

# APPENDIX

### Appendix – Overload Examples

Examples: For a hypothetical instructor teaching a single 90 minute class, meeting every other day at the high school, for the entire year;  $P = 84$  periods,  $D = 84$  periods,  $N = 8$ , so, assuming  $B = \$36,000$

$$\text{Salary for Overload} = \frac{84}{84} \times \frac{1}{8} \times \$36,000 = \$4,500.00$$

For a hypothetical instructor teaching a single 45 minute class, meeting every day at the middle school, for the entire year;  $P = 169$  periods,  $D = 169$  periods,  $N = 8$ , so, assuming the same base

$$\text{Salary for Overload} = \frac{169}{169} \times \frac{1}{8} \times \$36,000 = \$4,500.00$$

For a hypothetical instructor teaching a single 90 minute class, meeting every day at the middle school, for the entire year;  $P = 169$ ,  $D = 169$ ,  $N = 4$ , so, assuming the same base

$$\text{Salary for Overload} = \frac{169}{169} \times \frac{1}{4} \times \$36,000 = \$9,000.00$$

For a hypothetical elementary instructor teaching a single 80 minute class, meeting every day at an elementary school, for a semester;  $P = 84$ ,  $D = 169$ ,  $N = 4.5$ , so, assuming the same base

$$\text{Salary for Overload} = \frac{84}{169} \times \frac{1}{4.5} \times \$36,000 = \$3,976.33$$

PROFESSIONAL EMPLOYEE'S BASIC CONTRACT  
UNIFIED SCHOOL DISTRICT 470

THIS CONTRACT is executed between the Board of Education of Unified School District No. 470 (Board) and \_\_\_\_\_. The Board and Professional Employee agree that:

1. The Professional Employee is employed for \_\_\_\_ contract days beginning on \_\_\_\_\_ and ending on \_\_\_\_\_.
2. The Board shall compensate the Professional Employee at the annual rate of \$ \_\_\_\_\_ (Salary Schedule step: \_\_\_\_ and Column: \_\_\_\_ including Non-Indexed Salary \_\_\_\_), to be paid in twelve or more substantially equal installments. Payment shall begin on September 20, 20\_\_.
3. If the Professional Employee provides written authorization to the Board by April 1, the balance of the Professional Employee's compensation shall be paid in one payment upon completion of all the Professional Employee's contractual obligations. Such payment shall be made not later than June 30. The authorization shall be effective for successive years unless it is revoked in writing by the Professional Employee.
4. The services to be performed by the Professional Employee hereunder shall be as determined and assigned by the Superintendent of Schools, and the Professional Employee shall be subject to the policies, orders, rules and regulations of the Board; however, said policies, orders, rules and regulations are not a part of this contract. The Board reserves the right to transfer or reassign the Professional Employee to any other school, or any educational project or program of the school district for which the Professional Employee is qualified.
5. The negotiated agreement between the Board and the Arkansas City Teacher's Association is incorporated into this Contract by reference. The negotiated agreement shall have the same force and effect as though it were fully set forth in this Contract.
6. This contract is contingent upon the Professional Employee being and remaining properly certificated during the term of employment hereunder. In the event the Professional Employee fails to furnish the Board and to maintain an applicable Kansas Instructor's Certificate to be in full force and effect during the term of employment hereunder, this Contract shall be null and void, terminated and canceled.
7. As a condition to entering or continuing employment, the Professional Employee is required to submit a certification of health signed by a licensed physician, the expense thereof to be borne by the Professional Employee, as provided by K.S.A. 72-5213.
8. In the event the Professional Employee is absent from duty except as hereinafter specified, deduction shall be made from the salary for each day of absence as provided by the rules and regulations of the Board. Deductions shall not be made in the event such absence is covered by paid leave or the result of other authorized absence in accordance with and subject to the rules and regulations of the Board.
9. This Contract is subject to the terms and provisions of the Kansas Cash Basis Law and the Kansas Budget Act, and amendments thereof or supplements thereto respectively, and to all other applicable United States and Kansas Laws.
10. The terms of this Contract and the conditions of employment may be modified only upon the mutual agreement of the Board and the Professional Employee.

WITNESS: By signing this Contract the Board and the Professional Employee manifest their agreement to its terms.

PROFESSIONAL EMPLOYEE

BOARD OF EDUCATION  
UNIFIED SCHOOL DISTRICT NO. 470  
COWLEY COUNTY, STATE OF KANSAS

\_\_\_\_\_  
PROFESSIONAL EMPLOYEE

\_\_\_\_\_  
PRESIDENT

\_\_\_\_\_  
CLERK

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

CONTRACT ADDENDUM  
(Extended and Overload Assignments)

This addendum to the Teacher Contract (Basic) is made and entered into, this \_\_\_\_ day of \_\_\_\_, 20\_\_, by and between the Board of Education of Unified School District No. 470, Cowley County, Kansas, hereinafter called the "Board" and \_\_\_\_\_, hereinafter called the "Teacher".

The parties agree that Teacher shall be employed as an employee of said Unified School District No. 470, Cowley County, Kansas, for the school year \_\_\_\_\_ as defined and scheduled by the Board, which shall include terms and conditions as specified in said Teacher Contract (Basic).

The assignments shall be as follows which are in addition to the Teacher Contract (Basic).

Overload Assignment:

\_\_\_\_\_

\_\_\_\_\_ Compensation\* \$ \_\_\_\_\_

Extended Assignment:

\_\_\_\_\_

\_\_\_\_\_ Compensation\* \$ \_\_\_\_\_

\*Computation of Compensation is determined by provisions of Master Agreement between said Board and ACTA.

This addendum is part of the Teacher Contract (Basic) and as such is subject to all Statutes, regulations, rules, negotiated agreements and Board policies pertaining to the Teacher Contract (Basic).

WITNESS OUR HANDS on the day and year first above written.

UNIFIED SCHOOL DISTRICT NO. 470  
COWLEY COUNTY, STATE OF KANSAS

By \_\_\_\_\_  
President, Board of Education

\_\_\_\_\_  
Teacher

Attest:

\_\_\_\_\_  
Clerk, Board of Education

HORIZONTAL MOVEMENT

Name \_\_\_\_\_ Date Submitted \_\_\_\_\_  
 (Please Print)

Horizontal Movement From \_\_\_\_\_ To \_\_\_\_\_ (Degree + Hours)

If you intend to qualify for horizontal movement on the 20\_\_-20\_\_ salary schedule, please complete the form below and return it to the Superintendent's Office by March 1, 20\_\_.

Pursuant to the Master Agreement Negotiated Items for 1990-91, (ARTICLE V, Section B) a teacher must notify the Superintendent of his/her intent to qualify for horizontal movement on the salary schedule for the next school year by March 1. (See Article VI, Section G of 20\_\_-20\_\_ Master Agreement)

I. To qualify, the hours taken by the teacher can be undergraduate or graduate hours. All hours must be within a program approved by the Kansas State Department of Education or approved in advance by the Professional Development Committee. The teacher must submit OFFICIAL college (and IDP) transcripts of all approved hours to the Superintendent by September 1 of the school year in which he/she intends to achieve horizontal movement before it will be granted.

COURSES TO BE USED FOR HORIZONTAL MOVEMENT:

Univ./Coll.	Catalog No.	Course Title	Grad. Cr.		No. of
			Yes	No	Semester Hours
_____	_____	_____	Yes	No	_____
_____	_____	_____	Yes	No	_____
_____	_____	_____	Yes	No	_____
_____	_____	_____	Yes	No	_____
_____	_____	_____	Yes	No	_____
_____	_____	_____	Yes	No	_____
_____	_____	_____	Yes	No	_____
PROFESSIONAL DEVELOPMENT INSERVICE CREDIT PTS. (20 PTS. = 1 HR)					_____
(Please use back for more hours if necessary.)					_____
Total Hours					_____

II. Movement to the Master's column will be contingent upon completing a Master's Degree. Movement to the Advanced Degree column will be contingent upon completion of a Specialist Degree or other advanced degree. The teacher must submit an OFFICIAL college transcript verifying the completion of a Master or Specialist Degree to the Superintendent by September 1 of the school year in which he/she intends to achieve horizontal movement before it will be granted.

DEGREE \_\_\_\_\_ Date of Completion \_\_\_\_\_ Univ./College \_\_\_\_\_

Signature of Teacher \_\_\_\_\_

Approval of Submitted Hours \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
 Assistant Superintendent of Schools

CONTRACT ADDENDUM  
(Longevity Pay)

This addendum to the Teacher Contract (Basic) is made and entered into, this \_\_\_\_ day of \_\_\_\_\_, 20\_\_, by and between the Board of Education of Unified School District No. 470, Cowley County, Kansas, hereinafter called the "Board" and \_\_\_\_\_, hereinafter called the "Teacher".

The parties agree that Teacher shall be employed as an employee of said Unified School District No. 470, Cowley County, Kansas, for the school year \_\_\_\_\_ as defined and scheduled by the Board, which shall include terms and conditions as specified in said Teacher Contract (Basic).

Said teacher is currently on the BS+35 column or above and is credited with a total of 20.5 or more years of teaching experience on or before August 1 of the current contract year, and has spent the last five years in Unified School District No. 470, Cowley County, Kansas, and is employed by the Board on December 1, shall be paid a longevity amount equal to a percent of the teacher's base contract salary for the current year. All longevity payments shall be made on or before December 10 in accordance with payroll procedures and shall be subject to all applicable deductions.

Longevity Pay:

\_\_\_\_\_

\_\_\_\_\_ Compensation\*

\*Computation of Compensation is determined by provisions of Master Agreement between said Board and ACTA.

This addendum is part of the Teacher Contract (Basic) and as such is subject to all Statutes, regulations, rules, negotiated agreements and Board policies pertaining to the Teacher Contract (Basic).

WITNESS OUR HANDS on the day and year first above written.

UNIFIED SCHOOL DISTRICT NO. 470  
COWLEY COUNTY, STATE OF KANSAS

By \_\_\_\_\_  
President, Board of Education

\_\_\_\_\_  
Teacher

Attest:

\_\_\_\_\_  
Clerk, Board of Education

SUPPLEMENTAL CONTRACT

THIS CONTRACT is executed between the Board of Education of Unified School District No. 470 (Board) and \_\_\_\_\_ (Employee).

The Board and the Employee agree that:

1. This contract is for the school year \_\_\_\_\_, only, and is subject to KSA 72-5412(a).
2. The duties which the Employee shall assume and the compensation he/she shall receive are:

Duty	Compensation
_____	_____
_____	_____
_____	_____
_____	_____

3. The Employee shall indicate if compensation is requested in a lump sum for each duty upon completion of that duty or if total compensation for all duties is to be paid in 12 equal payments. (Full Time Employees Only)

WITNESS: By signing the Contract, the Board and the Employee manifest their agreement to its terms.

EMPLOYEE

UNIFIED SCHOOL DISTRICT NO. 470  
COWLEY COUNTY, KANSAS

\_\_\_\_\_  
PRESIDENT

\_\_\_\_\_  
EMPLOYEE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

I request compensation be paid to me in a lump sum for each duty upon completion of said duty.

\_\_\_\_\_  
EMPLOYEE

I request compensation for total duties to be paid to me in 12 equal payments.

\_\_\_\_\_  
EMPLOYEE

ATTEST:

\_\_\_\_\_  
CLERK, BOARD OF EDUCATION

### SLAPCO GUIDELINES

A sick leave assistance pool (SLAPCO) will be maintained in order to provide additional leave assistance to those certified teachers who have used all of their accumulated leave and have experienced extraordinary circumstances requiring additional leave. SLAPCO will be operated and maintained as outlined in the master agreement under Article IX: Leaves. These guidelines are to help the SLAPCO committee in reviewing leave requests and to help inform members of requirements for requesting SLAPCO days.

1. The applicant must be a current members and/or any teacher in USD 470 wanting membership. Eligibility for membership requires a 1 day donation for the current school year. Teachers owing SLAPCO days from the 2010-2011 school year will donate 2 days for the 2011-2012 school year. This will wipe their balance clean/create a zero balance for days owed.
2. The applicant must have used up accumulative sick leave before SLAPCO days can be granted.
3. A maximum of 15 SLAPCO days per contract year may be allotted to a member due to medical conditions, illness or injury or to member or immediate family with no requirement for payback. **Immediate family shall be defined as the member's: spouse, children, mother, father, brother, sister, grandchildren, grandparents and same members of spouse's family.**
4. SLAPCO cannot grant more days than exist in the pool at a given time.
5. In the event a SLAPCO member or immediate family member is placed in a life or death situation, the committee may consider the leave as catastrophic leave. All other leaves must be exhausted prior to activation of catastrophic leave. Documentation from a medical professional will be required for catastrophic leave. Catastrophic leave days will not have to be repaid.  
A member who uses catastrophic leave may receive a career maximum total catastrophic leave days from the SLAPCO pool not to exceed the number of days in an annual contract. Catastrophic classification will be reviewed annually.
6. All applications will be given individual consideration by SLAPCO members. The number of days actually awarded an applicant will be determined by the SLAPCO committee.
7. Application forms may be requested from the District Personnel Office and will be sent electronically to the requesting member. The completed application can be returned electronically, or by inter-school mail marked "Attention SLAPCO."
8. SLAPCO may ask for a statement from a licensed medical doctor, osteopath, chiropractor, or dentist, indicating the member is under his or her care or is hospitalized and that the member is unable to perform employment duties as a result of illness or disability.
9. Application for sick leave pool days must be made within the applicant's current contract year.
10. Membership to the sick leave pool must be renewed yearly.

### SPLAPCO COMMITTEE GUIDELINES

1. Upon receipt of an application the SLAPCO Committee will make a decision within TEN working days and notification will be made within 48 hours.
2. The SLAPCO Committee will meet once during the contract year. Other meetings will be called as needed.
3. Decisions must be made by the majority of the SLAPCO Committee.
4. Decisions by the SLAPCO Committee may be made by a telephone poll, email, or inter-school mail of the committee members.
5. The balance of the remaining days of the sick leave pool will be posted twice per year in each building. These postings will be done by the school district's administration during the second week of October and the first week of May.

Revised May, 2011

Counselor Assessment Rubric

Domain I for School Counselors: Planning and Preparation

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates thorough understanding of counseling theory and techniques.	Counselor demonstrates extensive understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program that are based on state and national standards and are appropriate to the setting and the students served.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are basic 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.
1d: Demonstrating knowledge of state and federal regulations and district policies and of resources both within and beyond the school and	Counselor demonstrates little or no knowledge of governmental regulations, district policies, and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations, district policies, 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, district policies, and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations, district policies, and of resources for students is extensive, including those available through the school or district and in the community.

district					Counselor's standards-based plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Ie: Planning of the counseling program is integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan uses state standards as guiding principles and includes a number of integrated activities, some of which don't align with the broader goals.	Counselor has developed a standards-based plan that integrates and aligns with the regular school program.	Counselor's reflection and monitoring plan is highly sophisticated, with multiple and varied sources of evidence with a clear path toward improving the program on an ongoing basis.	
If: Developing a plan to reflect upon and monitor the counseling program	Counselor has no plan to reflect upon and monitor the program or resists suggestions that such reflection and monitoring is important.	Counselor has a basic plan to reflect upon and monitor the counseling program.	Counselor's plan to reflect upon and monitor the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.		

Domain 2 for School Counselors: The Environment

Component	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
2a: Creating an environment of respect and rapport	Counselor's relationships with others are negative or inappropriate, and the counselor does not promote positive interactions among those with which they work. 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 relationships are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among those with which they work are partially successful. Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	Counselor's relationships with others are positive and respectful, and the counselor actively promotes positive interactions among all parties. 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.
2b: Establishing a culture for productive communication			Others seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions. 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.

<p>2c: Managing routines and procedures</p>	<p>Counselor's routines for the counseling program or classroom guidance are nonexistent or in disarray.</p>	<p>Counselor has basic and partially successful routines for the counseling program or classroom guidance.</p>	<p>Counselor's routines for the counseling program or classroom guidance work effectively within a flexible framework.</p>	<p>Counselor's routines for the counseling program or classroom guidance are well-defined yet flexible.</p>
<p>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</p>	<p>Counselor has established no standards of conduct for students during counseling sessions, small group, and classroom guidance and makes no contribution to maintaining an environment of civility in the school.</p>	<p>Counselor's efforts to establish standards of conduct for counseling sessions, small group, and classroom guidance are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.</p>	<p>Counselor has established clear standards of conduct for counseling sessions, small group, and classroom guidance and makes a significant contribution to the environment of civility in the school.</p>	<p>Counselor has established clear standards of conduct for counseling sessions, small group, and classroom guidance, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.</p>
<p>2e: Organizing physical space</p>	<p>The physical environment is in disarray or is inappropriate to the planned activities.</p>	<p>Counselor's attempts to create an inviting and well-organized physical environment are partially successful.</p>	<p>Counseling office or classroom arrangements are inviting and conducive to the planned activities.</p>	<p>Counseling office or classroom arrangements are inviting and conducive to the planned activities. Students feel safe and comfortable in expressing themselves in the counseling environment.</p>

Domain 3 for School Counselors: Delivery of Service

Component	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
<p>3a: Assessing student needs</p>	<p>Counselor does not assess student needs, or the assessments result in inaccurate conclusions.</p>	<p>Counselor's assessments of student needs are inconsistent.</p>	<p>Counselor assesses student needs and knows the range of student needs in the school.</p>
<p>3b: Assisting students and teachers in the formulation of academic,</p>	<p>Counselor's program is independent of identified student needs.</p>	<p>Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.</p>	<p>Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.</p>
			<p>Counselor conducts detailed and individualized assessments of student needs to contribute to program planning. Counselor helps individual students and teachers formulate academic, personal/social, and career plans.</p>

Counselor Rubric

Form A

personal/social, and career plans, based on knowledge of student needs	Counselor displays no knowledge of counseling techniques or how to apply them to meet students' needs.	Counselor displays an adequate knowledge of counseling techniques but has difficulty applying that knowledge to meet students' needs.	Counselor displays an expansive knowledge of counseling techniques and effectively applies them to meet students' needs.	Counselor displays a highly developed knowledge of counseling techniques and skillfully differentiates them to meet students' needs.
3c: Using counseling techniques in individual, small group, and classroom programs	Counselor displays no knowledge of counseling techniques or how to apply them to meet students' needs.	Counselor displays an adequate knowledge of counseling techniques but has difficulty applying that knowledge to meet students' needs.	Counselor displays an expansive knowledge of counseling techniques and effectively applies them to meet students' needs.	Counselor displays a highly developed knowledge of counseling techniques and skillfully differentiates them to meet students' needs.
3d: Coordinating resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to coordinate services with other programs in the school are partially successful.	Counselor coordinates with other programs within the school or district to meet student needs.	Counselor coordinates with other programs and agencies both within and beyond the school or district to meet individual student needs.
3c: Demonstrating flexibility and responsiveness	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 periodically reviews the counseling program and makes revisions 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.

Domain 4 for School Counselors: Professional Responsibilities

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is superficial 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.	Distinguished Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records	Counselor's reports, records, and	Counselor's reports, records, and documentation are generally	Counselor's reports, records, and documentation are accurate and are	Counselor's approach to record keeping is highly

Counselor Rubric

Form A

<p>and submitting them in a timely fashion</p>	<p>documentation are missing, late, or inaccurate, resulting in confusion.</p>	<p>accurate but are occasionally late.</p>	<p>submitted in a timely manner.</p>	<p>systematic, efficient, and submitted in advance of deadlines.</p>
<p>4c: Communicating with families</p>	<p>Counselor provides no information to families, either about the counseling program as a whole or about their children.</p>	<p>Counselor provides limited though accurate information to families about the counseling program as a whole and about their children.</p>	<p>Counselor provides thorough and accurate information to families about the counseling program as a whole and about their children.</p>	<p>Counselor is proactive in providing information to families about the counseling program and about their children through a variety of means.</p>
<p>4d: Participating in a professional community during contract hours</p>	<p>Counselor's relationships with colleagues are negative or self-serving, and the counselor avoids being involved in school and district events and projects.</p>	<p>Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.</p>	<p>Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<p>Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</p>
<p>4e: Engaging in professional development</p>	<p>Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.</p>	<p>Counselor's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Counselor seeks out opportunities for professional development based on an individual and district assessment of need.</p>	<p>Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through presentations to colleagues.</p>
<p>4f: Showing professionalism</p>	<p>Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</p>	<p>Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.</p>	<p>Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</p>	<p>Counselor holds the highest standards of honesty, integrity, and confidentiality in interactions with students, colleagues, and the public; advocates for students and assumes a mentoring role with colleagues.</p>

USD 470 Counselor Evaluation  
Pre-observation Form

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Name: \_\_\_\_\_ School/Administrator: \_\_\_\_\_

Date of Pre-conference: \_\_\_\_\_ Date/Time of Observation: \_\_\_\_\_

Grade Level/Curriculum Area Observed: \_\_\_\_\_

In the pre-conference you will be asked to discuss the following components and provide examples where appropriate.

**Domain 1: Planning and Preparation**

**Comments: (to be completed by evaluator)**

1. What is your Counseling Philosophy and how do you apply it?(Component 1a)	
2. What are the goals for the Counseling Program? What do you want the students to learn? (Component 1c)	
3. Why are these goals appropriate for this group of students? (Component 1c)	
4. How do these goals support the district's curriculum, state frameworks, and the content standards? (Component 1c)	
5. How do you display an understanding of developmentally appropriate practices? (Component 1b)	
6. What instructional materials or other resources, if any will you use?(Component 1d)	
7. How do you plan to assess the counseling program? (Component 1f)	
8. How do you plan to use the results of the assessment? (Component 1f)	

Domain 4: Professional Responsibilitis

Comments: (to be completed by evaluator)

<p>1. How do you evaluate a program's effectiveness? (Component 4a)</p>	
<p>2. Explain and provide evidence of how you maintain student records (attendance, grades/progress, etc.) (Component 4b)</p>	
<p>3. Explain and provide evidence for how you communicate with parents (newsletters, logs, student progress). (Component 4c)</p>	
<p>4. Describe how you take a leadership role in your school and the district (district/building projects, committees, activities, etc.) (Component 4d &amp; 4f)</p>	
<p>5. Describe the professional growth activities in which you participated this year to achieve your growth objective. (Component 4e)</p>	

6. How do you advocate for students? (Component 4f)

*Counselor comments pertaining to observation setting.* List any items you might want to call to the attention of the administrator.

*Counselor comments pertaining to observational focus:* List any items you might want to call to the attention of the administrator.

USD 470 Arkansas City Public Schools  
 Evaluation for the Improvement of Counseling

Name: \_\_\_\_\_ School: \_\_\_\_\_

Pre-tenured/Tenured (Circle one)

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Position: \_\_\_\_\_

Rubric Ratings:

D = Distinguished

P = Proficient

B = Basic

U = Unsatisfactory

Domain 1:

Rating:

Evidence:

<i>Planning &amp; Preparation</i>	U	B	P	D	
1a: Demonstrating Knowledge of Counseling Theory and Techniques					
1b: Demonstrating Knowledge of Child and Adolescent Development					
1c: Establishing Goals for the Counseling Program					
1d: Demonstrating Knowledge of Regulations, Policies and Resources					
1e: Integrating Counseling Program with Regular School Program					
1f: Developing a Plan of Reflection					

Comments:

Counselor Evaluation

Form C

Domain 2: Rating: Evidence:

<i>The Counseling Environment</i>	U	B	P	D	Evidence:
2a: Creating an Environment of Respect and Rapport					
2b: Establishing a Culture for Productive Communication					
2c: Managing Routines and Procedures					
2d: Contributing to Positive Student Behavior					

Comments:

Domain 3: Rating: Evidence:

<i>Delivery of service</i>	U	B	P	D	Evidence:
3a: Assessing Student Needs					
3b: Assisting Students in the Formulation of Personal Plans					
3c: Applying Counseling Techniques					
3d: Coordinating Resources to Meet Needs					

Comments:

Domain 4:

Rating:

Evidence:

<i>Professional Responsibilities</i>	U	B	P	D	
4a: Reflecting on Practice					
4b: Maintaining Accurate Records					
4c: Communicating with Families					
4d: Participating in a Professional Community (during contract hours/time)					
4e: Growing and Developing Professionally					
4f: Showing Professionalism					

Comments:

*Recommendations for Improvement:*

*Recognized Overall Strengths:*

\_\_\_\_\_

Date

\_\_\_\_\_

Teacher's Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Administrator's Signature

Items checked as unsatisfactory on this evaluation instrument are to be followed by a Plan of Assistance. The evaluatee has the right to reply to comments on the evaluation. A copy of the rebuttal must be provided to the evaluator within two weeks after receiving the evaluation. It will be attached to the instrument and forwarded to the district office.

## Counselor Evidence

Form D

Counselor-provided evidence of professional growth from each domain will be used for dialog purposes between the counselor and the building administrator. Counselors may choose from examples or provide others that support the domain components. This list will also be used by principals in noting examples of evidence on the evaluation instrument.

### Examples of Evidence

<p>Domain 1 – Planning and Preparation</p> <ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Unit plan</li> <li>Differentiation plan/Personal Plan of Study</li> <li>Use of formative data</li> <li>Walls that teach</li> <li>Curriculum map/Aligned School</li> <li>Counseling Curriculum</li> <li>USD #470 Resource Card</li> <li>Reporting procedures</li> </ul>	<p>Domain 2 – The Environment</p> <ul style="list-style-type: none"> <li>Student surveys</li> <li>Observations of school environment</li> <li>Interviews</li> <li>Contributions to school newsletters</li> <li>Incentive/reward plans</li> <li>Physical layout of the room</li> <li>Daily, weekly routine, schedules</li> <li>Walls that teach</li> </ul>
<p>Domain 3 – Delivery of Service</p> <ul style="list-style-type: none"> <li>Student achievement data</li> <li>Classroom observations</li> <li>Counseling curriculum units of study</li> <li>Technology Links</li> <li>Credit checks/Transcript checks</li> <li>USD #470 Resource Card</li> <li>Needs assessments</li> </ul>	<p>Domain 4 – Professional Responsibilities</p> <ul style="list-style-type: none"> <li>Contact log</li> <li>Newsletters</li> <li>Intra-school bulletins</li> <li>Surveys</li> <li>Parent letters, email, registered notifications</li> <li>Certification classes, workshops</li> <li>District, building committees</li> <li>Professional Development documentation</li> <li>Community service</li> <li>National Certified Counselor</li> <li>Conferences, workshops-attended, presenter</li> <li>Professional Organization Membership</li> <li>Maintenance of student records</li> </ul>

Guiding Questions Related to the four conversations held with new counselors.

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating knowledge of counseling theory and techniques

1. What is your philosophy of counseling theory?
2. How do you apply your philosophy of counseling?

Component 1b: Demonstrating knowledge of child and adolescent development

1. How do you display an understanding of developmentally appropriate practices?
  2. When appropriate how do you use knowledge of students' learning styles in your instructional planning?
  3. As you enroll or place students, how are those decisions influenced by knowledge of students' skills?
1. How do you recognize and include students' interests and/or cultural heritage as you work with them?

Component 1c: Establishing goals for the counseling program

1. In what ways, in relation to district curriculum, do your counseling objectives demonstrate what students should know and be able to do?
2. How do your counseling objectives related to district curriculum differentiate for needs of individuals or groups?
3. How do your objectives reflect opportunities for content integration reflected in district curriculum?

Component 1d: Demonstrating Knowledge of Resources

1. In what ways do you seek out counseling resources and who provides these resources?
2. Describe ways you utilize community resources to assist and support students and families.

Component 1e: Planning the Counseling Program

1. How do you ensure your progression of counseling activities is even, well paced, and reflect recent, professional research?

2. When designing your counseling program, how do you decide when you will create varied instructional groups which are appropriate to your different counseling goals?
3. In developing your counseling program, how do you organize reasonable time allocations?

Component 1f: Reflecting and Monitoring

1. How do you assess and monitor your counseling program?

DOMAIN 2: THE ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

1. As you are interacting with students, how do you ensure counselor-student interactions are friendly and demonstrate respect?
2. As you create an environment for respect and rapport, how will you establish opportunities for students to genuinely care for each other?

Component 2b: Establishing a Culture for Productive Communication

1. How have you established a culture for communication in which students demonstrate their active participation?
2. What do you do to encourage students to responsibly and respectfully communicate with adults and peers?

Component 2c: Managing Routines and Procedures

1. How do you organize for classroom or small group activities to ensure participants are engaged at all times?
2. How do you ensure efficient operation of the counseling program?
3. What procedures do you have in place to deal with unexpected interruptions to your routine?

Component 2d: Managing Student Behavior

1. How do you convey expectations of appropriate conduct which are clear to all students?

2. As the ultimate goal of student behavior is self-monitoring, how do you remain alert at all times to student behaviors?
3. In responding to misbehavior, how is the student's dignity respected?

Component 2e: Organizing Physical Space

1. How do you organize your room's physical space in order to create an inviting atmosphere?
2. How do you ensure your organization of physical space creates an environment in which all students feel safe in expressing themselves?

DOMAIN 3: DELIVERY OF SERVICE

Component 3a: Assessing Student Needs

1. How do you assess student needs?
2. Accuracy and clarity in communication requires vocabulary appropriate to student's age and interest. How do you ensure your spoken and written language is clear and correct?

Component 3b: Assisting Students in Formulation of Plans

1. How do you help students formulate personal, academic, social, and career plans?

Component 3c: Using Counseling Techniques

1. What counseling techniques do you use to meet student needs?
2. How do you differentiate among those techniques to meet student needs?

Component 3d: Coordinating Resources to Meet Needs

1. How do you coordinate with other programs within the school or district to meet student needs?
2. How do you decide when outside referral is appropriate?

Component 3e: Demonstrating Flexibility and Responsiveness

1. When do you decide to make an adjustment to the counseling program in order to improve services?

2. Can you think of a time when you seized a major opportunity to improve the counseling program by building on a spontaneous event?

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Practice

1. How do you know your program is effective and your goals are achieved?
2. How do you reflect upon and improve a counseling activity if necessary?

Component 4b: Maintaining Accurate Records

1. How do you maintain and/or submit records when appropriate?
2. Is your system for maintaining information on student progress fully effective? Why or why not?

Component 4c: Communicating with Families

1. When and how do you decide to provide information to parents about the counseling program or their children?
2. How do you respond to parent concerns?

Component 4d: Participating in a Professional Community (during contract hours/time)

1. In taking initiative to assume leadership among the faculty, what characterizes supportive and cooperative relationships with your colleagues?

Component 4e: Engaging in Professional Development

1. As you engage in professional development opportunities, how do you enhance your counseling skills?
2. In initiating service to the profession, what important activities do you consider as professional responsibility?

Component 4f: Showing Professionalism

1. What are some ways you show honesty, integrity and confidentiality in interactions with colleagues, students, and the public?
2. How are you proactive in meeting the needs of individual students?

3. How do you challenge another's negative attitude toward students, particularly students underserved?
4. As you take a leadership role in team or departmental decision making, how do you ensure your input is based upon high professional standards?
5. How can you show leadership in fully complying with school and district regulations?

**USD 470 Teacher Evaluation  
Guidance Program Observation Record**

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Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Position: \_\_\_\_\_

<p>Component 2a: Creating an Environment of Respect and Rapport</p>	<p>Component 3a: Assessing Student Needs</p>
<p>Component 2b: Establishing a Culture for Productive Communication</p>	<p>Component 3b: Assisting Students in the Formulation of Personal Plans</p>
<p>Component 2c: Managing Routines and Procedures</p>	<p>Component 3c: Applying Counseling techniques</p>
<p>Component 2d: Contributing to Positive Student Behavior</p>	<p>Component 3d: Coordinating Resources to Meet Needs</p>
<p>Component 2e: Organizing Physical Space</p>	<p>Component 3e: Demonstrating Flexibility and Responsiveness</p>

Academic Coach Assessment Rubric – Domain 1  
**PLANNING AND PREPARATION**

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a:</b> Demonstrating knowledge of best practice in effective instruction	Academic coach demonstrates little or no familiarity with effective instruction and best practice.	Academic coach demonstrates basic familiarity with effective instruction and best practice.	Academic coach demonstrates thorough knowledge of effective instruction and best practice.	Academic coach displays extensive knowledge of best practices and effective instruction and <i>actively pursues evidence of the continuing pursuit of such knowledge.</i> Academic coach is regarded as an expert by colleagues.
<b>1b:</b> Demonstrating knowledge of the curriculum and teacher skill in delivering that curriculum	Academic coach demonstrates little or no knowledge of the curriculum or of teacher skill in delivering that curriculum.	Academic coach demonstrates basic knowledge of the curriculum and of teacher skill in delivering that curriculum.	Academic coach demonstrates thorough knowledge of curriculum and of teacher skill in delivering that curriculum.	Academic coach has extensive knowledge of curriculum and works to shape its future direction and actively seeks information as to teacher skill in delivering that curriculum.
<b>1c:</b> Establishing goals for the instructional process appropriate to the setting and the teachers served	Academic coach has no clear goal for the instructional process, or they are inappropriate to either the situation or the needs of the staff.	Academic coach's goals for the instructional process are basic and are partially suitable to the situation and the needs of the staff.	Academic coach's goals for the instructional process are clear and are suitable to the situation and the needs of the staff.	Academic coach's goals for the instructional process are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<b>1d:</b> Demonstrating knowledge of resources, both within and beyond the school and district	Academic coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Academic coach demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Academic coach demonstrates full awareness of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Academic coach actively seeks out a wide range of new resources to enrich teacher's skills in implementing the curriculum.
<b>1e:</b> Integrating the academic coach's plan with the overall district curriculum	Academic coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Academic coach's plan has a guiding principle and includes a number of multiple and varied activities, but some are not aligned with the district's curriculum.	Academic coach's plan is well designed to support teachers in the improvement of their instructional skills and is consistent with the district's curriculum.	Academic coach'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.
<b>1f:</b> Developing a plan to reflect upon and monitor the academic coaching process	Academic coach has no plan to reflect upon and monitor evaluate the coaching process or resists suggestions that such an evaluation is important.	Academic coach has a basic plan to reflect upon and monitor the coaching process.	Academic coach's plan to reflect upon and monitor the coaching process is organized around clear goals and a collection of evidence to indicate the degree to which the goals have been met.	Academic coach reflects upon and monitors the plan with multiple and varied sources of evidence and has a clear path toward improving the coaching process on an ongoing basis.

Academic Coach Assessment Rubric – Domain 2  
THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the academic coach, avoiding professional interaction.	Relationships with the academic coach are cordial; with few contacts initiated by the teachers.	Relationships with the academic coach are respectful, with some contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement	Academic coach conveys the work of improving instruction is externally mandated and is not important to school improvement.	Academic coach offers support to the teacher for instructional improvement.	Academic coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.
2c: Establishing clear procedures for teachers to gain access to instructional support	The academic coach has not established clear procedures for gaining access to instructional support.	Some procedures for accessing instructional support are clear.	Academic coach has established clear procedures for teachers to use in gaining access to instructional support.
2d: Establishing and maintaining norms of behavior for professional interactions	Norms of professional conduct are unclear.	The academic coach partially models professional conduct.	Academic coach has established clear norms of mutual respect for professional interaction.
2e: Organizing physical space for professional development	Academic coach 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 professional development.	The physical environment does not impede professional development.	Academic coach makes good use of the physical environment in planning professional development.
2a & 2e COMBINED Creating an environment of trust and respect and maintaining norms of professional conduct	Teachers are reluctant to request assistance from the academic coach, avoiding professional interaction. Norms of professional conduct are unclear.	Relationships with the academic coach are cordial, with few contacts initiated by teachers. The academic coach often models professional conduct.	Relationships with the academic coach are respectful, with some contacts initiated by teachers. Academic coach models clear norms for professional interaction.
			Relationships with the academic coach are highly respectful and trusting, with many contacts initiated by teachers. Academic coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the academic coach. Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers. Academic coach models clear norms of mutual respect for professional interaction. Coaches encourage their colleagues to adhere to these standards of conduct. Academic coach makes highly effective use of the physical environment, resulting in engagement of all participants in the professional development. Relationships with the academic coach are highly respectful and trusting, with many contacts initiated by teachers. Academic coach models clear norms of mutual respect in professional interactions.

Academic Coach Assessment Rubric – Domain 3  
DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
3a: Collaborating with teachers in the design of instructional units and lessons	Academic coach declines to collaborate with classroom teachers in the design of instructional lessons and units.	Academic coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Academic coach initiates collaboration with classroom teachers in the design of instructional lessons and units, encouraging collaboration among teachers.
3b: Engaging teachers in learning new professional development	Academic coach does not provide opportunities for teachers to engage in professional development.	Academic coach provides some opportunity for teachers to engage in professional development.	Academic coach is highly engaged in providing quality professional development. Teachers apply new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Academic coach models lessons and professional development opportunities are provided by academic coach are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the academic coach model lessons and professional development opportunities is mixed, with some lessons being appropriate to the needs of the teachers being served.	The quality of the academic coach's model lessons and professional development opportunities are consistently high and appropriate to the needs of the teachers being served. The academic coach offers reflective opportunities, which results in teachers sharing with other staff.
3d: Locating resources for teachers to support instructional improvement	Academic coach fails to locate resources for instructional improvement for teachers.	Academic coach's efforts to locate requested resources for instructional improvement for teachers are inconsistent.	Academic coach is proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Academic coach adheres to his/her plan, in spite of evidence of its inadequacy.	Academic coach makes modest changes in the coaching process when evidence indicates the need for change.	Academic coach is continually seeking ways to improve the coaching process and makes changes as needed in response to stakeholders' input and data.

Academic Coach Assessment Rubric – Domain 4  
PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
4a: Reflecting on practice	Academic coach does not reflect on practice, or the reflections are inaccurate or self-serving.	Academic coach'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.	Academic coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Academic coach makes some specific suggestions as to how the support program might be improved.
4b: Accessing and analyzing data, and submitting reports	Academic coach does not follow established procedures for accessing and analyzing data and submitting timely reports.	Academic coach's efforts to access and analyze data are partially successful and follow established procedures. Reports are sometimes submitted on time.	Using data and reports, academic coach anticipates and responds to teacher needs. Reports are always submitted on time.
4c: Coordinating work with other academic coaches	Academic coach makes no effort to collaborate with other academic coaches within the district.	Academic coach responds positively to the efforts of other academic coaches within the district to collaborate.	Academic coach takes a leadership role in collaborating with other academic coaches within and beyond the district.
4d: Participating in a professional community	Academic coach's relationships with colleagues are negative or self-serving, and the academic coach avoids being involved in school and district events.	Academic coach's relationships with colleagues are cordial, and the academic coach participates in school and district events when specifically requested.	Academic coach makes a substantial contribution to school and district events and assumes a leadership role with colleagues.
4e: Engaging in professional development	Academic coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Academic coach's participation in professional development activities is limited to those that are convenient or are required.	Academic coach 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 academic coaches.
4f: Showing professionalism, including integrity and confidentiality	Academic coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Academic coach is honest in interactions with colleagues and respects norms of confidentiality.	Academic coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

**USD 470 Academic Coach Evaluation  
Pre-observation Form**

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Name: \_\_\_\_\_ School/Administrator: \_\_\_\_\_

Date of Pre-conference: \_\_\_\_\_ Date/Time of Observation: \_\_\_\_\_

Grade Level/Curriculum Area Observed: \_\_\_\_\_  
 In the pre-conference you will be asked to discuss the following components and provide examples where appropriate.

**Domain 1: Planning and Preparation**

**Comments: (to be completed by evaluator)**

1. Briefly describe the academic coach's plan and explain how it supports district curriculum. (Component 1e)	
2. Describe how the academic coach's plan is monitored. (Component 1f)	
3. Describe what effective instruction and best practice looks like in the classroom. (Component 1a)	
4. What are the academic coach's goals for the instructional process? (Component 1c)	
5. What evidence does the academic coach collect to indicate goals have been met? (Component 1f)	
6. What resources are available in the school and district that the academic coach uses to help teachers enhance their skills? (Component 1d)	
7. How does the academic coach familiarize him/herself with district curriculum? (Component 1b)	
8. Briefly describe how the academic coach best and most effectively determines the needs of the teachers. (Component 1c)	

**Domain 4: Professional Responsibilities**

**Comments: (to be completed by evaluator)**

<p>1. How do you evaluate the effectiveness of your practice? (Component 4a)</p>	
<p>2. Explain and provide evidence of how you maintain data and reports. (Component 4b)</p>	
<p>3. Explain and provide evidence for how you communicate with teachers and other academic coaches in order to build and maintain positive and productive relationships. (Component 4d)</p>	
<p>4. Describe how you take a leadership role in your school and the district (district/building projects, committees, activities, professional development, etc.) (Component 4d &amp; 4f)</p>	

5. Describe the professional growth activities in which you participated this year to achieve your growth objective. (Component 4e)	
6. Explain the importance of maintaining confidentiality with colleagues. (Component 4f)	

*Academic coach comments pertaining to observation setting.* List any items you might want to call to the attention of the administrator.

*Academic coach comments pertaining to observational focus.* List any items you might want to call to the attention of the administrator.

USD 470 Arkansas City Public Schools  
 Evaluation for the Improvement of Academic Coach

Name: \_\_\_\_\_ School: \_\_\_\_\_

Pre-tenured/Tenured (Circle one)

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Position: \_\_\_\_\_

Rubric Ratings:

D = Distinguished

P = Proficient

B = Basic

U = Unsatisfactory

Domain 1	Rating				Evidence
	U	B	P	D	
<b>Planning &amp; Preparation</b>					
1a: Demonstrating knowledge of best practice in effective instruction					
1b: Demonstrating knowledge of the curriculum and teacher skill in delivering that curriculum					
1c: Establishing goals for the instructional process appropriate to the setting and the teachers served					
1d: Demonstrating knowledge of resources, both within and beyond the school and district					
1e: Integrating the academic coach's plan with the overall district curriculum					
1f: Developing a plan to reflect upon and monitor the academic coaching process					

Comments:

Domain 2

Rating

Evidence

<i>The Environment</i>	U	B	P	D	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 instructional support					
2d: Establishing and maintaining norms of behavior for professional interactions					
2e: Organizing physical space for professional development					

Comments:

Academic Coach Evaluation

Form C

Domain 3

Rating

Evidence:

<i>Delivery of Service</i>	U	B	P	D	
3a: Collaborating with teachers in the design of instructional units and lessons					
3b: Engaging teachers in learning new professional development					
3c: Sharing expertise with staff					
3d: Locating resources for teachers to support instructional improvement					
3e: Demonstrating flexibility and responsiveness					

Comments:

Academic Coach Evaluation

Form C

Domain 4

Rating

Evidence:

<i>Professional Responsibilities</i>	U	B	P	D	
4a: Reflecting on practice					
4b: Accessing and analyzing data, and submitting reports					
4c: Coordinating work with other academic coaches					
4d: Participating in a professional community					
4e: Engaging in professional development					
4f: Showing professionalism, including integrity and confidentiality					

Comments:

*Recommendations for Improvement:*

*Recognized Overall Strengths:*

\_\_\_\_\_

Date

\_\_\_\_\_

Academic Coach's Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Administrator's Signature

Items checked as unsatisfactory on this evaluation instrument are to be followed by a Plan of Assistance. The evaluatee has the right to reply to comments on the evaluation. A copy of the rebuttal must be provided to the evaluator within two weeks after receiving the evaluation. It will be attached to the instrument and forwarded to the district office.



**USD 470 Library Media Specialist Evaluation  
Observation Record**

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Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Position: \_\_\_\_\_

Component 2a: Creating an Environment of respect and rapport	Component 3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations.
Component 2b: Establishing a culture for investigation and love of literature	Component 3b: Collaborating with teachers in the design of instructional units and lessons
Component 2c: Establishing and maintaining library procedures	Component 3c: Engaging students in enjoying literature and in learning information skills
Component 2d: Managing Student Behavior	Component 3d: Assisting students and teachers in the use of technology in the library/media center.
Component 2e: Organizing physical space to enable smooth flow	Component 3e: Demonstrating flexibility and responsiveness.

Component 4c: Communicating with Families

1. When and how do you decide to provide information to parents about the instructional program?
2. How do you respond to parent concerns?
3. What method do you use to engage families in the instructional program and how do you determine if your efforts are successful?

Component 4d: Participating in a Professional Community (during contract hours/time)

1. In taking initiative to assume leadership among the faculty, what characterizes supportive and cooperative relationships with your colleagues?
2. When you choose to volunteer in some aspect of school life, what levels of participation make a substantial contribution in relation to service at school?

Component 4e: Growing and Developing Professionally

1. As you engage in professional development opportunities, how do you enhance both your content skills and your pedagogical skills?
2. In initiating service to the profession, what important activities do you consider as professional responsibility?

Component 4f: Showing Professionalism

1. As a teacher leader, what are some ways you show honesty, integrity, and confidentiality in interactions with colleagues, students, and the public?
2. How are you proactive in meeting the needs of individual students?
3. How do you challenge another's negative attitude toward students, particularly students underserved?
4. As you take a leadership role in team or departmental decision making, how do you ensure your input is based upon high professional standards?
5. How can you show leadership in fully complying with school and district regulations?

Component 3d: Using Assessment in Instruction

1. Describe how your students know the criteria and performance standards by which their work will be evaluated.
2. When do you decide to take corrective action as you monitor student learning?
3. How do you provide feedback that is timely and valuable to student learning?
4. In what ways do your students assess and monitor their work?

Component 3e: Demonstrating Flexibility and Responsiveness

1. When do you decide to make a minor or major adjustment to an instructional plan in order to improve the lesson?
2. Can you think of a time when you seized a major opportunity to enhance learning, building on a spontaneous event?
3. How do you show persistence in helping students who need additional support?

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

1. How do you know your lessons are effective and your learning goals are achieved?
2. In reflecting on a lesson, what other suggestions could improve the lesson if re-taught?

Component 4b: Maintaining Accurate Records

1. How do you rate your system for maintaining information on student completion of assignments?
2. Is your system for maintaining information on student progress fully effective? Why or why not?
3. How is your record system alike or different when maintaining information on non-instructional activities?

2. How do you ensure your organization of physical space creates learning opportunity that is equally accessible to all students?

DOMAIN 3: DELIVERY OF SERVICE

Component 3a: Communicating with Students

1. How do you ensure teacher directions and procedures are clear to students and contain an appropriate level of detail?
2. Accuracy and clarity in communication requires vocabulary appropriate to student's age and interest. How do you ensure your spoken and written language is clear and correct?

Component 3b: Using Questioning and Discussion Techniques

1. How do you provide questions which are of high level and quality and utilize adequate time for student response?
2. In what ways do your questioning and discussion techniques lead students to assume considerable responsibility for the success of the discussion?
3. What criteria related to questioning and discussion techniques promote all students' voices being heard in the discussion?

Component 3c: Engaging Students in Learning

1. How do you use examples and analogies to represent the intended content in a way that is appropriate, clear, and links well with students' prior knowledge and experience?
2. What criteria do you use to determine when all students are engaged in the learning activities and assignments?
3. When considering instructional goals of a lesson, how does one create instructional groups to advance student achievement?
4. How does the selection of instructional materials and resources engage students?
5. How do you ensure pacing of the lesson is appropriate for all students and allows time for reflection and closure?

Component 2b: Establishing a Culture for Learning

1. How have you established a culture for learning in which students demonstrate their active participation, showing they value the importance of the content?
2. What do you do to ensure students take obvious pride in their work and initiate improvements which value the importance of high quality products?
3. How does your establishment of instructional goals, activities, interactions, and classroom environment convey high expectations of all students' achievement?

Component 2c: Managing Classroom Procedures

1. When you are deciding how to organize for group work, how are groups managed so groups are engaged at all times?
2. As you transition students from one activity to the next, how have you developed procedures to ensure seamless transitions?
3. Describe your routines for handling materials and supplies which ensures no loss of instructional time?
4. Knowing you value instructional time, how do you perform non-instructional duties which ensure efficient operation?
5. How do you plan and prepare for volunteers and learner support staff so they are productive and impacting student achievement?

Component 2d: Managing Student Behavior

1. How do you convey expectations of appropriate conduct which are clear to all students?
2. As the ultimate goal of student behavior is self-monitoring, how do you remain alert at all times to student behaviors?
3. In responding to misbehavior, how is the student's dignity respected?

Component 2e: Organizing Physical Space

1. How do you organize your room's physical space in order to have optimal learning activities?

Component Id: Demonstrating Knowledge of Resources

1. In what ways do you seek out teaching resources and who provides these resources?
2. Describe ways you utilize community resources to assist and support students.

Component 1e: Designing Coherent Instruction

1. How do you ensure your progression of learning activities is even, well paced, and reflect recent, professional research?
2. When designing your instruction, how do you decide when you will create varied instructional groups which are appropriate to your different instructional goals?
3. In developing your lesson structure, how do you organize reasonable time allocations for those lessons and allow different pathways to meeting student needs?

Component 1f: Designing Student Assessments

1. How do you ensure your assessment will be aligned in both content and process to instructional goals?
2. As you create your assessments related to standards, how do you clearly communicate to students those criteria?
3. How do you inform students of how they are meeting the established objectives, and how are you using those assessment results to plan for individuals and groups?

DOMAIN 2: THE LIBRARY MEDIA CENTER ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

1. As you are interacting with students, how do you ensure teacher-student interactions are friendly and demonstrate respect?
2. As you create an environment for respect and rapport, how will you establish opportunities for students to genuinely care for each other?

Guiding Questions Related to the four conversations held with new teachers.

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

1. How have you displayed solid content knowledge and made connections with other parts of the discipline and other disciplines?
2. How have your plans allowed for students to activate prior knowledge?
3. How do your plans display your search for best practice and anticipate student misconceptions?

Component 1b: Demonstrating Knowledge of Students

1. As you plan your lessons, how do you display an understanding of developmentally appropriate practices?
2. When appropriate how do you use knowledge of students' learning styles in your instructional planning?
3. As you design your lessons, how are those lessons influenced by knowledge of students' skills as evidenced by formative data?
4. How do you recognize and include students' interests and/or cultural heritage as you prepare your lessons.

Component 1c: Setting Instructional Outcomes

1. As you are using the district curriculum, how do you clearly articulate high expectations within your instructional objectives for the students?
2. In what ways, in relation to district curriculum, do your instructional objectives demonstrate what students should know and be able to do and permit appropriate methods of assessment?
3. How do your learning objectives related to district curriculum differentiate for needs of individuals or groups?
4. How do your objectives reflect opportunities for content integration reflected in district curriculum?

## Professional Evidence

**Library Media Specialist** –provided evidence of professional growth from each domain will be used for dialog purposes between the teacher and the building administrator. LMS may choose from examples or provide others that support the domain components. This list will also be used by principals in noting examples of evidence on the evaluation instrument.

### Examples of Evidence

<p><b>Domain 1 – Planning and Preparation</b>            Lesson plans            Discipline plan            Differentiation plan            Use of formative data            Assessment plan for student achievement            Substitute folder            Student profiles            Teaching artifacts such as primary resources            Documentation of intentional grouping            Curriculum map</p>	<p><b>Domain 2 – The Library Media Environment</b>            Parent information packets            CD, electronic presentations            Student surveys, parent surveys            Classroom observations            Problem solving notebook            Interviews            Behavior log            Homework plan            Parent contact log            Incentive/reward plans            Seating chart            Substitute plan folder            Physical layout of the room            Daily, weekly routine, schedules            Walls that teach            Documentation of intentional grouping</p>
<p><b>Domain 3 - Delivery of Service</b>            Student achievement data            Classroom observations            Student work samples            Units of study            Technology links            Video/audio records of student performance            Extension and enrichment activities            Modifications            Examples of written feedback            Differentiation samples            Technology</p>	<p><b>Domain 4 – Professional Responsibilities</b>            Newsletters            Class/school community            Published articles            Reflection sheets            Parent letters, emails            Teacher Certification classes, workshops            District, building committees            Professional Development documentation            Coursework            Community Service            National Board Accreditation            Conferences, workshops-attended, presenter            Journals            Observations            Reflection sheets            Videotapes            Transcripts            Maintenance of library automation records</p>

Domain 4 <i>Professional Responsibilities</i>	Rating				Evidence:
	U	B	P	D	
4a: Reflecting on Practice					
4b: Preparing and submitting reports and budgets.					
4c: Participating in a professional community.					
4d: Engaging in a professional development.					
4e: Showing professionalism					

Comments:

*Recommendations for Improvement:*

*Recognized Overall Strengths:*

\_\_\_\_\_ Date

\_\_\_\_\_ Teacher's Signature

\_\_\_\_\_ Date

\_\_\_\_\_ Administrator's Signature

Items checked as unsatisfactory on this evaluation instrument are to be followed by a Plan of Assistance. The evaluatee has the right to reply to comments on the evaluation. A copy of the rebuttal must be provided to the evaluator within two weeks after receiving the evaluation. It will be attached to the instrument and forwarded to the district office.

Domain 2:

Rating:

Evidence:

<i>The Environment</i>	U	B	P	D	
2a: Creating an environment of respect and rapport.					
2b: Establishing a culture for investigation and love of literature.					
2c: Establishing and maintaining library procedures.					
2d: Managing student behavior					
2e: Organizing physical space to enable smooth flow.					

Comments:

Domain 3

Rating

Evidence:

<i>Delivery of Services</i>	U	B	P	D	
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations.					
3b: Collaborating with teachers in design of research and/or instructional units.					
3c: Engaging students in the appreciation of literature and informational retrieval skills.					
3d: Assisting students and teachers in the use of technology.					
3e: Demonstrating flexibility and responsiveness					

Comments:

USD 470 Arkansas City Public Schools  
 Evaluation for the Improvement of Instruction

Name: \_\_\_\_\_ School: \_\_\_\_\_

Pre-tenured/Tenured (Circle one)

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Position: \_\_\_\_\_

Rubric Ratings:

D = Distinguished  
 B = Basic

P = Proficient  
 U = Unsatisfactory

Domain 1

Rating

Evidence:

<i>Planning &amp; Preparation</i>	Rating				Evidence:
	U	B	P	D	
1a: Demonstrating knowledge of literature and current trends in library media practice and information technology					
1b: Demonstrating knowledge of the district's standards and library department's policies manual and student information needs within those standards.					
1c: Establishing goals for the library media program aligned with AASL and appropriate to the setting and the students served.					
1d: Demonstrating knowledge of resources both within and beyond the school and district, and access to such resources as interlibrary loan.					
1e: Planning of the library media program is integrated with the overall district program..					
1f: Developing a plan to reflect upon and monitor the library media program.					

Comments:

**Domain 4: Professional Responsibilities**

**Comments: (to be completed by evaluator)**

1. How do you demonstrate your reflection is highly accurate and perceptive? (Component 4a)	
2. Explain and provide evidence of how you maintain budgets and records. Reports are timely. (Component 4b)	
3. Explain and provide evidence for how the LMS takes a leadership role in project coordinating with other LMS's and Academic Coaches within and beyond the district. (Component 4c)	
4. Describe how you take a leadership role in your school and the district (district/building projects, committees, activities, etc.) (Component 4d)	
5. Describe the professional growth activities in which you participated this year to achieve your growth objective. (Component 4e)	
6. How do you maintain confidentiality and hold highest standards of honesty and integrity in the leadership role? (Component 4f)	

*Teacher comments pertaining to observation setting.* List any items you might want to call to the attention of the administrator.

*Teacher comments pertaining to observational focus.* List any items you might want to call to the attention of the administrator.

**USD 470 Library Media Specialist Evaluation  
Pre-observation Form**

Name: \_\_\_\_\_ School/Administrator: \_\_\_\_\_

Date of Pre-conference \_\_\_\_\_ Date/Time of Observation: \_\_\_\_\_

Grade Level/Curriculum Area Observed: \_\_\_\_\_

In the pre-conference you will be asked to discuss the following components and provide examples where appropriate.

**Domain 1: Planning and Preparation**

**Comments: (to be completed by evaluator)**

1. Briefly describe the school profile and how to remain current with library best practices. (Component 1a, 1b)	
2. What are the goals for the library program? What do you want the students and faculty to learn? (Component 1c)	
3. How do these goals support the district's curriculum, state frameworks, and the content standards? (Component 1d)	
4. How do these goals integrate and relate to other disciplines with the overall school program? (Component 1e)	
5. How do you plan to develop the library media program and what will you use to evaluate the instructional support program? (Attach any surveys or data related to the evaluation.) (Component 1f)	
6. How do you plan to use the results of the assessments? (Component 1f)	
7. Briefly describe your effort to be described as an expert by your colleagues. (Component 1a)	

Library Media Specialist Rubric

Form A

professionalism	displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	in interactions with colleagues, students, and the public; respects copyright laws.	high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.
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Library Media Specialist Rubric

Form A

<p>3e: <b>Demonstrating flexibility and responsiveness</b></p>	<p>Library media specialist declines to make changes in the library media program in spite of evidence of its inadequacy.</p>	<p>Library media specialist makes modest changes in the library media program when confronted with evidence of the need for change.</p>	<p>Library media specialist makes changes to the library media program when they are needed.</p>	<p>Library media specialist is continually seeking ways to improve the library media program and makes changes as needed in response to student, parent, or teacher input.</p>
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**Domain 4 for Library Media Specialist PROFESSIONAL RESPONSIBILITIES**

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4a: Reflecting on Practice</p>	<p>Library media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>Library media specialist's reflection on practices is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved</p>	<p>Library media specialist's reflections provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library media specialist makes some specific suggestions as to how the media program might be improved.</p>	<p>Library media specialist's reflection is highly accurate and perceptive, citing specific examples. Library media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.</p>
<p>4b: Preparing and submitting reports and budgets</p>	<p>Library media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.</p>	<p>Library media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.</p>	<p>Library media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.</p>	<p>Library media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.</p>

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4c: Participating in a professional community</p>	<p>Library media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects</p>	<p>Library media specialist relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested</p>	<p>Library media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<p>Library media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</p>
<p>4d: Engaging in professional development</p>	<p>Library media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.</p>	<p>Library media specialist participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Library media specialist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Library media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p>4e: Showing</p>	<p>Library media specialist</p>	<p>Library media specialist is honest</p>	<p>Library media specialist displays</p>	<p>Library media specialist can be</p>

Domain 3 for Library Media Specialist

DELIVERY OF SERVICES

Component	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
3a: Maintaining and extending the library collection in accordance with the school's need and within budget limitations.	Library media specialist fails to adhere to AASL and district guidelines in selecting materials and resources for the collection and does not periodically weed the collection of outdated materials. Collection is unbalanced according to state and national standards and the needs of the school.	Library media specialist is partially successful in attempts to adhere to AASL and district guidelines in selecting materials and resources, and to establish balance according to state and national standards and the needs of the school.	Library media specialist adheres to AASL and district guidelines in selecting materials and resources for the collection and periodically weeds the collection of outdated materials. Collection is balanced according to state and national standards and the needs of the school.
3b: Collaborating with teachers in the design of research and / or instructional units.	Library media specialist declines to collaborate with classroom teachers in the design of research and / or instructional units.	Library media specialist collaborates with classroom teachers in the design of research and / or instructional units when specifically ask to do so.	Library media specialist initiates collaboration with classroom teachers in the design of research and / or instructional units, locating additional resources from sources outside the school.
3c: Engaging students in the appreciation of literature and informational retrieval skills	Students are not engaged in the appreciation of literature and informational retrieval skills because of poorly designed activities, poor grouping strategies, or inappropriate materials.	Students are sometimes engaged in the appreciation of literature and informational retrieval skills due to unevenly designed activities, grouping strategies or partially appropriate materials.	Students are highly engaged in the appreciation of literature and informational retrieval skills and take initiative in ensuring the engagement of their peers.
3d: Assisting students and teachers in the use of technology	Library media specialist declines to assist students and teachers in the use of technology.	Library media specialist assists students and teachers in the use of technology when specifically asked to do so.	Library media specialist is proactive in seeking new technology to assist students and teachers in the use of technology.

Library Media Specialist Rubric

Form A

			literature.	appear to have internalized these values
<b>2c: Establishing and maintaining library procedures.</b>	Media center routines and procedures are either nonexistent or inefficient, Library assistants are confused as to their role.	Media center routines and procedures have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures are seamless in their operation with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher appears unaware of what students are doing.	Library media specialist is generally aware of student behavior but may miss the activities of some students.	Monitoring by Library media specialist is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Behavior	Library media specialist does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Library media specialist attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Library media specialist response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

2d Managing Student Behavior

Component	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
<b>2c: Organizing physical space to enable smooth flow</b>	Library media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.
			Library media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas, computer uses and book displays.

Library Media Specialist Rubric

<p>1e: Planning of the library media program is integrated with the overall district program.</p>	<p>Library media program consists of a random collection of unrelated activities, lacking coherence of an overall structure.</p>	<p>Library media specialist's plan has AASL guiding principle's and includes a number of integrated activities, but some don't align with the broader goals.</p>	<p>Library media specialist's plan is well designed and align with AASL guiding principles and supports teachers and students in their information needs.</p>	<p>Library media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection. The plan has been developed after consultation with teachers and administration.</p>
<p>1f: Developing a plan to reflect upon and monitor the library media program.</p>	<p>Library media specialist has no plan to reflect upon and monitor the program or resists suggestions that such an evaluation is important.</p>	<p>Library media specialist has a basic plan to reflect upon and monitor the library media program.</p>	<p>Library media specialist's plan to reflect upon and monitor the program is organized around goals and the collection is evidence to indicate the degree to which the goals have been met.</p>	<p>Library media specialist's evaluation plan is highly sophisticated, with multiple and varied sources of evidence and a clear path toward improving the program on an ongoing basis.</p>

Domain 2 for Library / Media Specialists:

THE ENVIRONMENT

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>2a: Creating an environment of respect and rapport</p>	<p>Interactions among the library media specialist, individual students, and the classroom teachers, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>Interactions, among the library media specialist, individual students, and the classroom teachers, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Interactions, among the library media specialist, individual students, and the classroom teachers, are polite and respectful, and caring and are appropriate to the cultural and developmental differences of students.</p>	<p>Interactions among the library media specialist, individual students, and the classroom teachers are respectful caring and sensitive to students' cultural and developmental differences of students. Students ensure high levels of civility among students in the library.</p>
<p>2b: Establishing a culture for investigation and love of literature.</p>	<p>Library media specialist conveys the work of seeking information and reading literature is not worth the time and energy required.</p>	<p>Library media performs the work of the position, without establishing a culture of investigation</p>	<p>Library media specialist, in interactions with both students and colleagues, of the importance of seeking information and reading</p>	<p>Library media specialist, in interactions with both students and colleagues, the essential nature of seeking information and reading literature. Students</p>

Domain 1 for Library Media Specialist:

PLANNING AND PREPARATION

Component	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
1a: Demonstrating knowledge of literature and current trends in library media practice and information technology	Library media specialist demonstrates little or no knowledge of literature and current trends in practice and information technology	Library media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.
1b: Demonstrating knowledge of the district's standards and library department's policies manual and student information needs within those standards.	Library media specialist demonstrates little of no knowledge of the content standards and of students needs for information skills within those standards.	Library media specialist demonstrates basic knowledge of the content standards and of students needs for information skills within those standards.	Library media specialist demonstrates thorough knowledge of the content standards and of students needs for information skills within those standards.
1c: Establishing goals for the library media program aligned with AASL and appropriate to the setting and the students served.	Library media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students	Library media specialist's goals for the media program are basic and are partially suitable to the situation in the school and the age of the students.	Library media specialist's goals for the media 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 and colleagues.
Component	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.
			Library media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.

Teacher Rubric

Teaching Assessment Rubric – Domain 1  
PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and can articulate connections with other parts of the discipline and other disciplines.
Prior Knowledge	Teacher displays little understanding of prior knowledge important for student learning of the content.	Teacher indicates some awareness of prior learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prior relationships among topics and concepts.
Knowledge of Content-Related Instructional Strategies	Teacher displays little understanding of appropriate instructional strategies in student learning of the content.	Teacher displays basic understanding of appropriate instructional strategies in student learning of the content but does not anticipate student misconceptions.	Instructional practices reflect current research on best practices within the discipline but without anticipating student misconceptions.
			Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. Teacher actively builds on knowledge of prior relationships when describing instruction or seeking causes for student misunderstanding. Teacher displays continuing search for best practice and anticipates student misconceptions.

Component 1b: Demonstrating Knowledge of Students

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher uses knowledge of students' varied approaches to learning in instructional planning such as learning styles, modalities, and different "intelligences."
Knowledge of Students' Skills and Formative Data	Teacher displays little knowledge of students' skills and does not use formative data to design lessons.	Teacher recognizes the value of using formative data to understand students' skills and knowledge but only as a whole group or class.	Teacher uses formative data to design lessons which reflects an understanding of students' skills and knowledge for each student, including those with special needs.

Teacher Rubric

Form A

Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.
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Component 1c: Setting Instructional Outcomes

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Value of Objective	Objectives are not valuable and represent low expectations or no conceptual understanding for students. Objectives do not reflect district curriculum.	Objectives are moderately valuable in either their expectations or conceptual understanding for students. Objectives do not consistently reflect district curriculum.	Objectives are valuable in their level of expectations, conceptual understanding, and importance of learning. Objectives consistently reflect district curriculum.	Not only are the objectives valuable, but the teacher clearly articulates how objectives establish high expectations and relate to district curriculum and standards.
Clarity of Objective	Objectives are either not clear or are stated as student activities. Objectives do not permit viable methods of assessment.	Objectives are only moderately clear or include a combination of objectives and activities. Some objectives do not permit viable methods of assessment.	Most of the objectives are clear but may include a few activities. Most permit viable methods of assessment.	All the objectives are clearly written in the form of student learning and permit viable methods of assessment.
Objective Suitability for Diverse Students	Objectives are not suitable for the class.	Most of the objectives are suitable for most students in the class.	All the objectives are suitable for most students in the class.	Objectives take into account the varying learning needs of individual students or groups.
Unit Objective Balance	Unit objectives reflect only one type of learning and one discipline or strand.	Unit objectives reflect several types of learning but no effort at coordination or integration.	Unit objectives reflect several different types of learning and opportunities for integration.	Unit objectives reflect numerous types of learning from district curriculum. Opportunities for integration reflect student involvement.

Component 1d: Demonstrating Knowledge of Resources

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.
			In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
			In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Component Ie: Designing Coherent Instruction

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Learning Activities	Learning activities are not suitable to students or instructional objectives. They do not follow an organized progression and do not reflect current professional development/research.	Only some of the learning activities are suitable to students or instructional objectives. Progression of activities in the unit is uneven, and only some activities reflect current professional development/research.	Most of the learning activities are suitable to students and instructional objectives. Progression of activities in the unit is fairly even, and most activities reflect current professional development/research.
Instructional Materials and Resources	Materials and resources do not support the instructional objectives or engage students in meaningful learning.	Some of the materials and resources support the instructional objectives and some engage students in meaningful learning.	All materials and resources support the instructional objectives engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups are not determined by formative data and do not support the instructional objectives and offer no variety.	Instructional groups, as determined by formative data, are inconsistent in suitability to the instructional objectives and offer minimal variety.	Instructional groups are determined by formative data and conscience decision. Groups are varied and appropriate to the different instructional objectives. There is strong evidence of teacher reflection in establishing instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.
			The lesson's or unit's structure is clear and allows for different pathways according to student needs.

Component If: Designing Student Assessments

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Alignment with Instructional Objectives	There is no evidence of assessment or aligning objectives to assessment.	Some of the instructional objectives are aligned to assessment, but many are not.	All instructional objectives are assessed, but the assessment is more suitable to some objectives than to others.
Assessment Design (criteria and format)	Assessment is not based on clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
			All objectives are assessed and the assessment is completely aligned with the instructional objectives, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.

Teacher Rubric

Form A

Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.
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**Teaching Assessment Rubric – Domain 2  
THE CLASSROOM ENVIRONMENT**

**Component 2a: Creating an Environment of Respect and Rapport**

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Distinguished Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role. Students demonstrate genuine caring for one another as individuals and as students. Teachers teach, promote, and encourage positive interactions
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs and are ignored by the teacher.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	

**Component 2b: Establishing a Culture for Learning**

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Distinguished Teacher engages students in the content through active student participation, by sparking student curiosity, and requiring attention to detail so they value the content's importance. Teacher promotes, insists on, and displays high quality work, which students can be proud of through improvements, revision activities, and peer interactions.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work which is accepted by the teacher.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of their work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	
Expectations for Learning and Achievement	Instructional objectives and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional objectives and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional objectives and activities, interactions, and classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Component 2c: Managing Classroom Procedures

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.
Management of Materials and Supplies	Materials are handled inefficiently resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies are seamless, with students assuming responsibility for efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Learner Support Staff	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment and student achievement.

Component 2d: Managing Student Behavior

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher appears unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.
Response to Student Behavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Component 2c: Organizing Physical Space

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Classroom Safety and Arrangement	The classroom arrangement is unsafe, or is not suited to the lesson activities, or both.	The classroom arrangement is safe, and is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture available, but with limited effectiveness.	The classroom arrangement is safe and is a resource for learning activities.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.
			Distinguished The classroom arrangement is safe, and students adjust the furniture to advance their own purposes in learning. Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Teaching Assessment Rubric – Domain 3  
INSTRUCTION

Component 3a: Communicating with Students

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' ages and interests.
			Distinguished Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Component 3b: Using Questioning and Discussion Techniques

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Quality of Questions	Teacher's questions are virtually all low level and of poor quality, or teacher does not engage students with questions.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents topic related discussion. The teacher guides discussion as needed.
			Distinguished Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.

Teacher Rubric

Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
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Component 3c: Engaging Students in Learning

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Presentation of Content	Presentation of content is inappropriate and unclear or uses poor examples and analogies.	Presentation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Presentation of content is appropriate and links well with students' knowledge and experience.	Presentation of content is appropriate and links well with students' knowledge and experience. Students are actively participating and contributing to presentation of content.
Activities and Assignments	Activities and assignments are inappropriate for individuals and groups of students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate for individuals and groups of students and engage them mentally, but others do not.	Most activities and assignments are appropriate for individuals and groups of students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional objective(s).	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional objective(s) of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional objective(s) of a lesson.	Instructional groups are productive and fully appropriate to the instructional objective(s) of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional objective(s) or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional objective(s), or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional objective(s) and engage students mentally.	Instructional materials and resources are suitable to the instructional objective(s) and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Component 3d: Using Assessment in Instruction

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Assessment Criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Pacing of the lesson is consistent.

Teacher Rubric

Form A

Monitoring of Student Learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole, but the teacher does not monitor groups of students in order to take corrective action.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic information in order to take corrective action.	Teacher actively and systematically elicits diagnostic information from groups and individual students regarding their understanding and anticipates the need for corrective action.
Feedback to Students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student Self-Assessment and Monitoring of Progress	Teacher does not encourage students to engage in self-assessment or monitoring of progress.	The teacher occasionally encourages students to assess the quality of their own work against the assessment criteria and performance standards.	The teacher frequently encourages students to assess and monitor the quality of their own work against the assessment criteria and performance standards.	The teacher provides opportunities for students to frequently assess and monitor the quality of their own work against the assessment criteria and performance standards and encourages students to make active use of that information in their learning.

Component 3: Demonstrating Flexibility and Responsiveness

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the students' lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
			Teacher successfully makes a major adjustment to a lesson.
			Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.

Teaching Assessment Rubric – Domain 4  
PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Accuracy of Reflection	Teacher does not reflect on lesson and does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher reflects on lesson and has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher reflects on lesson and makes a specific, accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.
Use in Future Teaching	Teacher has no suggestion for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he/she may try another time.  Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Component 4b: Maintaining Accurate Records

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of their own records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system of maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of their own records.
Non-Instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Teacher Rubric

Component 4c: Communicating with Families

Form A

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students are given opportunities to contribute ideas for projects that will be enhanced by family participation.

Component 4d: Participating in a Professional Community (during contract hours/time)

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Teacher Rubric  
Component 4c: Growing and Developing Professionally

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and attempts to implement new skills and researched-based practices in his/her classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Component 4f: Showing Professionalism

Element	LEVEL OF PERFORMANCE		
	Unsatisfactory	Basic	Proficient
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public	Teacher is honest in interactions with colleagues, students, and the public	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being underserved by the school.	Teacher does not knowingly contribute to some students being underserved by the school.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited, though genuinely professional, considerations.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with School and District Regulations	Teacher does not comply with school and district regulations	Teacher complies minimally with school and district regulations.	Teacher complies fully with school and district regulations taking a leadership role with colleagues.

**USD 470 Teacher Evaluation  
Pre-observation Form**

Name: \_\_\_\_\_ School/Administrator: \_\_\_\_\_

Date of Pre-conference: \_\_\_\_\_ Date/Time of Observation: \_\_\_\_\_

Grade Level/Curriculum Area Observed: \_\_\_\_\_

In the pre-conference you will be asked to discuss the following components and provide examples where appropriate.

**Domain 1: Planning and Preparation**

**Comments: (to be completed by evaluator)**

1. Briefly describe the students in this class, including those with special needs. (Component 1b)	
2. What are the objectives for the lesson? What do you want the students to learn? (Component 1c)	
3. Why are these objectives appropriate for this group of students? (Component 1c)	
4. How do these objectives support the district's curriculum, state frameworks, and the content standards? (Component 1c)	
5. How do these objectives build prior knowledge and support future learning and relate to other disciplines? (Component 1a, 1c)	
6. How do you plan to engage students in the content? What will you do? What will the students do? Attach lesson plan. (Component 1e)	
7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)	
8. What instructional materials or other resources, if any will you use? (Component 1d)	
9. How do you plan to assess student achievement of the goals? What procedures will you use? Attach any tests or performance tasks, with rubrics or scoring guides. (Component 1f)	
10. How do you plan to use the results of the assessment? (Component 1f)	

**Domain 4: Professional Responsibilities**

**Comments: (to be completed by evaluator)**

1. How do you evaluate a lesson's effectiveness? (Component 4a)	
2. Explain and provide evidence of how you maintain student records (attendance, grades/progress, etc.) (Component 4b)	
3. Explain and provide evidence for how you communicate with parents (newsletters, logs, student progress). (Component 4c)	
4. Describe how you take a leadership role in your school and the district (district/building projects, committees, activities, etc.) (Component 4d & 4f)	
5. Describe the professional growth activities in which you participated this year to achieve your growth objective. (Component 4e)	

6. How do you advocate for students? (Component 4f)

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*Teacher comments pertaining to observation setting.* List any items you might want to call to the attention of the administrator.

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*Teacher comments pertaining to observational focus:* List any items you might want to call to the attention of the administrator.

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**USD 470 Arkansas City Public Schools  
Evaluation for the Improvement of Instruction**

Name: \_\_\_\_\_ School: \_\_\_\_\_

Pre-tenured/Tenured (Circle one)      Years Taught: 1-2 \_\_\_\_\_ 3-4 \_\_\_\_\_ 5+ \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Position: \_\_\_\_\_

Rubric Ratings: D = Distinguished P = Proficient B = Basic U = Unsatisfactory

Domain I	Rating				Evidence:
	U	B	P	D	
<i>Planning &amp; Preparation</i>					
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b> Knowledge of content Prior knowledge Knowledge of content-related instructional strategies					
<b>1b: Demonstrating Knowledge of Students</b> Knowledge of characteristics of age group Knowledge of students' varied approaches to learning Knowledge of students' skills and formative data Knowledge of students' interests and cultural heritage					
<b>1c: Setting Instructional Outcomes</b> Value of objective Clarity of objective Objective suitability for diverse students Unit objective balance					
<b>1d: Demonstrating Knowledge of Resources</b> Resources for teaching Resources for students					
<b>1e: Designing Coherent Instruction</b> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure					
<b>1f: Designing Student Assessments</b> Alignment with instructional objectives Assessment design (criteria and standards) Use for planning					
<b>Overall Domain I</b>					<b>Comments:</b>



Domain 2:

Rating:

Evidence:

<i>The Classroom Environment</i>	U	B	P	D	
<b>2a: Creating an Environment of Respect and Rapport</b> Teacher interaction with students Student interaction					
<b>2b: Establishing a Culture for Learning</b> Importance of the content Student pride in work Expectations for learning and achievement					
<b>2c: Managing Classroom Procedures</b> Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and learner support staff					
<b>2d: Managing Student Behavior</b> Expectations Monitoring of student behavior Response to student misbehavior					
<b>2e: Organizing Physical Space</b> Classroom Safety and Arrangement Accessibility to learning and use of physical resources					
<b>Overall Domain 2</b>					Comments:

Domain 3

Rating

Evidence:

<i>Instruction</i>	U	B	P	D	
<b>3a: Communicating with Students</b> Directions and procedures Oral and written language					
<b>3b: Using Questioning and Discussion Techniques</b> Quality of questions Discussion techniques Student participation					
<b>3c: Engaging Students in Learning</b> Presentation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing					
<b>3d: Using Assessment in Instruction</b> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress					
<b>3e: Demonstrating Flexibility and Responsiveness</b> Lesson adjustment Response to students Persistence					
<b>Overall Domain 3</b>					Comments:

Domain 4

Rating

Evidence:

<i>Professional Responsibilities</i>	U	B	P	D	







Guiding Questions Related to the four conversations held with new teachers.

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

1. How have you displayed solid content knowledge and made connections with other parts of the discipline and other disciplines?
2. How have your plans allowed for students to activate prior knowledge?
3. How do your plans display your search for best practice and anticipate student misconceptions?

Component 1b: Demonstrating Knowledge of Students

1. As you plan your lessons, how do you display an understanding of developmentally appropriate practices?
2. When appropriate how do you use knowledge of students' learning styles in your instructional planning?
3. As you design your lessons, how are those lessons influenced by knowledge of students' skills as evidenced by formative data?
4. How do you recognize and include students' interests and/or cultural heritage as you prepare your lessons.

Component 1c: Setting Instructional Outcomes

1. As you are using the district curriculum, how do you clearly articulate high expectations within your instructional objectives for the students?
2. In what ways, in relation to district curriculum, do your instructional objectives demonstrate what students should know and be able to do and permit appropriate methods of assessment?
3. How do your learning objectives related to district curriculum differentiate for needs of individuals or groups?
4. How do your objectives reflect opportunities for content integration reflected in district curriculum?

Component 1d: Demonstrating Knowledge of Resources

1. In what ways do you seek out teaching resources and who provides these resources?
2. Describe ways you utilize community resources to assist and support students.

Component 1e: Designing Coherent Instruction

1. How do you ensure your progression of learning activities is even, well paced, and reflect recent, professional research?
2. When designing your instruction, how do you decide when you will create varied instructional groups which are appropriate to your different instructional goals?
3. In developing your lesson structure, how do you organize reasonable time allocations for those lessons and allow different pathways to meeting student needs?

Component 1f: Designing Student Assessments

1. How do you ensure your assessment will be aligned in both content and process to instructional goals?
2. As you create your assessments related to standards, how do you clearly communicate to students those criteria?
3. How do you inform students of how they are meeting the established objectives, and how are you using those assessment results to plan for individuals and groups?

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

1. As you are interacting with students, how do you ensure teacher-student interactions are friendly and demonstrate respect?
2. As you create an environment for respect and rapport, how will you establish opportunities for students to genuinely care for each other?

Component 2b: Establishing a Culture for Learning

1. How have you established a culture for learning in which students demonstrate their active participation, showing they value the importance of the content?
2. What do you do to ensure students take obvious pride in their work and initiate improvements which value the importance of high quality products?
3. How does your establishment of instructional goals, activities, interactions, and classroom environment convey high expectations of all students' achievement?

Component 2c: Managing Classroom Procedures

1. When you are deciding how to organize for group work, how are groups managed so groups are engaged at all times?
2. As you transition students from one activity to the next, how have you developed procedures to ensure seamless transitions?
3. Describe your routines for handling materials and supplies which ensures no loss of instructional time?
4. Knowing you value instructional time, how do you perform non-instructional duties which ensure efficient operation?
5. How do you plan and prepare for volunteers and learner support staff so they are productive and impacting student achievement?

Component 2d: Managing Student Behavior

1. How do you convey expectations of appropriate conduct which are clear to all students?
2. As the ultimate goal of student behavior is self-monitoring, how do you remain alert at all times to student behaviors?
3. In responding to misbehavior, how is the student's dignity respected?

Component 2e: Organizing Physical Space

1. How do you organize your room's physical space in order to have optimal learning activities?

2. How do you ensure your organization of physical space creates learning opportunity that is equally accessible to all students?

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

1. How do you ensure teacher directions and procedures are clear to students and contain an appropriate level of detail?
2. Accuracy and clarity in communication requires vocabulary appropriate to student's age and interest. How do you ensure your spoken and written language is clear and correct?

Component 3b: Using Questioning and Discussion Techniques

1. How do you provide questions which are of high level and quality and utilize adequate time for student response?
2. In what ways do your questioning and discussion techniques lead students to assume considerable responsibility for the success of the discussion?
3. What criteria related to questioning and discussion techniques promote all students' voices being heard in the discussion?

Component 3c: Engaging Students in Learning

1. How do you use examples and analogies to represent the intended content in a way that is appropriate, clear, and links well with students' prior knowledge and experience?
2. What criteria do you use to determine when all students are engaged in the learning activities and assignments?
3. When considering instructional goals of a lesson, how does one create instructional groups to advance student achievement?
4. How does the selection of instructional materials and resources engage students?
5. How do you ensure pacing of the lesson is appropriate for all students and allows time for reflection and closure?

Component 3d: Using Assessment in Instruction

1. Describe how your students know the criteria and performance standards by which their work will be evaluated.
2. When do you decide to take corrective action as you monitor student learning?
3. How do you provide feedback that is timely and valuable to student learning?
4. In what ways do your students assess and monitor their work?

Component 3e: Demonstrating Flexibility and Responsiveness

1. When do you decide to make a minor or major adjustment to an instructional plan in order to improve the lesson?
2. Can you think of a time when you seized a major opportunity to enhance learning, building on a spontaneous event?
3. How do you show persistence in helping students who need additional support?

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

1. How do you know your lessons are effective and your learning goals are achieved?
2. In reflecting on a lesson, what other suggestions could improve the lesson if re-taught?

Component 4b: Maintaining Accurate Records

1. How do you rate your system for maintaining information on student completion of assignments?
2. Is your system for maintaining information on student progress fully effective? Why or why not?
3. How is your record system alike or different when maintaining information on non-instructional activities?

Component 4c: Communicating with Families

1. When and how do you decide to provide information to parents about the instructional program?
2. How do you respond to parent concerns?
3. What method do you use to engage families in the instructional program and how do you determine if your efforts are successful?

Component 4d: Participating in a Professional Community (during contract hours/time)

1. In taking initiative to assume leadership among the faculty, what characterizes supportive and cooperative relationships with your colleagues?
2. When you choose to volunteer in some aspect of school life, what levels of participation make a substantial contribution in relation to service at school?

Component 4e: Growing and Developing Professionally

1. As you engage in professional development opportunities, how do you enhance both your content skills and your pedagogical skills?
2. In initiating service to the profession, what important activities do you consider as professional responsibility?

Component 4f: Showing Professionalism

1. As a teacher leader, what are some ways you show honesty, integrity, and confidentiality in interactions with colleagues, students, and the public?
2. How are you proactive in meeting the needs of individual students?
3. How do you challenge another's negative attitude toward students, particularly students underserved?
4. As you take a leadership role in team or departmental decision making, how do you ensure your input is based upon high professional standards?
5. How can you show leadership in fully complying with school and district regulations?

USD 470 Teacher Evaluation  
Classroom Observation Record

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Position: \_\_\_\_\_

Component 2a: Creating an Environment of Respect and Rapport	Component 3a: Communicating with Students
Component 2b: Establishing a Culture for Learning	Component 3b: Using Questioning and Discussion Techniques
Component 2c: Managing Classroom Procedures	Component 3c: Engaging Students in Learning
Component 2d: Managing Student Behavior	Component 3d: Using Assessment in Instruction
Component 2e: Organizing Physical Space	Component 3e: Demonstrating Flexibility and Responsiveness



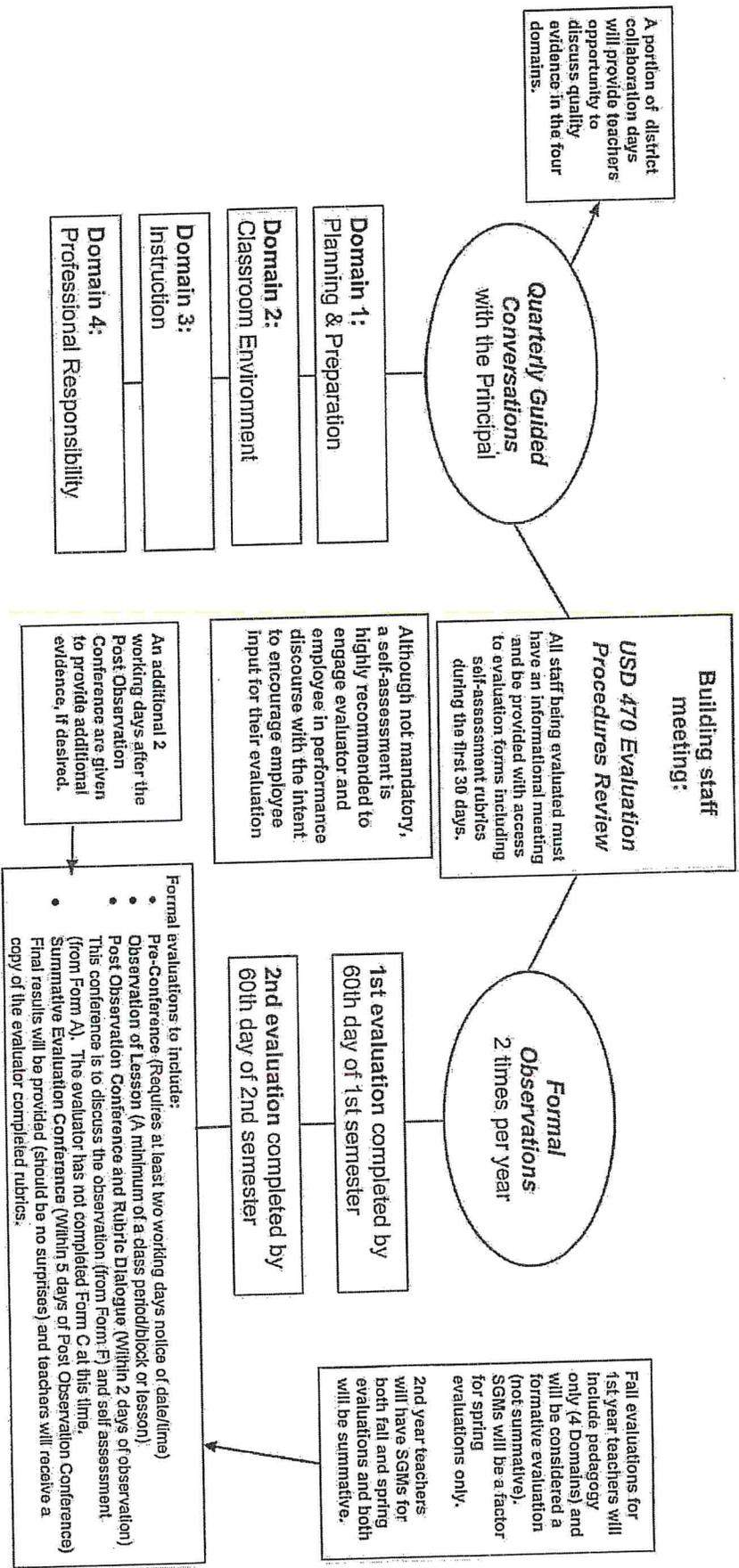
### Matrix Used to Determine Summative Evaluation Rating

1st SGM	2nd SGM	3rd SGM	Overall SGM	Instructional Practice Rating	Summative Evaluation Rating
Met	Met	Met	Distinguished	Distinguished	Distinguished
Met	Met	Met	Distinguished	Proficient	Distinguished
Met	Met	Met	Distinguished	Basic	Proficient
Met	Met	Not Met	Proficient	Distinguished	Distinguished
Met	Met	Not Met	Proficient	Proficient	Proficient
Met	Met	Not Met	Proficient	Basic	Proficient
Met	Not Met	Not Met	Basic	Proficient	Proficient
Met	Not Met	Not Met	Basic	Basic	Basic
Met	Not Met	Not Met	Basic	Unsatisfactory	Basic
Not Met	Not Met	Not Met	Unsatisfactory	Basic	Basic
Not Met	Not Met	Not Met	Unsatisfactory	Unsatisfactory	Unsatisfactory

\*\* SGM's "trump" instructional practice



**Teacher Evaluation - 1st and 2nd Year in USD 470**



A portion of district collaboration days will provide teachers opportunity to discuss quality evidence in the four domains.

**Quarterly Guided Conversations with the Principal**

**Domain 1: Planning & Preparation**

**Domain 2: Classroom Environment**

**Domain 3: Instruction**

**Domain 4: Professional Responsibility**

**Building staff meeting: USD 470 Evaluation Procedures Review**

All staff being evaluated must have an informational meeting and be provided with access to evaluation forms including self-assessment rubrics during the first 30 days.

Although not mandatory, a self-assessment is highly recommended to engage evaluator and employee in performance discourse with the intent to encourage employee input for their evaluation

An additional 2 working days after the Post Observation Conference are given to provide additional evidence, if desired.

**Formal Observations 2 times per year**

1st evaluation completed by 60th day of 1st semester

2nd evaluation completed by 60th day of 2nd semester

Formal evaluations to include:

- Pre-Conference (Requires at least two working days notice of date/time)
- Observation of Lesson (A minimum of a class period/block or lesson)
- Post Observation Conference and Rubric Dialogue (Within 2 days of observation)

This conference is to discuss the observation (from Form F) and self assessment (from Form A). The evaluator has not completed Form C at this time.

- Summative Evaluation Conference (Within 5 days of Post Observation Conference)
- Final results will be provided (should be no surprises) and teachers will receive a copy of the evaluator completed rubrics.

2nd year teachers will have SGMs for both fall and spring evaluations and both will be summative.

Fall evaluations for 1st year teachers will include pedagogy only (4 Domains) and will be considered a formative evaluation (not summative). SGMs will be a factor for spring evaluations only.



**Teacher Evaluation - Post 2nd year in USD 470**

A portion of district collaboration days will provide teachers opportunity to discuss quality evidence in the four domains.

**Quarterly Guided Conversations with the Principal as needed\***

- Domain 1:** Planning & Preparation
- Domain 2:** Classroom Environment
- Domain 3:** Instruction
- Domain 4:** Professional Responsibility

**Building staff meeting:**

**USD 470 Evaluation Procedures Review**

All staff being evaluated must have an informational meeting and be provided with access to self-assessment forms during the first 30 days.

Although not mandatory, a self-assessment is highly recommended to engage evaluator and employee in performance discourse with the intent to encourage employee input for their evaluation

**Formal Observations**  
1 time minimum per evaluation year

**Summative Evaluation completed by February 15th**

We suggest the addition of 2 working days after the Post Observation Conference to provide additional evidence if desired.

- Formal evaluations to include:**
- Pre-Conference (Requires at least two working days notice of date/time)
  - Observation of Lesson (Requires at least 30 min.)
  - Post Observation Conference and Rubric Dialogue (Within 2 days of observation) This conference is to discuss the observation (from Form F) and self assessment (from Form A). The evaluator has not completed Form C at this time.
  - Summative Evaluation Conference (Within 5 days of Post Observation Conference) Final results will be provided (should be no surprises) and teachers will receive a copy of the evaluator completed rubrics?



The USD 470 salary schedule recognizes degrees, years of service and additional hours of approved education as inputs in determining the compensation for individual teachers.

The salary schedule consists of rows and columns, with rows (known as "steps") designating years of service and columns (known as "columns") indicating education degrees and approved college hours beyond a degree.

Multiplicative and additive factors determine the salary in each cell (step and column). Changes in the base salary result in changes throughout the salary schedule as driven by the factors in each cell.

- Indexed salary for each cell results from multiplying the base by the index factor for that cell, shown in the salary index below.
- Non-indexed salary for each cell results from adding an equal amount of money to each cell.
- The salary schedule includes both indexed and non-indexed amounts as per the linear equation  $y = mx + b$ , where "y" denotes total salary, "m" denotes the index factor, "x" denotes base salary and "b" denotes non-indexed salary.

The Salary Schedule Index is part of the Master Agreement. The Salary Schedule Index may not be changed without the mutual agreement of the Association and the Board of Education. The Salary Schedule Index will appear in the Appendix of the Master Agreement.

Salary Indexes

1	1.000000	1.021551	1.043037	1.083191	1.110571	1.147648	1.188718
2	1.014897	1.036763	1.058629	1.099163	1.126923	1.164476	1.205831
3	1.029728	1.051973	1.074220	1.115229	1.143751	1.181208	1.223039
4	1.044558	1.067185	1.089907	1.131201	1.159722	1.198036	1.240246
5	1.059389	1.083632	1.106734	1.148789	1.177691	1.216384	1.258975
6	1.074220	1.100079	1.123466	1.166377	1.195753	1.234828	1.277800
7	1.074220	1.116431	1.140294	1.183965	1.213722	1.253905	1.296528
8	1.074220	1.130130	1.157121	1.201553	1.231690	1.271525	1.315257
9	1.074220	1.149325	1.173854	1.219141	1.249659	1.289873	1.334080
10	1.074220	1.165677	1.190680	1.236729	1.267627	1.308222	1.352810
11	1.074220	1.182124	1.207508	1.254317	1.285595	1.326571	1.371538
12	1.074220	1.198476	1.224336	1.271905	1.303563	1.345014	1.390267
13	1.074220	1.214924	1.241068	1.289493	1.321531	1.363363	1.409091
14	1.074220	1.214924	1.257896	1.307081	1.339500	1.381711	1.427915
15	1.074220	1.214924	1.274722	1.324669	1.357468	1.400060	1.446739
16	1.094007	1.234711	1.311337	1.362044	1.395224	1.438194	1.485349