Teacher's Name:
Evaluator's Name:
Date:

flaglerschools
Striving to be the Nation's Premier Learning Organization

Domain 1: Planning and Preparation

Indicators	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
1a: Demonstrating knowledge of theory and techniques	Demonstrates little understanding of theory and techniques.	Demonstrates basic understanding of theory and techniques.	Demonstrates understanding of theory and techniques.	Demonstrates deep and thorough understanding of theory and techniques.
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1b: Demonstrating knowledge of child and adolescent development	Displays little or no knowledge of child and adolescent development.	Displays partial knowledge of child and adolescent development.	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, displays knowledge of the extent to which individual students follow the general patterns.
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1c: Establishing Goals for the program appropriate to the setting and the students served	Has no clear Goals for the program, or they are inappropriate to either the situation or the age of the students.	Goals for the program are rudimentary and are partially suitable to the situation and the age of the students.	Goals for the program are clear and appropriate to the situation in the school and to the age of the students.	Goals for the 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.
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Indicators	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
1d: Demonstrating knowledge of state and federal regulations and of the resources both within and beyond the school and district	Demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district. ☐	Displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. ☐	Displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school. ☐	Knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community. ☐
1e: Planning the program, integrated with the regular school program to meet the needs of the individual students, school and district.	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure. ☐	Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader Goals. ☐	A plan has been developed that includes the important aspects of the program in the specific setting. ☐	Plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program which is based upon data. ☐
1f: Developing a plan to evaluate the program	Has no plan to evaluate the program or resists suggestions that such an evaluation is important. ☐	Has a rudimentary plan to evaluate the program. ☐	Plan to evaluate the program is organized around clear Goals and the collection of evidence to indicate the degree to which the Goals have been met. ☐	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. ☐

Domain 2: The Environment				
Indicators	**Unsatisfactory** **(1)**	Needs **Improvement** (2)	**Effective** **(3)**	**Highly Effective** **(4)**
2a: Creating an environment of respect and rapport	Interactions with those served are negative or inappropriate, and the employee does not promote positive interactions. ☐	Interactions are a mix of positive and negative; the efforts at encouraging positive interactions among those served are partially successful. ☐	Interactions with those served are positive and respectful, and the employee actively promotes positive interactions. ☐	Those served seek out the appropriate personnel, reflecting a high degree of comfort and trust in the relationship. Models for those served how to engage in positive interactions. ☐
2b: Establishing a culture for productive communication	Makes no attempt to establish a culture for productive communication as a whole, either among students or among teachers, or between students, staff, teachers and parents. ☐	Attempts to promote a culture for productive and respectful communication between and among students, staff, teachers and parents are partially successful. ☐	Promotes a culture for productive and respectful communication between and among students, staff teachers and parents. ☐	The culture for productive and respectful communication between and among students, staff, teachers and parents while guided by the appropriate personnel, is maintained by both teachers, staff, students and parents. ☐
2c: Managing routines and procedures which are aligned to the school and districts policies and procedures.	Routines for the program or classroom work are nonexistent or in disarray. ☐	Has rudimentary and partially successful routines for the program or classroom. ☐	Routines for the program or classroom work effectively. ☐	Routines for the program or classroom are seamless, and those served assist in maintaining them. ☐
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the program or school. ☐	Efforts to establish standards of conduct for sessions are partially successful. Attempts, with limited success, to contribute to the level of civility in the program or school as a whole. ☐	Has established clear standards of conduct for sessions and makes a significant contribution to the environment of civility in the program or classroom. ☐	Has established clear standards of conduct for sessions, and students contribute to maintaining them. Takes a leadership role in maintaining the environment of civility in the program or school. ☐

2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Attempts to create an inviting and well organized physical environment are partially successful.	Program or classroom arrangements are inviting and conducive to the planned activities.	Program or classroom arrangements are inviting and conducive to the planned activities. Students or other stakeholders have contributed ideas to the physical arrangement.
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Domain 3: Delivery of Service				
Indicators	**Unsatisfactory** **(1)**	Needs **Improvement** (2)	**Effective** **(3)**	**Highly Effective** **(4)**
3a: Assessing student needs	Does not assess student needs, or the assessments result in inaccurate conclusions. ☐	Assessments of student needs are perfunctory. ☐	Assesses student needs and knows the range of student needs in the school. ☐	Conducts detailed and individualized assessments of student needs to contribute to program planning. ☐
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs **FOR PERSONNEL WHERE APPLICABLE**	Program is independent of identified student needs. ☐	Attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. ☐	Helps students and teachers formulate academic, personal/social, and career plans for groups of students. ☐	Helps individual students and teachers formulate academic, personal/social, and career plans. ☐
3c: Using techniques in individual and classroom programs	Has few techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. ☐	Displays a narrow range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. ☐	Uses a range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. ☐	Uses an extensive range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. ☐
3d: Collaborates with all resources both internal and external to meet needs	Does not make connections with other programs in order to meet student needs. ☐	Efforts to collaborate with other programs in the school are partially successful. ☐	Collaborates with other programs within the school or district to meet student needs. ☐	Collaborates with other programs and agencies both within and beyond the school or district to meet individual student needs. ☐

3e: Demonstrating flexibility and responsiveness	Adheres to the plan or program, in spite of evidence of its inadequacy.	Makes modest changes in the program when confronted with evidence of the need for change.	Makes revisions in the program when they are needed.	Is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input
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Domain 4: Professional Responsibilities				
Indicators	**Unsatisfactory** (1)	Needs **Improvement** (2)	**Effective** (3)	**Highly Effective** (4)
4a: Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the program might be improved.	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Reports, records, and documentation are generally accurate but are occasionally late.	Reports, records, and documentation are accurate and are submitted in a timely manner.	Approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Provides no information to families, either about the program as a whole or about individual students.	Provides limited though accurate information to families about the program as a whole and about individual students.	Provides thorough and accurate information to families about the program as a whole and about individual students.	Is proactive in providing information to families about the program and about individual students through a variety of means.
4d: Participating in a professional community	Relationships with colleagues are negative or self-serving, and avoids being involved in school and district events and projects.	Relationships with colleagues are cordial, and participates in school and district events and projects when specifically requested.	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Does not participate in professional development activities even when such activities are clearly needed for the development of skills.	Participation in professional development activities is limited to those that are convenient or are required.	Seeks out opportunities for professional development based on an individual assessment of need.	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4f: Showing professionalism	Displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
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