

DOMAIN 1 FOR MATH INTERVENTIONIST: PLANNING AND PREPARATION

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge of content and pedagogy	The MI plans and practice demonstrate little knowledge of the content, prerequisite relationships between aspects of the content, or the instructional practices specific to that discipline.	The MI plans and practice demonstrate some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The MI plans and practice demonstrate sufficient knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The MI plans and practice demonstrate extensive knowledge of the content and the structure of the discipline. MI actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating knowledge of students	The MI demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not know or ask.	The MI indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and recognizes and gathers this knowledge for a group of students.	The MI actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and utilizes this knowledge to plan for groups of students.	The MI actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and utilizes this knowledge to plan for individual students.
1c Setting instructional goals	Instructional goals are unstated, unclear, or unsuitable for students, represent trivial or low-level learning, or are stated only as activities. The goals do not permit viable methods of assessment.	Instructional goals are rudimentary, of moderate rigor, and suitable for some student's skill level. Some goals permit viable methods of assessment.	Instructional goals are clear and stated in terms of student learning rather than student activities, reflecting high level learning and curriculum standards. They are suitable for most students' skill levels, represent different levels (i.e. Bloom's Taxonomy) of learning, and can be assessed.	Instructional goals are highly appropriate and stated in terms of student learning rather than student activities, reflecting rigorous learning and curriculum standards. They represent different types of learning (i.e. Bloom's Taxonomy), and take account of the skill level of individual students.
1d Demonstrating knowledge of resources	The MI demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. MI does not seek such knowledge.	The MI demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. MI does not seek to extend such knowledge.	The MI demonstrates full awareness of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The MI demonstrates the ability to seek out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing coherent instruction	The interventions have little recognizable structure. Instruction is loosely linked and there may be little connection between activities. The series of learning experiences is poorly aligned with the instructional goals and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional goals, and some of the experiences are likely to engage students in significant learning. Interventions have a recognizable structure and reflect partial knowledge of students and resources.	MI coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional goals and differentiated where appropriate for all students. Interventions have a clear structure and are likely to engage students in significant learning.	MI coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional goals, differentiated where appropriate for all students to engage them in significant learning. The Intervention's structures are clear and allow for different learning pathways according to student needs.
1f Designing student assessments	The MI has no plan to evaluate the program or resists suggestions that such an evaluation is important.	The MI has a rudimentary plan to evaluate the intervention program.	The MI's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	The MI's evaluation plan is highly sophisticated with varied sources of evidence and a clear path towards improving the program on an ongoing basis.

DOMAIN 2 FOR MATH INTERVENTIONIST: THE ENVIRONMENT				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an Environment of Respect and Rapport	Classroom interactions between the MI and students and/or among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, levels of development, or individuality, and are characterized by sarcasm, put-downs, displays of disrespect, or conflict.	Classroom interactions, both between the MI and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural, developmental, or individual differences among students.	Classroom interactions between the MI and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural, developmental, or individual differences among groups of students.	Classroom interactions between the MI and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures, levels of development, and individuality. Students themselves ensure high levels of civility among members of the class.
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Establishing standards of conduct in the educational setting	No standards of conduct have been established, and MI disregards or fails to address negative student behavior during evaluation or instruction.	Standards of conduct appear to have been established for the instructional setting. MI attempts to monitor and correct negative student behavior during evaluation and instruction are partially successful.	Standards of conduct have been established for the instructional setting. MI monitors student behavior according to those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the educational setting. MI monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2d Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
2e Organizing time effectively	The MI exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	The MI's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	The MI exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	The MI demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; Specialist and student understand their schedules.

DOMAIN 3 FOR MATH INTERVENTIONIST: DELIVERY OF SERVICE

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. MI use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; MI use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. MI oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
3b Collaborating with Specialists and Administrators	MI is not available to staff for questions and planning and declines to provide background materials when requested.	MI is available to staff for questions and planning and provides background material when requested.	MI initiates contact with specialists, staff and administrators to confer regarding individual cases.	MI seeks out specialists, staff and administrators to confer regarding cases; soliciting their perspectives on individual students.
3c Using questioning and discussion techniques	MI questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of MI questions are based on observation of student's responses and behaviors. Some questions are designed to elicit a thoughtful response but most are low-level, posed in rapid succession. MI attempts to engage all students in the discussion are only partially successful.	Most of MI questions are based on observation of student's responses and behaviors. Most questions are designed to elicit a thoughtful response and MI allows sufficient time for students to answer. All students participate in the discussion.	MI questions highly reflect observation of student's responses and behaviors. Questions reflect high expectations for all students and are culturally and developmentally appropriate. MI ensures that all voices are heard.
3d Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional goals or students' cultures or levels of understanding, resulting in little intellectual engagement. Interventions have minimal or no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional goals or students' cultures or levels of understanding, resulting in moderate intellectual engagement. Lessons have a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional goals and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. Lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged in significant learning, make contributions to the activities, and are actively involved with lesson materials. Lessons are adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3e Using assessment in instruction	Assessment is minimally or not used in instruction, either through monitoring of progress by MI or students, or through feedback to students. Students may be unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by MI and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by MI and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria (when appropriate), self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.

3f Demonstrating flexibility and responsiveness	MI adheres to the intervention plan, even when a change would improve the lesson or address students' lack of interest. MI may brush aside student questions; when students experience difficulty, MI may blame the students or their home environment.	MI attempts to modify the intervention when needed and to respond to student questions, with moderate success. MI accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	MI promotes the successful learning of all students, making adjustments as needed to intervention plans and accommodating student questions, needs, and interests.	MI seizes the opportunity to enhance learning, building on a spontaneous event or student interests. MI ensures the success of all students, using an extensive repertoire of instructional strategies.
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DOMAIN 4 FOR MATH INTERVENTIONIST: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on teaching	MI does not accurately assess the effectiveness of the intervention and has no ideas about how the intervention could be improved.	MI provides a partially accurate and objective description of the intervention but does not cite specific evidence. MI makes only general suggestions as to how the intervention might be improved.	MI provides an accurate and objective description of the intervention, citing specific evidence. MI makes some specific suggestions as to how the lesson might be improved.	MI reflection on the intervention is thoughtful and accurate, citing specific evidence. MI draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
4b Maintaining accurate records	MI systems for maintaining instructional records are either nonexistent or in disarray, resulting in errors and confusion.	MI systems for maintaining instructional records are rudimentary and only partially effective.	MI systems for maintaining instructional records are accurate, efficient, and effective.	MI systems for maintaining instructional records are accurate, efficient, and effective, and students contribute to its maintenance.
4c Communicating with families	MI communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. MI makes no attempt to engage families in the instructional program.	MI adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	MI communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	MI communication with families is frequent and sensitive to cultural traditions; students participate in the communication. MI successfully engages families in the instructional program, as appropriate.
4d Participating in a professional community	MI avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	MI becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	MI participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	MI makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
4e Engaging in professional development	MI does not participate in professional development activities and makes no effort to share knowledge with colleagues. MI is resistant to feedback from supervisors or colleagues.	MI participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. MI accepts, with some reluctance, feedback from supervisors and colleagues.	MI seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. MI welcomes feedback from supervisors and colleagues.	MI actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, MI seeks feedback from supervisors and colleagues.
4f Showing professionalism	MI has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. MI fails to comply with school and district regulations and time lines.	MI is honest and well intentioned in serving students and contributing to decisions in the school, but MI attempts to serve students are limited. MI displays inconsistent professional and ethical conduct or complies minimally with school and district regulations.	MI displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	MI is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. MI displays the highest standards of ethical and professional conduct and complies fully with school and district regulations; taking a leadership role with colleagues.