style="list-style-type: none"> • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility 				
Discussion				
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary

Domain 3: Delivery of Service	Evidence			
3A - Communicating Clearly and Accurately <ul style="list-style-type: none"> • Directions and procedures • Use of different methods 				
3B - Using Questioning and Research Techniques <ul style="list-style-type: none"> • Quality of questions • Research techniques • Student inquiry 				
3C - Engaging Students in Learning <ul style="list-style-type: none"> • Instructional materials and resources • Expectations for students 				
3D - Assessment in Instruction (whole class, one-on-one and small group) <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress 				

3E - Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Teaching strategies • Lesson adjustments • Response to students • Persistence 				
Discussion				
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary

Domain 4: Professional Responsibilities	Evidence
4A - Reflecting on Practice <ul style="list-style-type: none"> • Reflection • Vision • Change 	
4B - Maintaining Accurate Records <ul style="list-style-type: none"> • Catalog • Circulation • Statistics • Inventory • Using Data 	
4C - Communicating with School Staff and Community <ul style="list-style-type: none"> • Information about the library program • Advocacy 	
4D - Participating in a Professional Community <ul style="list-style-type: none"> • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues 	
4E - Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession 	
4F - Collection Development and Maintenance <ul style="list-style-type: none"> • Assessment • Selection Weeding 	
4G - Managing the Library Budget <ul style="list-style-type: none"> • Data driven decisions • Budget development • Record keeping 	
4H - Managing Personnel <ul style="list-style-type: none"> • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation 	

4I - Professional ethics <ul style="list-style-type: none"> • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality 				
Discussion				
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary

Observation Date:	
Evaluator Comments:	Teacher Comments:
Evaluator Signature and Date Signed	Teacher Signature and Date Signed
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**BRECKINRIDGE COUNTY SCHOOLS
SUPERVISOR/COORDINATOR/DIRECTOR
FORMATIVE OBSERVATION POST-CONFERENCE**

Tenured _____ Non-Tenured _____
 Evaluatee/Observee _____
 Evaluator/Observer _____
 Date of Observation _____
 Mini Observation _____ Full Observation _____

School _____
 Content Area _____ Grade(s) _____
 Position _____
 Date of Pre-Conference (If applicable) _____
 Date of Observation Post-Conference _____

Domain 1: Planning and Preparation	Evidence			
1A - Demonstrates Knowledge of current trends, resources, as well as, state and federal guidelines in program and relevant skills				
1B - Demonstrates Knowledge of program and levels of other district staff skill in delivering that program as appropriate				
1C - Establishes goals for program appropriate to the setting				
1D - Demonstrates Knowledge of students				
Discussion				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary

Domain 2: The Environment	Evidence			
2A- Creates an environment of respect, rapport and trust				
2B - Establishes a Culture for productive communication and Learning				
2C - Establishes and manage routines and Procedures				
2D - Maintains open communications between school level operations and central office staff				
2E - Organizes physical space and time effectively				
Discussion				
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary

Domain 3: Delivery of Service	Evidence			
3A - Collaborating with teachers in the design of instructional units and lessons				
3B - Engaging teachers in learning new instructional skills				
3C - Sharing expertise with staff				
3D - Locating resources for teachers to support instructional improvement				
3E - Demonstrating flexibility and responsiveness				
3F - Assessing student needs				
3G - Engaging students in learning				
3H - Communicating clearly and accurately				
3I - Developing and implementing plans to maximize student success				
3J - Communicating with families				
Discussion				
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary

Domain 4: Professional Responsibilities	Evidence			
4A - Reflecting on Practice				
4B - Preparing and submitting budgets and accurate reports and maintaining records in an effective data management system				
4C - Coordinating and collaborating work with other district staff				
4D - Participating in a professional community				
4E - Engaging in professional development				
4F - Showing professionalism including integrity, advocacy and professional ethics and maintaining confidentiality				
4G - Communicating with students, school staff, families, and community				
4H - Representing the school system at local, regional and state functions related to area				
4I - Developing and evaluating total program to determine effectiveness, identifying areas needing change and effectively implementing plans toward improvement of instruction and performance				
Discussion				
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary

Observation Date:	
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FORMS

Breckinridge County Principal Professional Growth and Effectiveness System (BC PPGES)

Breckinridge County Schools

Principal Professional Growth and Effectiveness System Plan

Performance Standards (Measures)

Standards (Measures)

Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Effectiveness System. Performance standards define the criteria expected when principals perform their major duties. For all principals, there are ten performance standards (Figure 1) that guide the performance of the principal. The PPGES provides principals with an assessment of their performance on these standards as measured by Student Growth and Working Conditions Growth Goals. Each measure that comprises the effectiveness system is aligned to and anchored by these standards. While decisions around summative ratings have not been made at this time, principals will eventually receive their summative rating based on the measures. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal’s performance. The Performance Measure to which each performance standard corresponds is listed in parentheses.

Figure 1: *Performance Standards (Performance Measures)*

<p>1.Mission, Vision and Core Values (Planning) Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p>
<p>2.Ethics and Professional Norms (Professionalism) Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</p>
<p>3.Equity and Cultural Responsiveness (Environment) Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.</p>
<p>4.Curriculum, Instruction and Assessment (Instruction) Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.</p>
<p>5.Community of Care and Support for Students (Instruction) Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p>
<p>6.Professional Capacity of School Personnel (Instruction) Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.</p>
<p>7.Professional Community for Teachers and Staff (Environment) Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.</p>
<p>8.Meaningful Engagement of Families and Community (Professionalism) Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.</p>
<p>9.Operations and Management (Planning) Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.</p>
<p>10.School Improvement (Planning) Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.</p>

Definitions of Performance Levels

The rubric provides a description of four levels of how well the standards (i.e., duties) within the performance measure are performed on a continuum from *ineffective* to *exemplary*. The use of the scale enables superintendents to acknowledge effective performance (i.e., *exemplary* and *accomplished*) and provides two levels of feedback for principals not meeting expectations (i.e., *developing* and *ineffective*). The definitions in Figure 2 offer general descriptions of the performance levels. *Note:* Principals are expected to perform at the *accomplished* level.

Figure 2: Definitions of Terms used in Performance Levels

Cat.	Description	Definition
Exemplary	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary.	Exceptional performance: <ul style="list-style-type: none"> • sustains high performance • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others
Accomplished	The principal meets the performance standard in a manner that is consistent with the school's mission and goals.	Proficient performance: <ul style="list-style-type: none"> • consistently meets the requirements contained in the job description • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills
Developing	The principal is starting to exhibiting desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal's performance is lacking in a particular area (i.e., needs improvement). The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Below acceptable performance: <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and superintendent
Ineffective	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Unacceptable performance: <ul style="list-style-type: none"> • does not meet the requirements contained in the job description • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment

Performance Measures Alignment to PSEL Standards

The alignment between the performance measures and the Professional Standards for Educational Leaders (PSEL) standards are shown.

Kentucky Principal Professional Growth and Effectiveness System Performance Measures	Professional Standards for Educational Leaders (PSEL)
1. Planning	Standards 1, 9, and 10
2. Environment	Standards 3 and 7
3. Instruction	Standard 4, 5, and 6
4. Professionalism	Standard 2 and 8

Performance Standard 1. Mission, Vision and Core Values (Planning)

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.

Performance Standard 2. Ethics and Professional Norms (Professionalism)

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).

Performance Standard 3. Equity and Cultural Responsiveness (Environment)

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).

Performance Standard 4. Curriculum, Instruction and Assessment (Instruction)

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.

Performance Standard 5. Community of Care and Support for Students (Instruction)

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.

**Performance Standard 6. Professional Capacity of School Personnel
(Instruction)**

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).

Performance Standard 7. Professional Community for Teachers and Staff (Environment)

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).

Performance Standard 8. Meaningful Engagement of Families and Community (Professionalism)

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders.	The principal inconsistently communicates and/or infrequently collaborates with stakeholders.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.

Performance Standard 9. Operations and Management (Planning)

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.

Performance Standard 10. School Improvement (Planning)

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

Effective leaders:

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

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.

BRECKINRIDGE COUNTY SCHOOLS
PPGES Reflective Practice, Working Conditions and
Professional Growth Planning Template

Part A: Reflection on the Standards in the Principal Professional Growth and Effectiveness System

Principal	
EPSB ID#	
School	
Level	
Date	

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard(Performance Measure)	Self-Assessment				Strengths and areas for growth
1. Mission, Vision and Core Values (Planning) Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	I	D	A	E	
2. Ethics and Professional Norms (Professionalism) Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E	
3. Equity and Cultural Responsiveness (Environment) Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	I	D	A	E	
4. Curriculum, Instruction and Assessment (Instruction) Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	I	D	A	E	

<p>5.Community of Care and Support for Students (Instruction) Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p>	I	D	A	E	
<p>6.Professional Capacity of School Personnel (Instruction) Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.</p>	I	D	A	E	
<p>7.Professional Community for Teachers and Staff (Environment) Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.</p>	I	D	A	E	
<p>8.Meaningful Engagement of Families and Community (Professionalism) Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.</p>	I	D	A	E	
<p>9.Operations and Management (Planning) Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.</p>	I	D	A	E	
<p>10.School Improvement (Planning) Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.</p>	I	D	A	E	

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

Part B: Principal’s Working Conditions Goal

Target Question(s) from Working Conditions Results:

Following a review of Working Conditions results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of Working Conditions Survey.

Working Conditions Goal Action Plan			
Working Conditions	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/action?

Part C: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Working Conditions Goal?

- Other Data** Student Achievement Data Non-Academic Data
 Supervisor Feedback Other

Data Selected	Results
<p>How does the additional data inform your decision about your learning needs?</p>	

Part D: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Self-Reflection and Parts B, and/or C, complete this section at the beginning of the school year.*

<p>Professional Growth Goal:</p> <ul style="list-style-type: none"> What do I want to change about my practices that will effectively impact student learning? How can I develop a plan of action to address my professional learning? How will I know if I accomplished my objective? 	
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Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Standard/Performance Measure:			
Action Plan			
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
1. What do I want to change about my leadership or role that will effectively impact student learning? 2. What is my personal learning necessary to make that change?	1. What will I need to do in order to learn my identified skill or content? 2. How will I apply what I have learned? 3. How will I accomplish my goal?	1. What resources will I need to complete my plan? 2. What support will I need?	When will I complete each identified strategy/action?

Administrator Signature:	Date:
Superintendent Signature:	Date:

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Working Conditions/Professional Growth Plan.

Date	Status of Mid-Year Growth Goal(s) – WCG and PGP	Revisions/Modifications of Strategies or Action Plans
	WCG	
	PGP	
Administrator Signature:		Date:
Superintendent Signature:		Date:

3) Summative Reflection: *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

Date:	End of Year Working Conditions Growth Reflection:
Date:	End-of-Year Professional Growth Plan Reflection:

Next Steps:

Administrator Signature:	Date:
Superintendent Signature:	Date:

Breckinridge County Schools PPGES Site Visit Documentation

Name: _____

School: _____

Observation Date: _____

Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the Principal Professional Growth and Effectiveness System, refer to the Leadership Practice Standard Statements for each principal standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Leadership Practice Standard Statements are possible “look fors” only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow principals to submit additional evidence of their effectiveness on performance standards as desired.
4. Provide feedback that is evidence-based, specific to the performance standards, and that will assist the principal in professional growth and overall effectiveness.

Purpose of Documentation and Feedback: (check appropriate box):
 Site visit Mid-Year Conference Other (Specify) _____

Principal Signature: _____

Evaluator Signature: _____

Post-Observation Date: _____

PPGES Site Visit

Performance Standard 1. Mission, Vision and Core Values (Planning)

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

PPGES Site Visit

Performance Standard 2. Ethics and Professional Norms (Professionalism)

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

PPGES Site Visit

Performance Standard 3. Equity and Cultural Responsiveness (Environment)

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

PPGES Site Visit

Performance Standard 4. Curriculum, Instruction and Assessment (Instruction)

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

PPGES Site Visit

Performance Standard 5. Community of Care and Support for Students (Instruction)

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

PPGES Site Visit

Performance Standard 6. Professional Capacity of School Personnel (Instruction)

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

PPGES Site Visit

Performance Standard 7. Professional Community for Teachers and Staff**(Environment)**

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

PPGES Site Visit

Performance Standard 8. Meaningful Engagement of Families and Community**(Professionalism)**

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

PPGES Site Visit

Performance Standard 9. Operations and Management (Planning)

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

PPGES Site Visit

Performance Standard 10. School Improvement (Planning)

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback

BRECKINRIDGE COUNTY SCHOOLS PPGES SUMMATIVE FORM

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s): 1st _____ 2nd _____

Date(s) of Post-Observation Conference(s): 1st _____ 2nd _____

PPGES Performance Measure Standards	Ratings			
	Ineffective	Developing	Accomplished	Exemplary
1. Mission, Vision, and Core Values - Planning				
2. Ethics & Professional Norms - Professionalism				
3. Equity & Cultural Responsiveness - Environment				
4. Curriculum, Instruction & Assessment - Instruction				
5. Community of Care & Support for Students - Instruction				
6. Professional Capacity of School Personnel - Instruction				
7. Professional Community for Teachers & Staff - Environment				
8. Meaningful Engagement of Families & Community - Professionalism				
9. Operations & Management - Planning				
10. School Improvement - Planning				
Professional Practice Summative Rating (Circle One)	Ineffective	Developing	Accomplished	Exemplary

*Any rating in the "Ineffective" column requires the development of an Individual Performance Improvement Plan.

The Professional Growth Plan should reflect a need to acquire further knowledge/skills in the **Performance Measure Standard** number(s) checked:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments:

Evaluator's Comments:

This section to be completed and signed after all information above has been completed and discussed:

Evaluatee: ___ Agrees with this summative evaluation
 ___ Disagrees with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Breckinridge County Schools District Performance Assessment and Improvement Plan.

**BRECKINRIDGE COUNTY SCHOOLS
PROFESSIONAL GROWTH PLAN
Other District Certified Personnel**

Name: _____ Date: _____

Subject Area/Assignment: _____ Grade: _____

A plan of action mutually agreed upon by the staff member and immediate supervisor. The plan, along with a method of assessing successful completion, should be aligned with specific goals and objectives of the School Improvement Plan or the district wide Professional Learning Plan. The intent of the plan is, through cooperative planning, to provide assistance to the staff member in becoming a more proficient educator. The plan should include areas identified as growth needed during the previous year’s assessment process and could also include enrichment activities which allow the staff member to focus on areas of choice for professional growth. Plan is to be reviewed and updated annually.

Growth area goals: List two specific objectives for the current school year.

Indicate action steps: Identify task or activities to be carried out to achieve objectives.

Evaluation: Indicate when and how objectives will be measured.

Evaluator Signature: _____

Date: _____

Evaluatee Signature: _____

Date: _____

Note: Signatures verify that this growth plan is mutually agreed upon by both parties.

**BRECKINRIDGE COUNTY SCHOOLS
SCHOOL PSYCHOLOGISTS REFLECTIVE PRACTICE**

Part A: Initial Reflection – Establishing Priority Growth Needs

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Date	

I: Ineffective D: Developing A: Accomplished E: Exemplary

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Environment	2A	2B	2C	2D	2E		
Delivery of Service	3A	3B	3C	3D	3E	3F	
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:							I D A E

Framework for Teaching - School Psychologists

<p>Domain 1 Planning & Preparation</p>	<p>Domain 2 The Environment</p>	<p>Domain 3 Delivery of Service</p>	<p>Domain 4 Professional Responsibilities</p>
<p>1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students 1B - Demonstrating knowledge of child and adolescent development and psychopathology 1C - Establishing goals for the psychology program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district 1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention 1F - Developing a plan to evaluate the psychology program</p>	<p>2A- Establishing rapport with students 2B - Establishing a culture for positive mental health throughout the school 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the testing center 2E - Organizing physical space for testing the students and storage of materials</p>	<p>3A - Responding to referrals consulting with teachers and administrators 3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines 3C - Chairing evaluation team 3D - Planning interventions to maximize student’s likelihood of success 3E - Maintaining contact with physicians and community mental health service providers 3F- Demonstrating flexibility and responsiveness</p>	<p>4A - Reflecting on practice 4B - Communicating with families 4C - Maintaining accurate records 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism</p>

Framework for Teaching - School Psychologists

Domain 1: Planning & Preparation

1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	
	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.

1B - Demonstrating knowledge of child and adolescent development and psychopathology				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.

1C - Establishing goals for the psychology program appropriate to the setting and the students served				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation and to the age of the students.	Psychologist's goals for the treatment 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.

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – School Psychologists

1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or districts and some familiarity with resources external to the district.	Psychologist’s knowledge of governmental regulations and or resources for the students is extensive, including those available through the school or district and in the community.

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

1F - Developing a plan to evaluate the psychology program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – School Psychologist

2A- Establishing rapport with students				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist’s interactions with students are negative or inappropriate: students appear uncomfortable in the testing center.	Psychologist’s interactions are a mix of positive and negative: the psychologist’s efforts at developing rapport are partially successful.	Psychologist’s interactions with students are positive and respectful: students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.

2B - Establishing a culture for positive mental health throughout the school				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist’s attempt to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist I maintained by both teachers and students.

2C - Establishing and maintaining clear procedures for referrals				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings 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.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – School Psychologist

2D - Establishing standards of conduct in the testing center				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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 the students and storage of materials				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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.

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – School Psychologist

3A - Responding to referrals consulting with teachers and administrators				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.

3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.

3C - Chairing evaluation team				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEP's.	Psychologist assumes leadership of the evaluation team as standard expectations: prepares detailed IEP's.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – School Psychologist

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

3E - Maintaining contact with physicians and community mental health service providers				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

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

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – School Psychologist

4A - Reflect on practice				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist does not reflect on practice, or reflections are inaccurate or self-serving.	<ul style="list-style-type: none"> Psychologist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. 	Psychologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.

4B - Communicating with families				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist’s communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.

4C - Maintaining accurate records				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist’s records are in disarray, they may be missing, illegible, or stored in an insecure location.	Psychologist’s records are accurate and legible and are stored in a secure location.	Psychologist’s records are accurate and legible, well organized, and stored in a secure location.	Psychologist’s records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – School Psychologist

4D - Participating in a professional community				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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 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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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.

EVIDENCE:

**BRECKINRIDGE COUNTY SCHOOLS
SCHOOL PSYCHOLOGIST FORMATIVE OBSERVATION POST-CONFERENCE**

Tenured _____ Non-Tenured _____ School _____
 Evaluatee/Observee _____ Content Area _____ Grade(s) _____
 Evaluator/Observer _____ Position _____
 Date of Observation _____ Date of Pre-Conference (If applicable) _____
 Mini Observation _____ Full Observation _____ Date of Observation Post-Conference _____

Domain 1: Planning and Preparation	Evidence			
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students				
1B - Demonstrating knowledge of child and adolescent development and psychopathology				
1C - Establishing goals for the psychology program appropriate to the setting and the students served				
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district				
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention				
1F - Developing a plan to evaluate the psychology program				
Discussion				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary

Domain 2: The Environment	Evidence			
2A - Establishing rapport with students				
2B - Establishing a culture for positive mental health throughout the school				
2C - Establishing and maintaining clear procedures for referrals				
2D - Establishing standards of conduct in the testing center				
2E - Organizing physical space for testing the students and storage of materials				
Discussion				
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary

Domain 3: Delivery of Service	Evidence			
3A - Responding to referrals consulting with teachers and administrators				
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines				
3C - Chairing evaluation team				
3D - Planning interventions to maximize student's likelihood of success				
3E - Maintaining contact with physicians and community mental health service providers				
3F - Demonstrating flexibility and responsiveness				
Discussion				
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary

Domain 4: Professional Responsibilities	Evidence			
4A - Reflecting on practice				
4B - Communicating with families				
4C - Maintaining accurate records				
4D - Participating in a professional community				
4E - Engaging in professional development				
4F - Showing professionalism				
Discussion				
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary

Observation Date:	
Evaluator Comments:	Teacher Comments:
Evaluator Signature and Date Signed	Teacher Signature and Date Signed
<i>Teacher signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.</i>	

My signature on this document verifies my agreement that I have received orientation on the Breckinridge County Schools' evaluation process which included an explanation of the standards, criteria, and process on which I am to be evaluated. Certified Evaluation Handbook can be viewed at www.breck.kyschools.us

Explanation to and discussion with all certified staff members shall take place no later than the end of the first month of reporting for employment for each school year, of the criteria on which they are to be evaluated.

Breckinridge County Evaluation Plan Orientation Training

School _____ Date _____

PRINT NAME	SIGNATURE
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BRECKINRIDGE COUNTY SCHOOLS EVALUATION TRACKING FORM

TPGES & OPGES

School _____

Evaluator _____

*Indicate when this action was performed by entering the date when the action took place.

TEACHER	INTERN	TENURED	NON-TENURE	EVALUATION ORIENTATION	GROWTH PLAN	1 ST Mini PRE-OBSERVATION FORM (optional)	FIRST MINI OBSERVATION DATE	FIRST MINI POST-CONFERENCE DATE	SECOND MINI PRE-OBSERVATION FORM (optional)	SECOND MINI OBSERVATION DATE (optional)	SECOND MINI POST-CONFERENCE DATE (optional)	THIRD MINI PRE-OBSERVATION FORM (optional)	THIRD MINI OBSERVATION DATE (optional)	THIRD MINI POST-CONFERENCE	FULL PRE-OBSERVATION FORM (optional)	FULL OBSERVATION DATE	FULL POST-CONFERENCE DATE	SUMMATIVE	PGP REVISITED

I have tracked each employee listed above and verify that each process indicated by dates has been completed.

