

Walled Lake Consolidated Schools

Evaluation and Professional Development Plan for Probationary and Tenured Teachers

Revised: August 2024
Revised: August 2023
Revised: February 2022
Revised: October 2019
Revised: January 2019
Revised: September 2017
Revised: September 2016
Revised: September 2015
Revised: September 2014
Original: October 2013

TABLE OF CONTENTS

| | |
|---|-----|
| EVALUATION PROCESS FOR PROBATIONARY TEACHERS _____ | 3 |
| EVALUATION/IDP PROCEDURE FOR NEWLY HIRED TENURED TEACHERS _____ | 9 |
| EVALUATION PROCESS FOR TENURED TEACHERS _____ | 10 |
| STUDENT GROWTH PROCESS _____ | 14 |
| SUMMARY RATING _____ | 20 |
| SPECIAL CIRCUMSTANCES _____ | 212 |
| PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR TEACHERS _____ | 22 |
| EVALUATION PROCESS FOR PROFESSIONAL PRACTICES FOR ANCILLARY STAFF _____ | 23 |
| EVALUATION PROCESS FOR PROFESSIONAL PRACTICES FOR COUNSELORS _____ | 25 |
| MENTORING PLAN _____ | 26 |
| ADDENDUM A – 2013 DANIELSON RUBRIC FOR TEACHERS _____ | 27 |
| ADDENDUM B – FAPES STUDENT GROWTH SAMPLE _____ | 40 |
| ADDENDUM C – GUIDELINES FOR PROFESSIONAL DEVELOPMENT _____ | 45 |
| ADDENDUM D – LESSON PLAN FORM _____ | 49 |
| ADDENDUM E – STUDENT PERCEPTION SURVEYS _____ | 51 |
| ADDENDUM F – RUBRIC FOR SCHOOL SOCIAL WORKERS _____ | 60 |
| ADDENDUM G – RUBRIC FOR SPEECH AND LANGUAGE PATHOLOGISTS _____ | 66 |
| ADDENDUM H – RUBRIC FOR SCHOOL PSYCHOLOGISTS _____ | 73 |
| ADDENDUM I – TEACHER CONSULTANT / INSTRUCTIONAL COACHES _____ | 79 |
| ADDENDUM J - RUBRIC FOR SCHOOL COUNSELORS _____ | 86 |

EVALUATION PROCESS FOR PROBATIONARY TEACHERS

The purpose of this document is to provide guidance for the Evaluation and Observation process for Walled Lake Consolidated Schools. This document does not supersede the language in the Collective Bargaining Agreement or State or Federal laws and regulations.

To start the evaluation process (setting your Goal) please follow the steps listed below:

STEPS TO COMPLETE GOALS IN FRONTLINE PROFESSIONAL GROWTH

1. Go to login.frontlineeducation.com
2. Login: User ID is school email
3. Password will originally be set for you. You will be asked to change it.
4. Look at your **MY EVALUATION PAGE**
5. Click on **ACTION** - Open **September Goal Setting form**
6. Complete your goal and then click **SAVE & NOTIFY and select administrator's name**
7. Click **SAVE & NOTIFY** - it will read "form saved successful" and then click **OK**

As you need to complete other steps in your evaluation process please use steps 1-4 from above.

The teacher evaluation process for probationary teachers is based on the 2013 edition Framework for Effective Teaching by Charlotte Danielson. Identifying four domains of the instructional and professional practices of teaching, a probationary teacher shall have multiple observations along with on-going evaluations and feedback.

The probationary period shall consist of **four (4)** years. In addition to the components and elements identified through the Danielson rubric, a student growth measure will also be included.

Evaluation Cycle Overview

| Type | Observation Protocol |
|---|--|
| Probationary Teachers Years 1 and 2 | First Observation should be Announced |
| | Second/Third Observation(s) a minimum of one needs to be unannounced |
| | Fourth Observation should normally be announced but many will not be if there are concerns |
| Probationary Teachers Years 3, 4 | First Observation should be Announced |
| | Second (required) and other Observations (if needed) should be unannounced |
| Tenure Probationary Year 1 | First Observation should be Announced |
| | Second/Third Observation(s) a minimum of one needs to be unannounced |
| | Fourth Observation should normally be announced but many will not be if there are concerns |
| Tenure Probationary Year 2 | First Observation should be Unannounced |
| | Second (can be waived) and other Observations (if needed) could be Announced (as in the past) or Unannounced |
| Tenure Cycle | First Observation should be Unannounced |
| | Second (can be waived) and other Observations (if needed) could be Announced (as in the past) or Unannounced |

Process to Communicate Evaluation Process

Evaluators should provide an explanation of the Evaluation and Individual Development Plan (IDP) process to new teachers as early as possible (but no later than the end of the third week of teaching). Opportunities for discussion and clarification may be provided either in meetings individually with new teachers or in a group setting.

Communication Outline

- A probationary teacher will be notified of the Administrator chiefly responsible for his/her evaluation. This notice should occur at the start of the school year but generally no later than the end of September.
- A mentor shall be provided to each probationary teacher.
- Probationary teachers hired by the start of the school year shall be observed and evaluated at least four (4) times during the school year.
 - The fall evaluation cycle should be completed mid-January.
 - The spring observation cycle should be completed early May.
- Competency areas for probationary teachers, described in the Framework, apply to all formal observations.
- A minimum of one observation will be unannounced.
- The evaluator shall also conduct multiple informal observations of a probationary teacher, which can vary in length and duration, but should be sufficient enough to collect examples of the teacher's strengths, talents, and areas of growth. The evaluator should provide on-going feedback to the probationary teacher, which can be informal, short conversations, and can take place anywhere/anytime the teacher is at work.

Lesson Plans

A teacher is required to bring a copy of the lesson plan to the Post Observation conference. The lesson plan shall include the State curriculum standard (or District standard if a State standard does not exist); the lesson intended to address; the learning objective or target; an outline of the lesson and methods of instruction; assessments (formative or summative); and the closure activity. A lesson plan template has been created for the teacher to complete. A teacher may provide additional information.

A Lesson Plan Form is located in the Addendum of this document entitled [*Addendum D – Lesson Plan Form*](#).

Student Perception Data

A teacher is required to solicit student perception data from all students the teacher is assigned to teach. The purpose of the student perception data is to support the teacher in reflecting on his/her practice by actively seeking input from his/her students. The results of the survey should be part of the post-observation conference at the end of the year. It is expected the teacher will share the results as part of the post observation conference. However it is not appropriate and not expected that an Administrator will assign a rating value to the results of the student perception data.

The timeframe to administer the survey for all teachers is February 15 to April 1. For teachers who instruct students for one semester, only the students in the second semester need to be surveyed. If a student(s) is absent on the day the teacher selects to administer the survey, the teacher need only administer to students in attendance.

Surveys are provided for capturing the student perception data and can be found in the addendum. It is recommended that all teachers use the provided surveys. Versions of the survey have been created for lower elementary, upper elementary, and secondary (6-12).

A Student Perception Data form is located in the Addendum of this document entitled [Addendum E – Student Perception Surveys](#).

Those teachers serving in the following capacities will not be required to administer a student perception survey: pre-school, counselor, school psychologist, social worker, speech pathologist, or instructional coach.

Professional Goals

All teachers will set a professional goal at the end of the summative evaluation meeting. The intent of the professional goal setting process is to support the continued growth and improve the effectiveness of the teacher.

Process for Goal Setting

The teacher will develop his/her professional goal in consultation with the building administrator and the goal is to be related to the Building's/District's goals or the professional goal will be based on an area of improvement related to the previous year's evaluation as approved by the lead evaluator.

If the teacher is choosing to focus his/her goal on one or more element(s), which were marked below Proficient (Effective), the goal should be focused on that element. If all elements are Proficient (Effective) or higher, then the teacher may recommend an element that they would like to focus on as his/her goal with his/her evaluator. A goal which is set based on an element(s) must be a SMART goal. The goal should follow the SMART acronym (**S**pecific, **M**easurable, **A**chievable, **R**esults-oriented, and **T**imely). The Administrator, in consultation with the teacher, may also identify training or professional development opportunities which support the attainment of the goal. The attendance of such trainings shall be based on the available resources to support and the teacher's willingness to attend.

Reflection

At the end of the evaluation cycle, regardless of the teacher being scheduled for evaluation of such a year, the teacher shall complete a written reflection of the growth achieved in pursuit or attainment of the goal.

Cycles of Evaluation Process

To facilitate and support teacher development, an Administrator shall hold a face-to-face meeting with a teacher prior to a formal observation (for announced observations only), referred to as the *Pre-Observation* meeting. The purpose of the meeting is for the teacher to discuss and share the lesson plan, formative and summative assessments, learning targets, etc. for the formal observation. An Administrator shall inform the probationary teacher of the lesson or class period to be observed, for announced observations only. The minimum criteria, set by the Michigan Department of Education, for an observation are:

- Reviewing of the teacher's lesson plan
- The State/National standard, in the lesson, being addressed
- An assessment of student engagement is determined

The length of a formal observation time must be 15 minutes in length, at a minimum.

A Post-Observation meeting will occur within ten days of the observation. This meeting shall be conducted face to face. The rubric will be reviewed in comparison to the lesson observed and the teacher shall be given a rating on each component.

The pre-observation, observation, and post-observation process are referred to as a Cycle. A teacher shall have four cycles of this process each year, for the first two years of his/her employment with the District. A minimum of one observation must be unannounced, annually. If the observation is unannounced then during the post observation meeting the lesson plan and standard will be reviewed.

Mid-Year Review

A Mid-Year Review (MYR) is held after two cycles of evaluation process. The main purpose of the MYR is to inform the teacher of his or her progress and provide an overall rating. The next purpose of the MYR is to set a goal(s) for the teacher, review the IDP, and make any adjustments to ensure the professional development of the teachers aligned with the growth feedback or improvement areas identified through the evaluation process.

A mid-year progress report must also be done if any probationary or tenured teacher is on an IDP.

A sample timeline is listed below to illustrate the Cycle of Evaluation Process

| |
|-----------------------------|
| Cycle 1 |
| Pre-Observation Conference |
| Formal Observation |
| Post Observation Conference |
| Mid-Year Review |
| Cycle 2 |
| Pre-Observation Conference |
| Observation |
| Post-Observation Conference |

Individual Development Plan

An IDP shall be developed for each probationary teacher. The IDP shall identify professional development for the probationary teacher to pursue and should be based on areas of growth and/or development in consultation with the teacher and supported by the Administrator.

The IDP shall be developed at the beginning of the first year of probation. The evaluator, in consultation with the teacher, shall identify the areas of growth, improvement, or development most germane to the individual teacher. Pursuit of the professional development associated with the IDP should be structured to assist the probationary teacher with acquiring the 90 Induction hours as stipulated in MCL 380.1526.

Induction Hours

For teachers in their first three years in public education, 90 Induction hours must be completed within the first three (3) years of consecutive employment as a teacher (MCL 380.1526). The District strives to provide a number of opportunities to assist teachers with achieving this requirement.

The District assists teachers in tracking professional development by uploading attendance in [MOECS](#) (Michigan Online Educator Certification System). Induction hours cannot be used to renew a teaching certificate. A professional development (PD) event cannot be designated for both induction and District Provided Professional Development hours (DPPD).

In addition to Induction hours, a teacher will also be required to fulfill 30 hours of annual professional development (MCL 380.1527). Teachers are to refer to the master agreement for Walled Lake Education Association (WLEA) for further information regarding how to meet this requirement.

Rubric for Observations

The rubric is located in the Addendum section of this document entitled [Addendum A – 2013 Danielson Rubric for Teachers](#).

Summary of the Evaluation Cycles

The charts below depict the cycles for evaluation for the first and second years of a probationary teacher evaluation.

First and Second Year Probationary Teachers (5 years to tenure)

First Year - First Half of the School Year

| Cycle 1 | Cycle 2 |
|-----------------------------|-----------------------------|
| Pre-Observation Conference | Pre-Observation Conference |
| Formal Observation | Observation |
| Post Observation Conference | Post-Observation Conference |
| Mid-Year Review | |

First Year - Second Half of the School Year

| Cycle 1 | Cycle 2 |
|-----------------------------|-----------------------------|
| Pre-Observation Conference | Pre-Observation Conference |
| Formal Observation | Observation |
| Post Observation Conference | Post-Observation Conference |
| | Student Growth Included |
| | Summary Evaluation |

First and Second Year Probationary Teachers (4 years to tenure) (Continued)

Second Year – First Half of the School Year

| Cycle 1 | Cycle 2 |
|-----------------------------|-----------------------------|
| Pre-Observation Conference | Pre-Observation Conference |
| Formal Observation | Observation |
| Post Observation Conference | Post-Observation Conference |
| Mid-Year Review | |

Second Year – Second Half of the School Year

| Cycle 1 | Cycle 2 |
|----------------------------|----------------------------|
| Pre-Observation Conference | Pre-Observation Conference |
| Formal Observation | Observation |

| | | |
|-----------------------------|--|-----------------------------|
| Post Observation Conference | | Post-Observation Conference |
| | | Student Growth Included |
| | | Summary Evaluation |

Third – Fourth Year Probationary Teachers (4 years to tenure)

The Evaluation/IDP Procedures for teachers in years 3 through 5 who have achieved at least an Effective rating on the previous two Summary Evaluation generally shall be evaluated with two cycles per school year (see chart below). Teachers who may be assigned to a different grade level or content area during his/her probationary years may continue to be evaluated with four cycles.

| Third Year of Probation | Fourth Year of Probation |
|--|--|
| <i>1st Half of the School Year</i> | <i>1st Half of the School Year</i> |
| Pre-Observation Conference | Pre-Observation Conference |
| Observation | Observation |
| Post-Observation Conference | Post-Observation Conference |
| Mid-Year Review | Mid-Year Review |
| | |
| <i>2nd Half of the School Year</i> | <i>2nd Half of the School Year</i> |
| Pre-Observation Conference | Pre-Observation Conference |
| Observation | Observation |
| Post-Observation Conference | Post-Observation Conference |
| Student Growth | Student Growth |
| Summary Evaluation | Summary Evaluation |
| | |

EVALUATION/IDP PROCEDURE FOR NEWLY HIRED TENURED TEACHERS

Two- Year Probationary Teachers

A teacher who has achieved tenured in a Michigan public school prior to being hired by Walled Lake shall serve a two-year probationary period with Walled Lake Consolidated Schools.

Generally, such a teacher will not be required to complete Induction Hours with Walled Lake, presuming those hours were completed while the teacher was achieving tenure. However, should a significant length of time have lapsed since the teacher has taught prior to being hired by Walled Lake, then induction hours and an Individual Development Plan shall be created to assist the teacher with updating his/her pedagogy, etc.

The evaluation cycle will mirror a probationary teacher observation cycle (see the chart below). This includes a minimum of one unannounced observation per school year. An Individualized Development Plan will be created by the Administrator with teacher input for the first year of employment at the beginning of the school year or at the beginning point of the employment contract should the teacher be hired after the start of the school year.

| First Year of Probation | Second Year of Probation |
|---|--|
| <i>1st Half of the School Year</i> (2 observation cycles) | <i>1st Half of the School Year</i> |
| Pre-Observation Conference | Pre-Observation Conference |
| Observation | Observation |
| Post-Observation Conference | Post-Observation Conference |
| Mid-Year Review | Mid-Year Review |
| | |
| <i>2nd Half of the School Year</i> (2 observation cycles) | <i>2nd Half of the School Year</i> |
| Pre-Observation Conference | Pre-Observation Conference |
| Observation | Observation |
| Post-Observation Conference | Post-Observation Conference |
| Student Growth | Student Growth |
| Summary Evaluation | Summary Evaluation |

EVALUATION PROCESS FOR TENURED TEACHERS

The purpose of evaluation for tenured teachers is to provide feedback for on-going professional growth and development, to recognize and reward excellent instructional practices, to promote collaboration among colleagues, and to support student learning. All teachers need to continue to grow and to be supported in that growth to increase the mastery of their craft.

The evaluation process for tenured teachers will be in compliance with all applicable laws and requirements for certified teachers, to include but not be limited to the Revised School Code 380.1249, 380.1248 and Public Act 143. The evaluation will be based largely on Charlotte Danielson's Framework for Effective Teaching, 2013.

All teachers may be evaluated every year. At the discretion of the district, teachers who achieve an Effective rating for three (3) consecutive years will be evaluated tri-annually provided each subsequent evaluation results in an Effective rating. Should a teacher being evaluated tri-annually receive a rating below Effective on the year-end evaluation, the teacher will be evaluated every year until the teacher achieves an Effective rating for three (3) consecutive years.

A teacher must not be assigned an evaluation rating and must be designated as unevaluated for a school year if any of the following apply to the teacher:

- The teacher worked less than 60 days in that school year.
- ii) The teacher's evaluation results were vacated through the grievance procedure described in subdivision (I).
- (iii) There are extenuating circumstances and the teacher and the school district, agree to designate the teacher as unevaluated because of the extenuating circumstances.

Process for Evaluating Instructional Practices and Professional Responsibilities

Observations

All tenured teachers will have at least two (2) classroom observations in the course of a school year. A teacher will be notified of the Administrator who will be chiefly responsible for his/her evaluation.

The observation protocol will include both announced and unannounced classroom visits for the purpose of observing classroom instruction. Generally speaking, the unannounced visit will be part of the first observation cycle. For the announced observation, the teacher will be notified of the week the Administrator plans to observe the teacher. An Administrator shall not pre-arrange a specific day and /or time with the teacher for the announced observation. The length of the announced observation time must be at least 15 minutes in length and not more than a class period. The effective ratings will be as follows: Needing Support, Developing, and Effective.

A classroom observation will be followed by a Post-Observation discussion to occur within ten (10) school days following the observation. This discussion will be conducted in person. This should be a professional conversation to recognize excellent teaching, to identify potential professional growth opportunities, and to provide feedback of the teacher's instruction and the students' learning.

It is important to note that, as the tenured teacher evaluation process is based on growth, the overall rating for the Summary Evaluation should be based on the totality of the observations combined when

determining the overall level of a teacher's instructional practice, professional responsibilities, and his/her body of work. The rating needs to reflect the teacher's overall performance.

Special Note: All tenured teachers evaluated tri-annually due to achieving an effective rating for three consecutive years will normally not have an observation during the course of the school year. Observations may be scheduled at the discretion of the Administrator and will follow the protocol for an announced observation.

The rubric for the Instructional Practices and the Professional Responsibilities is located in the Addendum of this document entitled [Addendum A – 2013 Danielson Rubric for Teachers.](#)

Lesson Plans

A teacher is required to bring a copy of the **lesson plan** to the Post Observation conference. The lesson plan shall include the State curriculum standard (or District standard if a State standard does not exist) the lesson intended to address; the learning objective or target; an outline of the lesson and methods of instruction, assessments (formative or summative), and the closure activity. A lesson plan template has been created for the teacher to complete. A teacher may provide additional information.

A Lesson Plan Form is located in the Addendum of this document entitled [Addendum D – Lesson Plan Form.](#)

Student Perception Data

A teacher is required to solicit student perception data from all students the teacher is assigned to teach. The purpose of the student perception data is to support the teacher in reflecting on his/her practice by actively seeking input from his/her students. The results of the survey should be part of the post-observation conference at the end of the year. It is expected the teacher will share the results as part of the post observation conference. However it is not appropriate and not expected that an Administrator will assign a rating value to the results of the student perception data.

The timeframe to administer the survey for all teachers is February 15 to April 1. For teachers who instruct students for one semester, only the students in the second semester need to be surveyed. If a student(s) is absent on the day the teacher selects to administer the survey, the teacher need only administer to students in attendance.

Surveys are provided for capturing the student perception data and can be found in the addendum. It is recommended that all teachers use the provided surveys. Versions of the survey have been created for lower elementary, upper elementary, and secondary (6-12).

A Student Perception Data form is located in the Addendum of this document entitled [Addendum E – Student Perception Surveys.](#)

Those teachers serving in the following capacities will not be required to administer a student perception survey: special education self-contained, pre-school, counselor, school psychologist, social worker, speech pathologist, teacher consultant, or instructional coach.

FAPE teachers will measure student perception for one grade level (grades 3-5 are recommended). The FAPE teacher should choose the grade level in the school where they spend the majority of their time and, if possible, with a grade level that they do not share with any Traveling/Homebased FAPE teacher.

Professional Goals

All teachers will set a professional goal, for the following school year, at the end of each school year. Newly hired teachers will set goals accordingly at the onset of the time in the district. intent of the professional goal setting process is to support the continued growth and improve the effectiveness of the teacher.

Process for Goal Setting

The teacher will develop his/her professional goal in consultation with the building administrator and the goal is to be related to the Building's/District's goals or the professional goal will be based on an area of improvement related to the previous year's evaluation as approved by the lead evaluator.

If the teacher is choosing to focus his/her goal on one or more element(s), which were marked below Proficient (Effective), the goal should be focused on that element. The goal should follow the SMART acronym (**S**pecific, **M**easurable, **A**chievable, **R**esults-oriented, and **T**imely). The Administrator, in consultation with the teacher, may also identify training or professional development opportunities which support the attainment of the goal. The attendance of such trainings shall be based on the available resources to support and the teacher's willingness to attend.

Reflection

At the end of the evaluation cycle, regardless of the teacher being scheduled for evaluation of such a year, the teacher shall complete a written reflection of the growth achieved in pursuit or attainment of the goal. This should be presented to the building administrator /assigned evaluator.

Summary of Steps in the Process

1. Identify the Evaluator to the teacher no later than October 1.
2. **A minimum of two (2) Classroom Observations will be conducted.**
 - a. One observation shall be UNANNOUNCED
 - i. If the teacher is rated Effective in this observation then the second observation may be waived, at the discretion of the Evaluator. For this option the teacher must also have been Effective on the previous two year's summary evaluation.
 - b. One observation shall follow the notification protocol.
3. An Administrator will follow protocol above for observation notice.
 - a. The length of the observation must be 15 minutes in length, and not longer than a class period.
 - b. Should arrive prior to the start of the class to best observe objectives, transitions, etc.
 - c. First Observation Completed: Mid-September to mid-January
 - d. Second Observation Completed: Mid-January to early May
4. Two (2) Post-Observation Conferences
 - a. Schedule the conference with the teacher within 10 business days following the classroom observation.
 - b. The conference must be a face-to-face meeting.
 - c. Review the rubric and how you rated the teacher for each element of the components for Instructional Practices and Professional Responsibilities.
 - d. Provide a copy of the Rubric with the Ratings to the teacher at the end of the conference.
5. Submit the Summary Evaluation towards the end of May.

6. Most forms associated with the evaluation process are located on the [Professional Growth](#) section of the Frontline Education website.
7. Student Perception Surveys are on the I:Drive:

[I:\Human Resources\Evaluations\Teachers\Surveys](#)

STUDENT GROWTH PROCESS

Beginning with the 2024/2025 school year, 20% of the annual year-end evaluation shall be based on student growth and assessment data.

The local portion of student growth may also be measured by student learning objectives (Learning Targets) or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individual education program goals. (SB 103, Section (2)(a)((i,ii,)).

All students assigned who have been enrolled for 70% or more of the semester will be included in the student growth assessments. It is important to note that providing more than one measure or opportunity for demonstrating student growth is important in attempting to provide a more complete picture of a teacher's impact on student learning.

Definition

Demonstrating mastery of grade level expectations and/or showing growth from one point in time to a future point in time.

| Needs Support | Developing | Effective |
|--|---|--|
| 0% to 69% of students demonstrated mastery or growth | 70% to 79% of students demonstrated mastery or growth | 80% to 100% of students demonstrated mastery or growth |

Mastery is scoring 70% or better on a benchmark or locally developed assessment. All students assigned to a teacher who are enrolled for 70% or more of the semester shall be included in a teacher's student growth measure(s).

Part I 50% Based on BA/Local Assessment

Benchmark or locally adopted assessments will be used for this part of the student growth model. A teacher must use a benchmark assessment (BA) if a benchmark assessment exists for the content area. If a BA does not exist for the content area, then a teacher may use a locally adopted assessment.

A teacher will administer a locally developed pre-test focused on the same content area as will be assessed through the BA. The BA will be used as a post-test for purposes of meeting the student growth criteria.

It is important to note that a low performing student may not show mastery at the end of the unit, but may show growth from the pre-test to the BA/posttest. In addition, a student who achieves mastery on the pre-test may show mastery on the BA but not achieve growth (example: a student achieves a 98% on the pre-test and a 95% on the post-test). Therefore, we are providing the opportunity to either use mastery or demonstrated growth, based on the individual student's performance, for purposes of determining the rating for this portion of the student growth model.

The chart below will be applied to the results of BA given to all students assigned to a teacher who are enrolled for 70% or more of the semester.

| Needs Support | Developing | Effective |
|----------------------|-------------------|------------------|
|----------------------|-------------------|------------------|

| | | |
|--|---|--|
| 0% to 69% of students demonstrated mastery or growth | 70% to 79% of students demonstrated mastery or growth | 80% to 100% of students demonstrated mastery or growth |
|--|---|--|

Teachers will have three (3) measurements given over a particular period of time when the assessments given to their students will apply for the student growth measure for this portion.

For Elementary teachers, the following measures will be used for purposes of determining this student growth measure:

- Elementary teachers will have 3 measures for student growth to include: literacy component, math unit, and social studies or science unit.
- Elementary teachers who departmentalize must include all the students being instructed. Elementary teachers will consult with their principal to determine the measurements that are most appropriate.

For a literacy component, a teacher must select ONE from the following:

iReady

Choose one domain to show growth over time (grouping profile)

OR

Based on work by Lucy Calkins

Choose one stand on the Writing Pathways On Demand Writing Assessment Rubric from either the narrative, informational, or opinion rubric to show growth. That strand will be measured first in one genre and then again in the second genre.

OR

From DRA

Choose the DRA (not to be applied to all students but may apply to some)

AND

Kindergarten through Grade 5 one math unit

Kindergarten through Grade 5 one social studies or science

OR

Kindergarten through Grade 5

For elementary teachers who departmentalize they will consult with their principal to determine the measurements that are most appropriate.

Elementary FAPES

To determine the Student Growth Score rating for FAPE teachers, the student growth measure will be captured in two ways. The first will be the District Student Growth Percentile (DSGP) and the second is the local Student Growth Score. Each will count for 50% of the total student Growth Score.

A teacher is responsible for the student growth of all the students he/she teaches. FAPE teachers will use **one** student growth measure for each grade level to determine the local Student growth Score. The student growth measure may be the same for each grade level, or may vary for each grade level as determined by the teacher.

To determine a rating for FAPE teachers, the student growth measure will be captured by combining the percentages of each grade level's mastery/growth using SMART goals.

| Percentage of Student who Demonstrated Growth/Achieved Mastery | Growth Score |
|--|---------------|
| 80-100% | Effective |
| 70-79% | Developing |
| 0-69% | Needs Support |

A second rating will be computed using all the students assigned to a FAPES teacher and the students' performance on the assessment. REMEMBER: 75 to 89% of students showing Mastery or Growth is a PROFICIENT rating. If you have 450 students, then 337 or so have to demonstrate mastery or growth (75% of 450 = 337.5).

The first measure by grade level is informative. The second rating using all the students assigned to a teacher will be the one used for the Benchmark/local assessment portion of the student growth component of the teacher evaluation process (Please see [\[ADDENDUM B - FAPES STUDENT GROWTH SAMPLE\]](#)).

For the local Student Growth Score please use the following chart:

| Percentage of Student who Demonstrated Growth | Growth Score |
|---|---------------|
| 80-100% | Effective |
| 70-79% | Developing |
| 0-69% | Needs Support |

Secondary

For Secondary level (6-12), teachers will use BA/Local assessments administered during the course of the year with not more than two assessments in any given semester.

A pre-test is required to be developed for the BA. A teacher must use a BA for each class he/she is teaching and include students enrolled 70% or more for the semester. If a BA doesn't exist for the content area, a teacher will use a local assessment he/she has developed and will develop a pre-test for the local assessment.

It is important to note that our intent is to promote student learning. As such, after administering a BA, should the teacher note in the BA analysis that some students failed to achieve mastery, re-teaching and

re-assessing are encouraged. Should a student achieve mastery with the second assessment, including that score for purposes of determining the rating for student growth is our expectation.

Below is an example for a middle school language arts teacher where the on-going skill development can be measured over time.

Middle School – Language Arts

For Writing – Select one unit of study to complete both a pre and post assessment using a unit aligned rubric to grade the before and after products. Alternately, a teacher may use two post assessments to measure how a student has grown from one unit to another.

For Reading – Select one unit of study to complete a pre and post unit assessment using a unit aligned rubric to grade the before and after products. Alternately, a teacher may use two post assessments to measure how a student has grown from one unit to another.

For Language – If a BA is administered at the end of a marking period, the teacher should develop a pre-test to measure student performance prior to instruction. If the Language BA is not up to date or not used by a teacher, a local summative assessment (pre and post) may be used to measure a student’s growth in this area (grammar, mechanics, and word usage).

Best Practices for Pre-Test Development

The purpose of the pre-test is to assist a teacher with measuring student growth if students are not achieving mastery in a content area. The components for a pre-test should include:

- **Alignment**: pre-test should have alignment with the standards being taught within the unit of study
- **Quality**: pre-test should be developed with meaningful, relevant questions that target the required instruction to occur in the unit, and be of reasonable length to capture the desired data needed for growth comparison
- **Results**: pre-test should not be calculated in a student’s grade, but rather the information should be used to help guide instruction

Teachers are encouraged to collaborate with colleagues to create pre-tests for Benchmark Assessments. However, the quality of the pre-test will not be included as part of the student growth measure. Also, pre-tests are not to be included in a student’s grade, nor recorded as such in any system.

Students may be concerned with their performance on a Pre-test. To assist with communicating the purpose of a pre-test, teachers are discouraged from informing students that the pre-test is in any way part of the teacher’s individual evaluation. Suggested talking points are listed below:

Talking Points for Teacher Administering Pre-Test

- I want to assess your level of knowledge on our next unit before we begin it.
- Some of the answers you may know, some or even many you may not know, and that is to be expected.
- I will not give you a grade for this test or assessment or “what tool you are using”; however, I will be using the results to plan for the learning we will be doing together on this unit.
- It is very important that you do the best you can do so I have an accurate understanding of your knowledge of this topic.

Note: There will not be a student growth component for the evaluation of counselors.

Special Education

For special education teachers who are in a basic classroom assignment delivering the majority of the instruction to a group of students, the 3 measures of student growth will include benchmark assessments or local assessments on academic growth. For a special education teacher who is delivering instruction to a group of students as one part of his/her assignment, the 3 measures of student growth will include benchmark assessments or local assessments on academic growth specific to the content being taught.

For Resource Room teachers who are providing instructional support in a general education classroom (push-in), or are providing support through a pull-out model (students are sent to the resource room for additional support), the student growth measure will be based on identifying one goal per student as articulated in the student's Individual Education Plan (IEP). The progress monitoring of that goal will constitute the student growth measure. For those teachers serving in a Resource Room assignment, the students have goals as set in their IEPs. The resource room teacher would identify one goal for each student for the purposes of determining student growth for the teacher evaluation. The attainment of the goal would be considered mastery; documented progress (progress monitoring) made toward the goal would be considered growth.

Students who have an alternate curriculum will be included when calculating the student growth component. For students with specific limitations or restrictions regarding their mastery level of content areas, mastery will be determined based on the student's IEP goals.

Note: There will not be a student growth component for the evaluation for Teacher Consultants, Social Workers, Speech Pathologists, School Psychologists or Counselors.

Part II 50% - Determined by the District's Student Growth Percentile score (DSGP)

There will be a three year (or available years of data) weighted average (50% most recent year/30%/20%) based on the data that is provided by the Michigan Department of Education found on the miSchoolData site. Only the score for ELA and Math will be considered and they will be weighted 50% each.

| | 18-19 | 20-21 | 21-22 | SGP Score | District's SGP Score | |
|------|-------|-------|-------|-----------|----------------------|-----------|
| ELA | 55.7 | 50.5 | 51.5 | 52.04 | 46.67 | Effective |
| Math | 54.5 | 38.0 | 38.0 | 41.3 | | |

| | | |
|--|-------|------------|
| Average SGP Required for State Assessment Growth Rating of Exceeds - 4 | 60+ | Effective |
| Average SGP Required for State Assessment Growth Rating of Met - 3 | 40-59 | Effective |
| Average SGP Required for State Assessment Growth Rating of Nearly Met - 2 | 20-39 | Developing |
| Average SGP Required for State Assessment Growth Rating of Nearly Met - 2 | 0-19 | Needs S |

The final step in the process is to take the 50% of student growth score developed from the local assessments and combined that score with the 50% of the District SGP score. That combined average will be the teacher's Student Growth Score for the purpose of the evaluation cycle.

Student Growth Rating Chart
Local Benchmark Assessment = 50%

| | | | | |
|----------------------------|-------------------------|---------------------|----------------------------|---------------------|
| District SGP = 50% | Highly Effective | Effective | Minimally Effective | Ineffective |
| Highly Effective | Highly Effective | Highly Effective | Effective | Minimally Effective |
| Effective | Highly Effective | Effective | Minimally Effective | Minimally Effective |
| Minimally Effective | Effective | Minimally Effective | Minimally Effective | Ineffective |
| Ineffective | Minimally Effective | Minimally Effective | Ineffective | Ineffective |

SUMMARY CHART OF STUDENT GROWTH MEASURES
FOR TEACHERS

| Level | Type of Measure | Number of Measures | Measurement Period | State Assessment |
|---|---|--|---|-------------------------|
| Elementary Teachers Kind through 5 th | Literacy Component <ul style="list-style-type: none"> • Iready • Lucy Culkins • DRA AND (1) Math Unit AND (1) Social Studies or Science | (Select One) 1 each 1 each | Sept – May Sept - May Sept - May | DSGP Score |
| FAPES | Local Assessment | 1 | Sept – May | DSGP Score |
| Secondary Teachers 6 th – 12 th | Pre-Test + BA or Local Assessment | 3 | Sept - May Not more than 2 in any given semester | DSGP Score |
| Special Education Basic Classroom | Local Assessment | 3 | Sept – May | DSGP Score |
| Special Education Resource Room Support Only | IEP Student Goal | 1 | Sept – May | DSGP Score |
| Special Education Resource Room Provide Direct Instruction | Pre-Test + Local Assessment | 3 | Sept – May | DSGP Score |
| Counselor Speech Pathologist Social Worker School Psychologist Teacher Consultant | N/A | N/A | N/A | N/A |

SUMMARY RATING

To determine the Summary Rating for a teacher:

1. The provided rating for the Instructional Practices and Professional Responsibilities based on the classroom observations.
2. The Student Growth Rating.
3. Using the chart below, plot the rating for the Classroom Observations and the rating for the Student Growth Rating on the chart to find the Summary Rating.

| | | | |
|--|--------------------------|------------|-----------------|
| Classroom Observation Portion = 80% | | | |
| Student Growth Portion Weight = 20% | Effective Observation | Developing | Needing Support |
| Effective | Effective | Developing | Needing Support |
| Developing | Effective | Developing | Needing Support |
| Needing Support | Effective | Developing | Needing Support |

4. A Summary Evaluation Form will be completed and signed by both the Teacher and the Administrator. Teachers may submit comments to be attached to the evaluation. A copy of the Observation Worksheets should also be submitted along with the Student Growth data, with the names of students redacted and any other identifying information.

The process needs to be completed and the final evaluation rating must be submitted by the end of May. Because teacher placement and layoff are affected by the evaluation process, final ratings will be submitted electronically through Frontline Education as they are completed.

Compliance with Section MCL 380.1248 (1)(b)(i) to (iii)

Attendance is an essential function of the instructional role. As role models, educators are expected to model consistent and reliable attendance. Any concerns regarding a teacher’s attendance, such as excessive absenteeism, tardiness, patterns of absences, or attendance indicative of an inability to withstand the rigors of teaching, etc., excluding leave under the federal Family and Medical Leave Act (FMLA), shall be addressed in a timely manner by the Administrator. In the absence of discipline issued above a verbal warning level related to attendance, a teacher’s attendance shall be deemed satisfactory for the year.

In addition to the Summary Evaluation rating which incorporates individual performance as the majority factor, and evidence of student growth as a predominant factor in assessing individual performance, the following factors will be considered: attendance, the teacher’s disciplinary record, if any; clear significant, relevant contributions the individual contributes to the overall performance of the school above the normal expectations; and completion of relevant training other than what is required by the District or state law, and integration of that training into instruction in a meaningful way.

SPECIAL CIRCUMSTANCES

Needing Support Rating

A teacher who is rated Needing Support on the annual year-end Summary Evaluation Form, or at any time during the school year, shall have an **Individualized Development Plan** for the following year, if employment is continued. The evaluation process will also include a mid-year progress report which shall be used as a supplemental tool to gauge the teacher's improvement from the preceding school year and to assist the teacher to improve. A mentor or coach may also be provided to the teacher.

Individualized Development Plan

An IDP shall include specific performance goals that will assist in improving the effectiveness of the teacher. It may also include any identified training which support the attainment of the goals, or assist the teacher with improving.

Mid-Year Progress Report

A mid-year progress report shall be aligned with the specific performance goals identified in the IDP. The progress report shall include specific performance goals for the remainder of the school year, a written improvement plan for the teacher to pursue, and any recommended training to support the teacher with improving his/her effectiveness and attaining the goals.

Observation Protocols

A teacher who is rated as ME or IE on the annual year-end Summary Evaluation Form shall be observed at least three (3) times with a minimum of one observation being unannounced. In addition, informal walk-throughs, and additional observations, both unannounced and announced shall occur with at least two such observations occurring prior to the mid-year progress report. More than one observer may also be involved to provide the teacher with constructive feedback.

Mentor or Coach

All first-year teachers will be assigned a mentor. The Administrator, in consultation with the teacher, will identify a staff member as a mentor or coach. The role of the mentor is to provide additional feedback, and support to the teacher to include but not be limited to: observing the teacher teach and then scheduling a meeting to provide feedback; having the teacher observe the mentor and then scheduling a meeting to provide feedback; arranging for the teacher and mentor to observe another teacher, and then scheduling a meeting to provide feedback. The mentor or coach helps the teacher to reflect on his or her practice for the purpose of improving the teacher's effectiveness. The mentor or coach will not provide a formal rating for evaluation purposes to the teacher. The mentor or coach may provide feedback to the Administrator regarding additional support or training to recommend.

Leave of Absence

Teachers who require a leave of absence during a year for evaluation will be evaluated for the portion of the work year completed prior to or following the leave. Teachers who work less than 60 days will be assigned as unevaluated.

PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR TEACHERS

Annual Professional Development

Please refer to the Walled Lake Education Association Master Agreement for annual professional development requirements.

Professional Development Requirements for Probationary Teachers 15 Days (90 Hours)

Teachers in their first three years of classroom teaching are required by state code to complete 15 days (or 90 hours) of professional development over three years on topics of particular importance to beginning teachers: instructional strategies, behavior management strategies, and curriculum.

The state code permits hours to be accumulated over time and may be in no less than 1 hour increments. Teachers are responsible for measuring their hours. If a teacher is not certain whether an activity may be applied toward Induction Hours, contact the Administrator or the Human Resources department for clarification. Routine department meetings do not “count” but a special curriculum articulation meeting, such as writing common assessment test questions, could be recorded. Probationary teachers should speak with their building or program administrator for guidance about the most efficient ways to obtain approval for professional development activities intended for this 90-hour requirement. Use the KALPA system for special requests, following the instructions in that software.

A probationary teacher can apply all professional development completed during the scheduled work day toward the 90 hour requirement.

Note: A PD activity cannot be designated for both Induction Hours and for District Provided Professional Development (30 hours annually); it must be designated as one or the other.

Teachers who are not full time either by virtue of a part-time assignment or a long-term medical leave will have their District Provided Professional Development hours requirement adjusted.

Professional Development activities must be fully recorded in the MOECS system in order to be counted toward meeting the requirement. Failure to record activities will negate the ability to apply those toward the required annual professional development.

EVALUATION PROCESS FOR PROFESSIONAL PRACTICES FOR ANCILLARY STAFF

Each staff member will be notified of the administrator who will be conducting the evaluation. The evaluation process will be based on at least two (2) observations with a minimum of one observation being unannounced. The observations will be an attempt to observe the staff member in both their professional setting, such as in an IEP meeting, and also in the role of delivering support directly to students, as much as practical.

Should the act of observing a staff and student interaction potentially impact the nature of the intervention, then it may not be conducted. For example, if a social worker is counseling a student who is contemplating suicide, it would not be appropriate for the interaction to be observed as part of the evaluation process.

The observation protocol will include both announced and unannounced visits for the purpose of observing the employee's behavior and interactions. Generally speaking, the unannounced visit will be part of the first observation cycle. Within 10 days following the observation, the administrator and the staff member will meet to review the rubric, and its application to the observation. Using the Observation Worksheet, the administrator will provide a rating for the observation.

It is important to note the evaluation process is based on growth. The overall rating for the Summary Evaluation should be based on the totality of the observations combined when determining the overall level of an ancillary staff's professional practices and responsibilities along with his/her body of work.

There is no student growth component of the ancillary staff evaluation process.

Summary of Steps in the Process

1. Identify the Evaluator to the ancillary staff member no later than November 1.
2. At least 2 observations will be conducted.
3. An Administrator will follow protocol for announced and unannounced observations
 - *First Observation Completed: Mid-September to mid-January
 - If the teacher is Highly Effective in this observation then the second observation may be waived, at the discretion of the Evaluator.
 - *Second Observation Completed: Mid-January to mid-April
4. Post-Observation Conferences
 - a. Schedule the conference with the staff within 10 business days following the observation
 - b. The conference must be a face to face meeting
 - c. Review the rubric and the ratings for each element of the components for Professional Practices and Responsibilities
 - d. Provide a copy of the Rubric with the ratings to the teacher at the end of the conference
5. All forms associated with the evaluation process are located on the [Professional Growth](#) section of the Frontline Education website.
6. Ancillary Staff do not complete Student Growth Measure nor Student Perception Survey.

EVALUATION PROCESS FOR PROFESSIONAL PRACTICES FOR COUNSELORS

Each staff member will be notified of the administrator who will be conducting the evaluation. The evaluation process is intended to be based on at least two (2) observations with a minimum of one observation being unannounced. The observations will be an attempt to observe the counselor in a both their professional setting, such as managing the State test prep process, and also in the role of delivering support directly to students, as much as practical.

Should the act of observing a counselor and student interaction potentially impact the nature of the intervention, then it may not be conducted. For example, if a counselor is dealing with a student who is contemplating suicide, it would not be appropriate for the interaction to be observed as part of the evaluation process.

The observation protocol will include both announced and unannounced visits for the purpose of observing the employee's behavior and interactions. Generally speaking, the unannounced visit will be part of the first observation cycle. Within 10 days following the observation, the administrator and the staff member will meet to review the rubric, and its application to the observation. Using the Observation Worksheet, the administrator will provide a rating for the observation.

It is important to note the evaluation process is based on growth. The overall rating for the Summary Evaluation should be based on the totality of the observation(s) combined when determining the overall level of a staff member's professional practices and responsibilities along with their body of work.

The rubric for the Counselor Professional Practices and Responsibilities is located in the Addendum of the document entitled Addendum- Rubric for Counselors.

There is no student growth component of the counselor evaluation process.

Summary of Steps in the Process

1. Identify the Evaluator to the counseling staff member no later than November 1.
2. At least 2 observations will be conducted.
3. An Administrator will follow protocol for announced and unannounced observations:
 - *First Observation Completed: mid-September to mid-JanuaryIf the teacher is Highly Effective in this observation then the second observation may be waived, at the discretion of the Evaluator.
 - *Second Observation Completed: Mid-January to Mid-April
4. Post-Observation Conferences
 - a. Schedule the conference with the staff **within 10 business days** following the observation
 - b. The conference must be a face to face meeting
 - c. Review the rubric and the ratings for each element of the components for Professional Practices and Responsibilities
 - d. Provide a copy of the Rubric with the ratings to the teacher at the end of the conference

WALLED LAKE MENTORING PLAN

The following mentoring plan has been established so as to be in compliance with the school code, but more importantly, to provide and nurture a collegial relationship between our newest teachers and our experienced staff. It is our hope that we have provided a foundation for solid peer relationships and a teacher-to-teacher helping and supporting system which will endure long after the probationary period. Except for the exclusion of mentoring being any part of the evaluation process, the plan is viewed as being in development with refinements expected over time.

FIRST YEAR OF EMPLOYMENT IN WALLED LAKE

- All teachers new to Walled Lake will be provided with a mentor. This assignment can change each semester.
- Mentors may work in a team; there will not necessarily be a one-on-one ratio of mentors to probationary teachers.
- The mentor and/or mentoring team will hold a minimum of eight (8) after-school or before-school meetings per year with the probationary teacher(s). The mentors and the probationary teachers will determine the dates for the meetings jointly.
- Mentees will attend quarterly meetings, which can be used for induction hours
- It is important to note that in order for the mentor/probationary teacher meetings to qualify toward the 90 hours of professional development required for probationary teachers, an agenda must be submitted to the evaluator.
- Mentors will be provided \$400 per semester.

Please visit the Mentoring Plan document located in the i:Drive for details of the mentoring program.

[I:\Human Resources\Evaluations\Teachers](#)

- PDF – Mentoring Plan 2023-2024

***ADDENDUM A –
2013 DANIELSON RUBRIC
FOR TEACHERS***

ADDENDUM A – 2013 DANIELSON RUBRIC FOR TEACHERS

Instructional Practices

Domain 1: Planning and Preparation

| | Needs Support | Developing | Effective | |
|---|---|--|---|---|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Demonstrating Knowledge of Content and Pedagogy</i> | In planning and practice, teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate to both one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| <i>Demonstrating Knowledge of Students</i> | The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs and interests, and cultural heritages—and does not indicate that such knowledge is valuable. | The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs and interests, and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. | The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs and interests, and cultural heritages. | The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs and interests, and cultural heritages. |

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 1: Planning and Preparation (Continued)

| | Needs Support | Developing | Effective | |
|---|---|--|--|--|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| Setting Instructional Outcomes | The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest valuable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated in whatever way is needed for different groups of students. | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated in whatever way is needed for individual students. |
| Demonstrating Knowledge of Resources | The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill. | The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill, but does not seek to expand this knowledge. | The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. | The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| Designing Coherent Instruction | Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven with only some reasonable time allocations. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge with some differentiation for different groups of | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. |

| | | | | |
|--|--|--|--|--|
| | | | students and varied use of instructional groups. | |
|--|--|--|--|--|

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 1: Planning and Preparation (Continued)

| | Needs Support | Developing | Effective | |
|---|---|---|---|---|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Designing Student Assessments</i> | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes. | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| <i>Designing Student Assessments</i> | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes. | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | All the instructional outcomes may be assessed by the proposed assessment plan with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 2: Classroom Environment

| | Needs Support | Developing | Effective | |
|--|--|--|--|--|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Creating an Environment of Respect and Rapport</i> | Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. |
| <i>Establishing a Culture for Learning</i> | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High | The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. | The classroom culture is a cognitively busy place characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in the precise use of language. |

| | | | | |
|--|--|---|--|--|
| | | expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | | |
|--|--|---|--|--|

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 2: Classroom Environment (Continued)

| | Needs Support | Developing | Effective | |
|---|--|--|---|--|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Managing Classroom Procedures</i> | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class. |
| <i>Managing Student Behavior</i> | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. |

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 2: Classroom Environment (Continued)

| | Needs Support | Developing | Effective | |
|---|---|---|---|---|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Organizing Physical Space</i> | The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. | The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. | The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. |

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 3: Instruction (Continued)

| | Needs Support | Developing | Effective | |
|---|--|---|--|--|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Communicating with Students</i> | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors, some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding. | The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. |

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 3: Instruction (Continued)

| Elements | Needs Support | Developing | Effective | |
|---|--|--|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| Using Question and Discussion Techniques | The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. | The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. | While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. |
| Engaging Students in Learning | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning, but also to |

| | | | | |
|--|--|------------------------------------|--------------------------------------|----------------------------------|
| | | considerable amount of "downtime." | needed to be intellectually engaged. | consolidate their understanding. |
|--|--|------------------------------------|--------------------------------------|----------------------------------|

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 3: Instruction (Continued)

| | Needs Support | Developing | Effective | |
|--|--|---|--|--|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Using Assessment in Instruction</i> | Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. | Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. | Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. | Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. |
| <i>Demonstrating Flexibility and Responsiveness</i> | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. | The teacher accepts responsibility for the success of all students, but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. |

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 4: Professional Responsibilities

| | Needs Support | Developing | Effective | |
|--|---|--|---|---|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Reflecting on Teaching</i> | The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. | The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. | The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| <i>Maintaining Accurate Records</i> | The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion. | The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. |
| <i>Communicating with Families</i> | The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. | The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students, but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. | The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. |

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 4: Professional Responsibilities (Continued)

| | Needs Support | Developing | Effective | |
|---|--|--|--|---|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Participating in the Professional Community</i> | The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. | The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. | The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. |
| <i>Growing and Developing Professionally</i> | The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities. | The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. | The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. | The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. |

Addendum A – 2013 Danielson Rubric for Teachers (Continued)

Domain 4: Professional Responsibilities (Continued)

| | Needs Support | Developing | Effective | |
|---------------------------------------|---|--|--|--|
| Elements | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Showing Professionalism</i> | The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. | The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. | The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. | The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. |

***ADDENDUM B –
FAPES
STUDENT GROWTH
SAMPLE***

ADDENDUM B – FAPES STUDENT GROWTH SAMPLE

| FAPE Student Growth Measurement Chart SAMPLE | | | | | | |
|---|------------------|-------------------------------|------------------------|-------------------------------|-----------------------|----------------------|
| Pre- Test: Color Wheel Pre Assess | | Mastery Level Required | | | | |
| Post Test: Color & Application | | K-2 | Developing | | | |
| | | 3rd-5th | Secure | | | |
| Grade | Name | Pre Test Score | Post Test Score | Mastery Required Level | Mastery Y or N | Growth Y or N |
| Kind | Phelps, Alisha | Beginning | Developing | Secure | No | Yes* |
| | Quo, Kia | Beginning | Secure | Secure | Yes | |
| | Smyth, Becky | Beginning | Developing | Secure | No | Yes* |
| | Henderson, Carol | Beginning | Secure | Secure | Yes | |
| | Brade, Marsha | Beginning | Developing | Secure | No | Yes* |
| | Kenton, Keith | Beginning | Secure | Secure | Yes | |
| | Avis, Troy | Beginning | Secure | Secure | Yes | |
| | Babcock, Anne | Beginning | Secure | Secure | Yes | |
| | Rubble, Bernie | Beginning | Secure | Secure | Yes | |
| | | | | | | Rating |
| % of Students Mastery or Growth: 100% | | | | | | Distinguished |
| *see attachment for skill improvement data | | | | | | |

| FAPE Student Growth Measurement Chart SAMPLE | | | | | | |
|---|------------------|-------------------------------|------------------------|-------------------------------|-----------------------|----------------------|
| Pre- Test: Color Wheel Pre Assess | | Mastery Level Required | | | | |
| Post Test: Color & Application | | K-2 | Developing | | | |
| | | 3rd-5th | Secure | | | |
| Grade | Name | Pre Test Score | Post Test Score | Mastery Required Level | Mastery Y or N | Growth Y or N |
| 1 st | Green, Mary | Beginning | Developing | Secure | No | Yes |
| | Brown, Sue | Beginning | Secure | Secure | Yes | |
| | Levin, Ellen | Beginning | Developing | Secure | No | Yes |
| | Roberts, Bruce | Beginning | Developing | Secure | No | Yes |
| | Davids, Steve | Beginning | Secure | Secure | Yes | |
| | Morgan, Taylor | Beginning | Secure | Secure | Yes | |
| | Johnson, Daryl | Beginning | Developing | Secure | No | Yes |
| | Johnson, Bethany | Beginning | Developing | Secure | No | Yes |
| | Zyler, Phillip | Beginning | Developing | Secure | No | Yes |
| | | | | | | Rating |
| % of Students Mastery or Growth: 100% | | | | | | Distinguished |

ADDENDUM B – FAPES Student Growth SAMPLE (Continued)

| FAPE Student Growth Measurement Chart SAMPLE | | | | | | |
|--|-----------------|------------------------|-----------------|------------------------|----------------|-------------------|
| Pre- Test: Color Wheel Pre Assess | | Mastery Level Required | | | | |
| Post Test: Color & Application | | K-2 | Developing | | | |
| | | 3rd-5th | Secure | | | |
| Grade | Name | Pre Test Score | Post Test Score | Mastery Required Level | Mastery Y or N | Growth Y or N |
| 2 nd | Knight, Amy | Beginning | Secure | Secure | Yes | |
| | Day, Bryan | Beginning | Secure | Secure | Yes | |
| | Henderson, Sam | Developing | Secure | Secure | Yes | |
| | Johnson, Tom | Beginning | Secure | Secure | Yes | |
| | Johnson, Tim | Developing | Secure | Secure | Yes | |
| | Czecky, Luis | Beginning | Beginning | Secure | No | No |
| | Martinez, Aimee | Developing | Secure | Secure | Yes | |
| | Rubble, Betty | Beginning | Secure | Secure | Yes | |
| | Pillsman, Sue | Developing | Secure | Secure | Yes | |
| | | | | | | Rating |
| % of Students Mastery or Growth: 89% | | | | | | Proficient |

| FAPE Student Growth Measurement Chart SAMPLE | | | | | | |
|--|-----------------|------------------------|-----------------|------------------------|----------------|-------------------|
| Pre- Test: Color Wheel Pre Assess | | Mastery Level Required | | | | |
| Post Test: Color & Application | | K-2 | Developing | | | |
| | | 3rd-5th | Secure | | | |
| Grade | Name | Pre Test Score | Post Test Score | Mastery Required Level | Mastery Y or N | Growth Y or N |
| 3 rd | Aker, Toby | Developing | Developing | Secure | No | No |
| | Bailey, Mason | Beginning | Developing | Secure | No | Yes |
| | Cutter, Mylanda | Developing | Secure | Secure | Yes | |
| | Davis, Patti | Developing | Secure | Secure | Yes | |
| | Davis, Taylor | Beginning | Secure | Secure | Yes | |
| | McKenna, Rita | Beginning | Developing | Secure | No | Yes |
| | Wade, Grace | Developing | Developing | Secure | No | No |
| | Gacker, George | Developing | Secure | Secure | Yes | |
| | Samon, Bill | Beginning | Secure | Secure | Yes | |
| | | | | | | Rating |
| % of Students Mastery or Growth: 78% | | | | | | Proficient |
| *see attachment for skill improvement data | | | | | | |

ADDENDUM B – FAPES Student Growth SAMPLE (Continued)

| FAPE Student Growth Measurement Chart SAMPLE | | | | | | | |
|--|------------------|------------------------|-----------------|------------------------|----------------|---------------|-------------------|
| Pre- Test: Color Wheel Pre Assess | | Mastery Level Required | | | | | |
| Post Test: Color & Application | | K-2 | Developing | | | | |
| | | 3rd-5th | Secure | | | | |
| Grade | Name | Pre Test Score | Post Test Score | Mastery Required Level | Mastery Y or N | Growth Y or N | |
| 4 th | Atkins, McKenzie | Developing | Secure | Secure | Yes | | |
| | Balli, Sally | Beginning | Developing | Secure | No | Yes | |
| | Bowman, Kellie | Developing | Secure | Secure | Yes | | |
| | Chapmen, Henry | Developing | Secure | Secure | Yes | | |
| | Johnson, Carol | Secure | Secure | Secure | Yes | | |
| | Johnson, Spencer | Developing | Secure | Secure | Yes | | |
| | Henderson, Ellie | Developing | Secure | Secure | Yes | | |
| | Dotson, Evelyn | Secure | Secure | Secure | Yes | | |
| | Baush, Nelson | Developing | Developing | Secure | No | No | Rating |
| % of Students Mastery or Growth: 89% | | | | | | | Proficient |
| *see attachment for skill improvement data | | | | | | | |

| FAPE Student Growth Measurement Chart SAMPLE | | | | | | | |
|--|--------------------|------------------------|-----------------|------------------------|----------------|---------------|-----------------------|
| Pre- Test: Color Wheel Pre Assess | | Mastery Level Required | | | | | |
| Post Test: Color & Application | | K-2 | Developing | | | | |
| | | 3rd-5th | Secure | | | | |
| Grade | Name | Pre Test Score | Post Test Score | Mastery Required Level | Mastery Y or N | Growth Y or N | |
| 5 th | Balboa, Rocky | Secure | Developing | Secure | No | No | |
| | Smith, Teddy | Secure | Developing | Secure | No | No | |
| | Johnson, Bob | Secure | Developing | Secure | No | No | |
| | Baldwin, Sharon | Developing | Secure | Secure | Yes | | |
| | Brown, Taylor | Secure | Developing | Secure | No | No | |
| | Novak, Kim | Secure | Developing | Secure | No | No | |
| | Stones, Emma | Secure | Developing | Secure | No | No | |
| | Patterson, Madison | Developing | Secure | Secure | Yes | | |
| | Guilly, Amber | Secure | Developing | Secure | No | No | Rating |
| % of Students Mastery or Growth: 22% | | | | | | | Unsatisfactory |
| *see attachment for skill improvement data | | | | | | | |

ADDENDUM B – FAPES Student Growth SAMPLE (Continued)

| OVERALL RATING BASED ON ALL STUDENTS % Mastery or Growth | | | |
|---|-----------------|-------------------------|-------------------|
| # of Students | # at M/G | % Total Students | RATING |
| 54 | 43 | 80% | PROFICIENT |

***ADDENDUM C –
GUIDELINES FOR
PROFESSIONAL DEVELOPMENT***

ADDENDUM C – GUIDELINES FOR PROFESSIONAL DEVELOPMENT

(That Qualifies for Michigan Legislative Requirements under Michigan Compiled Law)

District staff are encouraged to design professional development experiences which:

Serve the purpose of increasing student learning

Align with your school improvement plan

Are planned, ongoing, and intensive

Are supported in some way by the school or district, such as through released time or cost.

Professional development that is being counted as instructional time as allowed by Michigan Compiled Law (MCL) Section 388.1701 Section 101(10), may only occur when students are not already receiving instruction.

If the professional development activity is to be reported for certificate renewal, documentation will be needed to support the information provided on the District Provided Professional Development Record for Certificate Renewal (TE-2900-27 ADDENDUM).

| Examples of Activities | Does it Qualify as Professional Development Under Section 1526? (professional development days for new teachers) | Does it Qualify as Professional Development Under Section 1527? (professional development days for all teachers) |
|---|--|--|
| Orientation Experiences (such as district and building orientation) | Yes (if you can respond affirmatively to the above four guiding points) | No |
| Curriculum Development Meetings, School Improvement Committees | Yes (if you can respond affirmatively to the above four guiding points) | Yes (if you can respond affirmatively to the above four guiding points) |
| Professional Learning Communities, Study Groups, Action Research, Study of Student Work, Lesson Study | Yes (if you can respond affirmatively to the above four guiding points) | Yes (if you can respond affirmatively to the above four guiding points) |
| University or College Class | Yes (if the district pays for it or otherwise supports it, and if it is relevant to the classroom needs of the new teacher) | Yes (if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points) |
| Mentoring of the New Teacher | Yes (if you can respond affirmatively to the above four guiding points; should be documented to show growth) | Maybe (if new knowledge is gained by veteran teacher, who can respond affirmatively to above four guiding points, while providing formal mentoring) |

Addendum C – Guidelines for Professional Development (Continued)

| Examples of Activities | Does it Qualify as Professional Development Under Section 1526? (professional development days for new teachers) | Does it Qualify as Professional Development Under Section 1527? (professional development days for all teachers) |
|--|--|---|
| Instructional Technology | Yes (if it leads to new knowledge about using technology-enhanced methods and strategies to enhance student learning) | Yes (if it leads to new knowledge about using technology-enhanced methods and strategies to enhance student learning) |
| Sessions Dedicated to Qualifying for North Central Association or MDE Accreditation | Yes (if you can respond affirmatively to the above four guiding points and it is addressed in an Individualized Development Plan) | Yes (if you can respond affirmatively to the above four guiding points) |
| Conferences/ Workshops <ul style="list-style-type: none"> • At an On-site Location • At an Off-site Location | Yes (if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points, unless it already is being counted under 1527) | Yes (if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points) |
| | Yes (if it is relevant to the new teachers' classroom needs, unless it is already being counted under 1527) | Yes (if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points) |
| Online Learning Experiences (including courses focusing on curriculum content and /or pedagogy) | Yes (if the district pays for it or otherwise supports it, and if it is relevant to the classroom needs of the new teacher) | Yes (if the district pays for it or otherwise supports it, and you can respond affirmatively to the above four guiding points) |
| Student Teacher Supervision | N/A (Teachers in their first three years in the teaching profession usually do not serve in this role.) | Maybe (if it leads to new knowledge for the supervising teacher, who can respond affirmatively to the above four guiding points) |
| Staff Meetings | No (unless the primary purpose of the meeting is about student learning, instructional strategies or curriculum content) | No (unless the primary purpose of the meeting is about student learning, instructional strategies or curriculum content) |

Addendum C – Guidelines for Professional Development (*Continued*)

| Examples of Activities | Does it Qualify as Professional Development Under Section 1526? (professional development days for new teachers) | Does it Qualify as Professional Development Under Section 1527? (professional development days for all teachers) |
|--|---|---|
| Parent-Teacher Conferences or Back to School Night | No | No |
| Athletic Coaching Clinics | No | No |
| Records Day | No | No |

For information regarding MCL 380.1526, Mentoring and Induction Supports, please visit:

<https://www.michigan.gov/mde/services/ed-serv/educator-retention-supports/mentoring-and-induction-supports>

For information regarding MCL 380.1526 and MCL 380.1527, Professional Learning Guidelines, please visit:

<https://www.michigan.gov/mde/services/ed-serv/ed-cert/scech-and-dppd/pl-guidelines>

For information regarding MCL 388.1701 Section 101(10), Professional Development, please visit:

https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prof_learning/pd_as_instructional_hours_documentation_tool.pdf?rev=f60736eeaf934483b562ae823b0f89e7

***ADDENDUM D –
LESSON PLAN FORM***

ADDENDUM D – LESSON PLAN FORM

Lesson Plan Review

- I. **State Curriculum Standard** or District Standard if a State standard does not exist for the content area

- II. **Learning Target/Learning Objective**

- III. **Outline of Lesson and Method(s) of Instruction** (direct instruction, small group work, small group discussion, independent work, group discussion, etc.)

- IV. **Assessments**
 Formative:
 And/Or
 Summative:

- V. **Closure Activity**

***ADDENDUM E –
STUDENT PERCEPTION
SURVEYS***

ADDENDUM E – STUDENT PERCEPTION SURVEYS

Name _____

About My Teacher Survey

My teacher likes me.



My teacher tells me what I am going to learn about.



My teacher notices when I am doing well.



My classroom is a good place to learn.



My classroom rules are fair.



Teacher Survey – Grades 3– 5

| | Never 1 | | Sometimes 2 | | Always 3 | |
|---|-------------------|---|-----------------------|--|--------------------|--|
| 1 | 2 | 3 | | | | My teacher likes me. |
| 1 | 2 | 3 | | | | My teacher respects me. |
| 1 | 2 | 3 | | | | I am comfortable asking questions in class. |
| 1 | 2 | 3 | | | | My teacher’s directions are clear. |
| 1 | 2 | 3 | | | | I feel safe in my classroom. |
| 1 | 2 | 3 | | | | My teacher encourages me to think for myself. |

Any additional comments:

WLCSD Teacher Student Feedback Form

Please be honest and respectful. Your teacher will read EVERY SINGLE ONE of these.

* Required

Class Period: *

Choose

Building Name: *

Choose

My teacher respects each student *

1 2 3 4 5

Not At All

Definitely

My teacher uses language that we can understand. *

1 2 3 4 5

Not at all

Definitely

My teacher does a good job of treating all students fairly. *

1 2 3 4 5

Not at all

Definitely

My teacher tries to see the student's point of view *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher speaks clearly. *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher explains topics clearly *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher provides time for review of material *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher makes me feel important *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher tells us our learning goals *

| | 1 | 2 | 3 | 4 | 5 | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher seems to enjoy teaching *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher keeps the class under control without being too tough *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher treats me as an individual *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher leads class discussions that promote thinking *

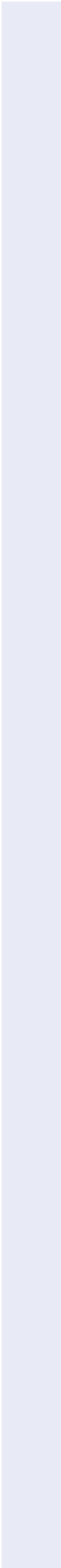
| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher listens to our ideas *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher is organized *

| | 1 | 2 | 3 | 4 | 5 | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |



My teacher updates the grade book frequently *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher encourages different opinions *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher encourages me to be responsible *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher regularly checks for my understanding *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

My teacher gives assessments that reflect the material taught in class *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Definitely |

***ADDENDUM F –
RUBRIC FOR
SCHOOL SOCIAL WORKERS***

ADDENDUM F – RUBRIC FOR SCHOOL SOCIAL WORKERS

| School Social Worker - Domain 1: Planning And Preparation | | | | |
|---|--|---|---|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Utilizes knowledge of current trends of specialized theory and techniques, e.g., individual consultations, group process</i> | SSW demonstrates little understanding of theory and techniques. SSW does not plan to meet with students individually or in groups. | SSW demonstrates basic understanding of theory and techniques. SSW plans occasional meetings with individual students or groups to advance the service goals. | SSW demonstrates understanding of theory and techniques. SSW plans frequent meetings with individual students or groups to help students make good academic and social choices. | SSW demonstrates comprehensive and coherent understanding of theory and techniques; plans for students to make increasingly independent sound, informed academic and personal social choices. |
| <i>Demonstrates knowledge of child and adolescent development</i> | SSW displays little or no knowledge of child and adolescent development. | SSW displays partial knowledge of child and adolescent development. | SSW displays accurate understanding of 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, SSW displays knowledge of the extent to which individual students follow the general patterns. |
| <i>Establishes goals for services appropriate to the setting and the students served</i> | SSW has no clear goals for services, or they are inappropriate to either the situation or the age of the students. | SSW's goals for services are rudimentary, and are partially suitable to the situation and the age of the students. | SSW's goals for services are clear and appropriate to the situation in the school and to the age of the students. | SSW's goals for services are highly appropriate to the situation in the school and the age of the students, and developed following consultation w/ students, parents, colleagues. Goals include collaborating w/ others to effect school-wide change. |
| <i>Plans and integrates services, using individual/ small group sessions, in-class activities, and crisis prevention, intervention, and response</i> | SSW service plans consist of a random collection of unrelated activities, lacking coherence or an overall structure. | SSW's service plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals. | SSW has developed a service plan that includes important aspects of SSW in the school setting. | SSW's service plan is highly coherent; serves to support not only students individually/in groups, but the broader educational program. |
| <i>Develops a plan to collect data to evaluate the effectiveness of the delivery of services</i> | SSW has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important. | SSW has a rudimentary plan to evaluate services. | SSW's plan to evaluate services is organized around clear goals and the collection of data to indicate degree to which goals have been met. | SSW's evaluation plan is highly sophisticated, w/ multiple sources of data and a clear path towards improving the delivery of services on an ongoing basis. |

Addendum F – Rubric For School Social Workers (Continued)

| School Social Worker - Domain 1: Planning And Preparation (Continued) | | | | |
|--|--|--|--|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Accommodates for individual learning styles, abilities, and behaviors.</i> | SSW is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities. | SSW displays general understanding of the varied learning styles that students exhibit and generally accommodates. | SSW displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately. | SSW is highly skilled in using knowledge of students' varied learning styles to provide differentiated accommodations. |

| School Social Worker - Domain 2: The Learning Environment | | | | |
|---|---|---|---|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Creates an environment of trust and respect</i> | SSW's interactions with students are negative or inappropriate and the SSW does not promote positive interactions among students. | SSW's interactions are a mix of positive and negative; the SSW's efforts at encouraging positive interactions among students are partially successful. | SSW's interactions with students are positive and respectful and the SSW actively promotes positive student-to-student interactions. | Students' interaction with SSW reflects a high degree of comfort and trust in the relationship; SSW teaches students how to engage in positive interactions. |
| <i>Promotes/supports productive communication</i> | SSW makes no attempt to promote/support communication between and among staff on behalf of students. | SSW's attempts to promote/support communication throughout the school between and among staff on behalf of students' needs are partially successful. | SSW promotes/supports open communication throughout the school for productive and respectful communication between and among staff on behalf of students. | SSW establishes and maintains lines of productive and respectful communication between and among staff on behalf of students. |
| <i>Manages routines and procedures</i> | SSW's routines and procedures for the therapy setting or classroom work are non-existent or in disarray. | SSW has rudimentary and partially successful routines and procedures for the therapy setting or classroom. | SSW's routines and procedures for the therapy setting or classroom work effectively. | SSW's routines and procedures for the therapy setting or classroom work are seamless and students assist in maintaining them. |
| <i>Establishes standards of conduct, and contributes to the culture for student behavior throughout the school</i> | SSW has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the school. | SSW's efforts to establish standards of conduct for sessions are partially successful. SSW attempts, with limited success, to contribute to the level of civility in the school as a whole. | SSW has established clear standards of conduct for sessions, and makes a significant contribution to the environment of civility in the school. | SSW has established clear standards of conduct for sessions and students contribute to maintaining them. SSW takes a leadership role in maintaining the environment of civility in the school. |

Addendum F – Rubric For School Social Workers (Continued)

| School Social Worker - Domain 3: Service Delivery | | | | |
|---|--|---|--|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Assesses student needs.</i> | SSW does not assess student needs, or the assessments result in inaccurate conclusions. | SSW’s assessments of student needs are perfunctory. | SSW assesses student needs, and knows the range of student needs in the school. | SSW conducts detailed and individualized assessment of student needs to individualize student plans. |
| <i>Assists students and staff to formulate and implement students’ educational plans, based on knowledge of student needs.</i> | SSW does not attempt to assist students and staff to formulate and implement educational plans for students. | SSW’s attempts to assist students and staff to formulate and implement educational plans for students are partially successful. | SSW assists students and staff to formulate and implement educational plans for students. | SSW demonstrates a variety of approaches in assisting individual students and staff to formulate and implement educational plans for students. |
| <i>Uses specialized techniques in individual and classroom services</i> | SSW has few techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning. | SSW displays a narrow range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning. | SSW uses a range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning. | SSW uses an extensive range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions w/ other students and future planning. |
| <i>Demonstrates flexibility and responsiveness, adjusting to variations across situations</i> | SSW adheres to his or her plan, in spite of evidence of its inadequacy or when a change will clearly improve the intervention or situation. | SSW makes minimal changes in the delivery of services when confronted with evidence of the need for change. | SSW makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly. | SSW continually seeks ways to improve the delivery of services, successfully making changes as needed in response to student, parent, or teacher input or circumstances. |
| <i>Accepts and provides appropriate feedback</i> | SSW does not provide feedback or provides feedback that is uniformly poor or sarcastic / demeaning in nature. | SSW generally provides appropriate feedback; some insightful elements are present, others are not. | SSW provides consistently insightful feedback; provisions are made for students to utilize feedback. | SSW provides insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change. |

Addendum F – Rubric For School Social Workers (Continued)

| School Social Worker - Domain 4: Professional Responsibilities | | | | |
|---|--|--|---|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Reflects on practice</i> | SSW does not reflect on practice or the reflections are inaccurate or self-serving. | SSW’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. | SSW’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SSW makes some specific suggestions as to how the delivery of services might be improved. | SSW’s reflection is highly accurate and perceptive, citing specific examples that were fully successful, for at least some students. SSW draws on an extensive repertoire to suggest alternative strategies. |
| <i>Maintains records and prepares and submits reports to meet timelines</i> | SSW’s reports, records and documentation are missing, late, or inaccurate, resulting in confusion. | SSW’s reports, records and documentation are generally accurate but occasionally late. | SSW’s reports, records and documentation are accurate, and are submitted to meet timelines. | SSW’s approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues. |
| <i>Communicates with families in a professional manner</i> | SSW provides no information to families either about the service or about their students. | SSW provides limited, though accurate, information to families about the service and about their student(s). | SSW provides thorough and accurate information to families about the service and about their student(s). | SSW is proactive in providing information to families about service and about their student(s) through a variety of means. |
| <i>Shows professionalism, including integrity, advocacy, and confidentiality</i> | SSW displays dishonesty in interactions with colleagues, students, and the public, violates principles of confidentiality, and does not advocate for students. | SSW is honest in interactions with colleagues, students, and the public, does not violate confidentiality, and advocates minimally for students when needed. | SSW displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, advocating for students when needed. | SSW can be counted on to hold the highest standards of honesty, integrity and confidentiality when advocating for students and takes a leadership role with colleagues. |
| <i>Presents and disseminates information</i> | SSW’s presentation and/or dissemination of information are unclear and confusing and do not seek to clarify. | SSW clarifies information as needed after initial presentation and/or dissemination or when information is confusing. | SSW presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed. | SSW clarifies misunderstanding in information that is presented and/or disseminated, reacts appropriately and enriches the understanding. |

Addendum F – Rubric For School Social Workers (Continued)

| School Social Worker - Domain 4: Professional Responsibilities (Continued) | | | | |
|---|--|---|---|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Participating in a Professional Community</i> | SSW's relationships with colleagues are negative or self-serving. SSW avoids participation in a professional culture of inquiry, resisting opportunities to become involved in school events or school and district projects. | SSW maintains cordial relationships with colleagues to fulfill duties that the school or district requires. SSW becomes involved in the school's culture of professional inquiry when invited to do so. SSW participates in school events and school and district projects when specifically asked. | Relationships with colleagues are characterized by mutual support and cooperation; SSW actively participates in a culture of professional inquiry. SSW volunteers to participate in school events and in school and district projects, making a substantial contribution. | Relationships with colleagues are characterized by mutual support and cooperation, with the SSW taking the initiative in assuming leadership among the faculty. SSW takes a leadership role in promoting a culture of professional inquiry. SSW volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. |
| <i>Growing and Developing Professionally</i> | SSW engages in no professional development activities to enhance knowledge or skill. SSW resists feedback on teaching performance from either supervisor or a more skilled colleague. SSW makes no effort to share knowledge with others or to assume professional responsibilities. | SSW participates in professional activities to a limited extent when they are convenient. SSW accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. SSW finds limited ways to contribute to the profession. | SSW welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. SSW welcomes feedback from colleagues, supervisors, or when opportunities arise through professional collaboration. SSW participates actively in assisting other educators. | SSW seeks out opportunities for professional development and makes systematic effort to enhance content knowledge and pedagogical skill. Or a SSW seeks out feedback on teaching from both supervisors and colleagues. Or a SSW initiates important activities to contribute to the profession. |

***ADDENDUM G –
RUBRIC FOR
SPEECH AND LANGUAGE
PATHOLOGISTS***

ADDENDUM G – RUBRIC FOR SPEECH AND LANGUAGE PATHOLOGISTS

| Speech & Language Pathologist - Domain 1: Planning And Preparation | | | | |
|--|---|--|---|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Utilizes knowledge of current trends of specialized theory and techniques, e.g., individual consultations, group process</i> | SLP demonstrates little understanding of theory and techniques. SLP does not plan to meet with students individually or in groups. | SLP demonstrates basic understanding of theory and techniques. SLP plans occasional meetings with individual students or groups to advance the service goals. | SLP demonstrates understanding of theory and techniques. SLP plans frequent meetings with individual students or groups to help students make good academic and social choices. | SLP demonstrates comprehensive and coherent understanding of theory and techniques; plans for students to make increasingly independent sound, informed academic and personal social choices. |
| <i>Demonstrates knowledge of child and adolescent development</i> | SLP displays little or no knowledge of child and adolescent development. | SLP displays partial knowledge of child and adolescent development. | SLP displays accurate understanding of 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, SLP displays knowledge of the extent to which individual students follow the general patterns. |
| <i>Establishes goals for services appropriate to the setting and the students served</i> | SLP has no clear goals for services, or they are inappropriate to either the situation or the age of the students. | SLP's goals for services are rudimentary, and are partially suitable to the situation and the age of the students. | SLP's goals for services are clear and appropriate to the situation in the school and to the age of the students. | SLP's goals for services are highly appropriate to the situation in the school and the age of the students, and developed following consultation w/ students, parents, colleagues. Goals include collaborating w/ others to affect school-wide change. |
| <i>Demonstrates knowledge of state and federal regulations, and resources within and beyond the school and district</i> | SLP demonstrates little or no knowledge of governmental regulations and resources for students available through the school/district. | SLP displays awareness of governmental regulations and resources for students available through the school/district, but no knowledge of more broadly-available resources. | SLP displays awareness of government regulations and resources for students available through school/district, some familiarity w/ external resources. | SLP's knowledge of governmental regulations and resources for students is extensive, including those available through the school/district and in the community. |

Addendum G – Rubric For Speech And Language Pathologists (Continued)

| Speech & Language Pathologist - Domain 1: Planning And Preparation (Continued) | | | | |
|---|---|---|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Plans and integrates services, using individual/ small group sessions, in-class activities, crisis prevention, intervention, and response</i> | SLP services consist of a random collection of unrelated activities, lacking coherence or an overall structure. | SLP’s plan has a guiding principle and includes a number of worthwhile activities, but some don’t fit with the broader goals. | SLP has developed a plan that includes important aspects of SLP in the school setting. | SLP’s plan is highly coherent; serves to support not only students individually/in groups, but the broader educational program. |
| <i>Develops a plan to collect data to evaluate the effectiveness of the delivery of services</i> | SLP has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important. | SLP has a rudimentary plan to evaluate services. | SLP’s plan to evaluate services is organized around clear goals and the collection of data to indicate degree to which goals have been met. | SLP’s evaluation plan is highly sophisticated, w/ multiple sources of data and a clear path towards improving the delivery of services on an ongoing basis. |
| <i>Accommodates for individual learning styles, abilities, behaviors, and populations</i> | SLP is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities. | SLP displays general understanding of the varied learning styles that students exhibit and generally accommodates. | SLP displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately. | SLP is highly skilled in using knowledge of students’ varied learning styles to provide differentiated accommodations. |

| Speech & Language Pathologist - Domain 2: The Learning Environment | | | | |
|---|---|--|---|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Creates an environment of trust and respect</i> | SLP’s interactions with students are negative or inappropriate and the SLP does not promote positive interactions among students. | SLP’s interactions are a mix of positive and negative; the SLP’s efforts at encouraging positive interactions among students are partially successful. | SLP’s interactions with students are positive and respectful and the SLP actively promotes positive student-to-student interactions. | Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship; SLP teaches students how to engage in positive interactions. |
| <i>Promotes/supports productive communication</i> | SLP makes no attempt to promote/support communication between and among staff on behalf of students. | SLP’s attempts to promote/support communication throughout the school between and among staff on behalf of students’ needs are partially successful. | SLP promotes/supports open communication throughout the school for productive and respectful communication between and among staff on behalf of students. | SLP establishes and maintains lines of productive and respectful communication between and among staff on behalf of students. |

Addendum G – Rubric For Speech And Language Pathologists (Continued)

| Speech & Language Pathologist - Domain 2: The Learning Environment (Continued) | | | | |
|---|---|---|---|--|
| <i>Manages routines and procedures</i> | SLP's routines and procedures for the therapy setting or classroom work are non-existent or in disarray. | SLP has rudimentary and partially successful routines and procedures for the therapy setting or classroom. | SLP's routines and procedures for the therapy setting or classroom work effectively. | SLP's routines and procedures for the therapy setting or classroom work are seamless and students assist in maintaining them. |
| <i>Establishes standards of conduct, and contributes to the culture for student behavior throughout the school</i> | SLP has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the school. | SLP's efforts to establish standards of conduct for sessions are partially successful. SLP attempts, with limited success, to contribute to the level of civility in the school as a whole. | SLP has established clear standards of conduct for sessions, and makes a significant contribution to the environment of civility in the school. | SLP has established clear standards of conduct for sessions and students contribute to maintaining them. SLP takes a leadership role in maintaining the environment of civility in the school. |

| Speech & Language Pathologist - Domain 3: Service Delivery | | | | |
|---|--|---|--|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Assesses student needs.</i> | SLP does not assess student needs, or the assessments result in inaccurate conclusions. | SLP's assessments of student needs are perfunctory. | SLP assesses student needs, and knows the range of student needs in the school. | SLP conducts detailed and individualized assessment of student needs to individualize student plans. |
| <i>Assists students and staff to formulate and implement students' educational plans, based on knowledge of student needs.</i> | SLP does not attempt to assist students and staff to formulate and implement educational plans for students. | SLP's attempts to assist students and staff to formulate and implement educational plans for students are partially successful. | SLP assists students and staff to formulate and implement educational plans for students. | SLP demonstrates a variety of approaches in assisting individual students and staff to formulate and implement educational plans for students. |
| <i>Uses specialized techniques in individual and classroom services</i> | SLP has few techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning. | SLP displays a narrow range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning. | SLP uses a range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning. | SLP uses an extensive range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions w/ other students and future planning. |

Addendum G – Rubric For Speech And Language Pathologists (Continued)

| Speech & Language Pathologist - Domain 3: Service Delivery (Continued) | | | | |
|--|---|---|---|--|
| <i>Demonstrates flexibility and responsiveness, adjusting to variations across situations</i> | SLP adheres to his or her plan, in spite of evidence of its inadequacy or when a change will clearly improve the intervention or situation. | SLP makes minimal changes in the delivery of services when confronted with evidence of the need for change. | SLP makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly. | SLP continually seeks ways to improve the delivery of services, successfully making changes as needed in response to student, parent, or teacher input or circumstances. |
| <i>Accepts and provides appropriate feedback</i> | SLP does not provide feedback or provides feedback that is uniformly poor or sarcastic/demeaning in nature. | SLP generally provides appropriate feedback; some insightful elements are present, others are not. | SLP provides insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change. | SLP provides consistently insightful feedback; provisions are made for students to utilize feedback. |

| Speech & Language Pathologist - Domain 4: Professional Responsibilities | | | | |
|--|--|--|---|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Reflects on practice</i> | SLP does not reflect on practice or the reflections are inaccurate or self-serving. | SLP'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. | SLP's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the delivery of services might be improved. | SLP's reflection is highly accurate and perceptive, citing specific examples that were SLP fully successful, for at least some students. SLP draws on an extensive repertoire to suggest alternative strategies. |
| <i>Maintains records and prepares and submits reports to meet timelines</i> | SLP's reports, records and documentation are missing, late, or inaccurate, resulting in confusion. | SLP's reports, records and documentation are generally accurate but occasionally late. | SLP's reports, records and documentation are accurate, and are submitted to meet timelines. | SLP's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues. |
| <i>Communicates with families in a professional manner</i> | SLP provides no information to families either about the service or about their student(s). | SLP provides limited, though accurate, information to families about the service and about their student(s). | SLP provides thorough and accurate information to families about the service and about their student(s). | SLP is proactive in providing information to families about service and about their student(s) through a variety of means. |

Addendum G – Rubric For Speech And Language Pathologists *(Continued)*

| Speech & Language Pathologist - Domain 4: Professional Responsibilities <i>(Continued)</i> | | | | |
|---|---|---|---|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Shows professionalism, including integrity, advocacy, and confidentiality</i> | SLP displays dishonesty in interactions with colleagues, students, and the public, violates principles of confidentiality, and does not advocate for students. | SLP is honest in interactions with colleagues, students, and the public, does not violate confidentiality, and advocates minimally for students when needed. | SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, advocating for students when needed. | SLP can be counted on to hold the highest standards of honesty, integrity and confidentiality when advocating for students and takes a leadership role with colleagues. |
| <i>Presents and disseminates information</i> | SLP’s presentation and/or dissemination of information is unclear and confusing and does not seek to clarify. | SLP clarifies information as needed after initial presentation and/or dissemination or when information is confusing. | SLP presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed. | SLP clarifies misunderstanding in information that is presented and/or disseminated, reacts appropriately and enriches the understanding. |
| <i>Participating in a Professional Community</i> | SLP’s relationships with colleagues are negative or self-serving. SLP avoids participation in a professional culture of inquiry, resisting opportunities to become involved in school events or school and district projects. | SLP maintains cordial relationships with colleagues to fulfill duties that the school or district requires. SLP becomes involved in the school’s culture of professional inquiry when invited to do so. SLP participates in school events and school and district projects when specifically asked. | Relationships with colleagues are characterized by mutual support and cooperation; SLP actively participates in a culture of professional inquiry. SLP volunteers to participate in school events and in school and district projects, making a substantial contribution. | Relationships with colleagues are characterized by mutual support and cooperation, with the SLP taking the initiative in assuming leadership among the faculty. SLP takes a leadership role in promoting a culture of professional inquiry. SLP volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. |

Addendum G – Rubric For Speech And Language Pathologists (Continued)

| Speech & Language Pathologist - Domain 4: Professional Responsibilities (Continued) | | | | |
|--|--|--|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Growing and Developing Professionally</i> | SLP engages in no professional development activities to enhance knowledge or skill. SLP resists feedback on teaching performance from either supervisor or a more skilled colleague. SLP makes no effort to share knowledge with others or to assume professional responsibilities. | SLP participates in professional activities to a limited extent when they are convenient. SLP accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. SLP finds limited ways to contribute to the profession. | SLP welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. SLP welcomes feedback from colleagues, supervisors, or when opportunities arise through professional collaboration. SLP participates actively in assisting other educators. | SLP seeks out opportunities for professional development and makes systematic effort to enhance content knowledge and pedagogical skill. Or a SLP seeks out feedback on teaching from both supervisors and colleagues. Or a SLP initiates important activities to contribute to the profession. |

***ADDENDUM H –
RUBRIC FOR SCHOOL
PSYCHOLOGISTS***

ADDENDUM H – RUBRIC FOR SCHOOL PSYCHOLOGISTS

| School Psychologist - Domain 1: Planning And Preparation | | | | |
|--|--|---|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Demonstrates knowledge and skill in using psychological instruments to evaluate students</i> | Psychologist demonstrates little or no knowledge/skill in using psychological instruments to evaluate students. | Psychologist uses a limited number of psychological instruments to evaluate students. | Psychologist uses a variety of instruments to evaluate students and recommend eligibility as appropriate. | Psychologist uses a wide range of psychological instruments appropriate to the situation to evaluate students, recommend eligibility, and make instructional suggestions. |
| <i>Demonstrates knowledge of child and adolescent development and psychopathology</i> | Psychologist displays little or no knowledge of child and adolescent development and psychopathology. | Psychologist displays basic knowledge of child and adolescent development and psychopathology. | Psychologist displays thorough knowledge of child and adolescent development and psychopathology. | Psychologist displays extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns. |
| <i>Establishes goals for services appropriate to the setting and the students served</i> | Psychologist has no clear goals for services, or they are inappropriate to either the situation or the age of the students. | Psychologist's goals for services are rudimentary, and are partially suitable to the situation and the age of the students. | Psychologist's goals for services are clear and appropriate to the situation in the school and to the age of the students. | Psychologist's goals for services are highly appropriate to the situation in the school and the age of the students, and developed following consultation w/ students, parents, colleagues; goals include collaborating w/ others to affect school-wide change. |
| <i>Demonstrates knowledge of state and federal regulations, and resources within and beyond the school/district</i> | Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school/district. | Psychologist displays awareness of governmental regulations and resources for students available through the school/district, but no knowledge of more broadly available resources. | Psychologist displays awareness of government regulations and resources for students available through school/district, some familiarity w/ external resources. | Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school/district and in the community. |
| <i>Plans psych. services, integrated w/ regular school program to meet student needs including prevention, intervention, and response</i> | Psychologist services consist of a random collection of unrelated activities, lacking coherence or an overall structure. | Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals. | Psychologist has developed a plan that includes important aspects of psychology in the school setting. | Psychologist's plan is highly coherent; serves to support not only students individually/in groups, but the broader educational program. |

Addendum H – Rubric For School Psychologists (Continued)

| School Psychologist - Domain 1: Planning And Preparation (Continued) | | | | |
|--|---|---|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Accommodates for individual learning styles, abilities, behaviors, and populations</i> | Psychologist is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities. | Psychologist displays general understanding of the varied learning styles that students exhibit and generally accommodates. | Psychologist displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately. | Psychologist is highly skilled in using knowledge of students' varied learning styles to provide differentiated accommodations. |

| School Psychologist - Domain 2: The Learning Environment | | | | |
|--|---|---|--|--|
| <i>Creates an environment of trust and respect</i> | Psychologist's interactions with students are negative or inappropriate and s/he does not promote positive interactions among students. | Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at encouraging positive interactions among students are partially successful. | Psychologist's interactions with students are positive and respectful and the psychologist actively promotes positive student-to-student interactions. | Students' interaction with Psychologist reflects a high degree of comfort and trust in the relationship; psychologist teaches students how to engage in positive interactions. |
| <i>Establishes and upholds standards of conduct for the testing environment</i> | No standards of conduct have been established and psychologist disregards or fails to address negative student behavior during evaluations. | Standards of conduct appear to have been established for the testing environment; psychologist's attempts to monitor and correct student negative behavior during an evaluation are partially successful. | Standards of conduct have been established for the testing environment; psychologist monitor student behavior against those standards; response to students is respectful and appropriate. | Standards of conduct have been established in the testing environment; psychologist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior. |
| <i>Responds to referrals, consulting with teachers and administrators</i> | Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. | Psychologist consults on a sporadic basis with colleagues; attempts to tailor evaluations to the questions raised in the referral are partially successful. | Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. | Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to answer questions that arose during the referral process. |

Addendum H – Rubric For School Psychologists (Continued)

| School Psychologist - Domain 3: Service Delivery | | | | |
|---|---|--|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Evaluates student needs in compliance with NASP guidelines</i> | Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. | Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards. | Psychologist administers appropriate evaluation instruments to students, and ensures faithful adherence to all procedures and safeguards. | Psychologist selects from a broad repertoire of assessments that are most appropriate to referral questions; conducts information sessions w/ colleagues to ensure they fully understand and comply w/ procedural timelines and safeguards. |
| <i>Plans interventions to maximize students' likelihood of success</i> | Psychologist fails to plan interventions suitable to students, or mismatched with the findings of the assessments. | Psychologist's plans for students are partially suitable for them, or sporadically aligned with identified needs. | Psychologist's plans for students are suitable for them, and are aligned with identified needs. | Psychologist collaboratively develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| <i>Demonstrates flexibility and responsiveness</i> | Psychologist adheres to his or her plan, in spite of evidence of its inadequacy. | Psychologist makes modest changes in the educational program when confronted with evidence of the need for change. | Psychologist makes revisions in the educational program when it is needed. | Psychologist continually seeks ways to improve the educational program, and makes changes as needed in response to student, parent, or teacher input. |
| <i>Reflects on practice</i> | Psychologist does not reflect on practice or the reflections are inaccurate or self-serving. | Psychologist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; Psychologist makes some specific suggestions as to how the delivery of services might be improved. | Psychologist's reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some students; Psychologist draws on an extensive repertoire to suggest alternative strategies. |

Addendum H – Rubric For School Psychologists (Continued)

| School Psychologist - Domain 4: Professional Responsibilities | | | | |
|---|--|--|--|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Maintains records and prepares and submits reports to meet timelines</i> | Psychologist's reports, records and documentation are in disarray; they may be missing, late, inaccurate, and/or unsecured. | Psychologist's reports, records and documentation are generally accurate and stored in a secure location but occasionally late. | Psychologist's reports, records and documentation are accurate, well-organized, securely stored, and are submitted to meet timelines. | Psychologist's records are timely, accurate, well-organized, stored in a secure location, and written in a manner that allows a layperson/parent to understand the contents and implications and serve as a model for colleagues. |
| <i>Communicates with families in a professional manner</i> | Psychologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner. | Psychologist's communication with families is partially successful; permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions. | Psychologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions. | Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions, reaching out to student families to enhance trust. |
| <i>Shows professionalism, including integrity, advocacy, and confidentiality</i> | Psychologist displays dishonesty in interactions with colleagues, students, and the public, violates principles of confidentiality and does not advocate for students. | Psychologist is honest in interactions with colleagues, students, and the public, does not violate confidentiality and advocates minimally for students when needed. | Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students as needed. | Psychologist can be counted on to hold the highest standards of honesty, integrity and confidentiality when advocating for students; takes a leadership role w/ colleagues. |

Addendum H – Rubric For School Psychologists (Continued)

| School Psychologist - Domain 4: Professional Responsibilities (Continued) | | | | |
|--|---|--|--|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Presents and disseminates information</i> | Psychologist’s presentation and/or dissemination of information is unclear, confusing, and does not seek to clarify. | Psychologist clarifies information as needed after initial presentation and/or dissemination or when information is confusing. | Psychologist presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed. | Psychologist clarifies misunderstandings in information that is presented and/or disseminated, reacts appropriately and enriches the understanding. |
| <i>Participating in a Professional Community</i> | Psychologist’s relationships with colleagues are negative or self-serving. Psychologist avoids participation in a professional culture of inquiry, resisting opportunities to become involved in school events or school and district projects. | Psychologist maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Psychologist becomes involved in the school’s culture of professional inquiry when invited to do so. Psychologist participates in school events and school and district projects when specifically asked. | Relationships with colleagues are characterized by mutual support and cooperation; Psychologist actively participates in a culture of professional inquiry. Psychologist volunteers to participate in school events and in school and district projects, making a substantial contribution. | Relationships with colleagues are characterized by mutual support and cooperation, with the Psychologist taking the initiative in assuming leadership among the faculty. Psychologist takes a leadership role in promoting a culture of professional inquiry. Psychologist volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. |
| <i>Growing and Developing Professionally</i> | Psychologist engages in no professional development activities to enhance knowledge or skill. Psychologist resists feedback on teaching performance from either supervisor or a more skilled colleague. Psychologist makes no effort to share knowledge with others or to assume professional responsibilities. | Psychologist participates in professional activities to a limited extent when they are convenient. Psychologist accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Psychologist finds limited ways to contribute to the profession. | Psychologist welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. Psychologist welcomes feedback from colleagues, supervisors, or when opportunities arise through professional collaboration. Psychologist participates actively in assisting other educators. | Psychologist seeks out opportunities for professional development and makes systematic effort to enhance content knowledge and pedagogical skill. Or a Psychologist seeks out feedback on teaching from both supervisors and colleagues. Or a Psychologist initiates important activities to contribute to the profession. |

***ADDENDUM I –
TEACHER CONSULTANTS
and
INSTRUCTIONAL COACHES***

ADDENDUM I – TEACHER CONSULTANT / INSTRUCTIONAL COACHES

| Program Consultant - Domain 1: Planning And Preparation | | | | |
|--|--|---|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Utilizes knowledge of current trends of specialized theory and techniques, e.g., individual consultations, group process</i> | TC demonstrates little understanding of theory and techniques; TC does not plan to meet with students individually or in groups. | TC demonstrates basic understanding of theory and techniques; TC plans occasional meetings with individual students or groups to advance the service goals. | TC demonstrates understanding of theory and techniques; TC plans frequent meetings with individual students or groups to help students make good academic and social choices. | TC demonstrates comprehensive and coherent understanding of theory and techniques; TC plans for students to make increasingly independent sound, informed academic and personal social choices. |
| <i>Demonstrates knowledge of child and adolescent development</i> | TC displays little or no knowledge of child and adolescent development. | TC displays partial knowledge of child and adolescent development. | TC displays accurate understanding of 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, TC displays knowledge of the extent to which individual students follow the general patterns. |
| <i>Establishes goals for services appropriate to the setting and the students served</i> | TC has no clear goals for services, or they are inappropriate to either the situation or the age of the students. | TC's goals for services are rudimentary, and are partially suitable to the situation and the age of the students. | TC's goals for services are clear and appropriate to the situation in the school and to the age of the students. | TC's goals for services are highly appropriate to the situation in the school and the age of the students, and developed following consultation w/ students, parents, colleagues; goals include collaborating w/ others to affect school-wide change. |
| <i>Demonstrates knowledge of state and federal regulations, and resources within and beyond the school and district</i> | TC demonstrates little or no knowledge of governmental regulations and resources for students available through the school/district. | TC displays awareness of governmental regulations and resources for students available through the school/district, but no knowledge of more broadly-available resources. | TC displays awareness of government regulations and resources for students available through school/district, some familiarity w/ external resources. | TC's knowledge of governmental regulations and resources for students is extensive, including those available through the school/district and in the community. |

Addendum I – Teacher Consultant / Instructional Coaches (Continued)

| Program Consultant - Domain 1: Planning And Preparation (Continued) | | | | |
|---|--|--|--|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Plans and integrates services, using individual/ small group sessions, in-class activities, and crisis prevention, intervention, and response</i> | TC services consist of a random collection of unrelated activities, lacking coherence or an overall structure. | TC’s plan has a guiding principle and includes a number of worthwhile activities, but some don’t fit with the broader goals. | TC has developed and implemented a plan to build capacity of staff, students, and parents within the school setting. | TC’s plan is highly coherent and successfully implemented, serving to support not only students individually/in groups, but the capacity/skills of staff within the broader educational program. |
| <i>Develops a plan to collect data to evaluate the effectiveness of the delivery of services</i> | TC has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important. | TC has a rudimentary plan to evaluate services. | TC’s plan to evaluate services is organized around clear goals and the collection of data to indicate degree to which goals have been met. | TC’s evaluation plan is highly sophisticated, w/ multiple sources of data and a clear path towards improving the delivery of services on an ongoing basis. |
| <i>Accommodates for individual learning styles, abilities, behaviors, and populations</i> | TC is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities. | TC displays general understanding of the varied learning styles that students exhibit and generally accommodates. | TC displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately. | TC is highly skilled in using knowledge of students’ varied learning styles to provide differentiated accommodations. |

| Program Consultant - Domain 2: The Learning Environment | | | | |
|--|---|---|--|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Promotes/supports productive communication</i> | TC makes no attempt to promote/support communication between and among staff/parents on behalf of students. | TC’s attempts to promote/support communication throughout the school between and among staff/parents on behalf of students’ needs are partially successful. | TC promotes/supports open communication throughout the school for productive and respectful communication between and among staff/parents on behalf of students. | TC establishes and maintains lines of productive and respectful communication between and among staff/parents on behalf of students. |

Addendum I – Teacher Consultant / Instructional Coaches (Continued)

| Program Consultant - Domain 2: The Learning Environment (Continued) | | | | |
|---|---|--|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Implements and sustains systems of proactive student supports throughout the school</i> | TC has not implemented proactive student support systems within the school setting. | TC has implemented minimal proactive student support systems within classroom(s), and/or there is no strong evidence of how these will be sustained. | TC has implemented proactive student support systems within the school setting, with some evidence as to how these will be sustained. | TC has clearly implemented a variety of proactive student support systems school-wide that have been sustained over time. |

| Program Consultant - Domain 3: Service Delivery | | | | |
|--|--|--|--|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Assesses student needs within the educational setting</i> | TC does not assess student needs as they relate to the educational setting, or the assessments result in inaccurate conclusions. | TC's assessments of student needs within the educational setting are basic. | TC assesses student needs within the educational setting, and knows the range of student needs in the school. | TC conducts detailed, individualized assessment of student needs within the educational setting to individualize student plans. |
| <i>Assists students and staff to formulate and implement plans based on students' educational needs</i> | TC does not attempt to assist students and staff to formulate and implement educational plans for students. | TC's attempts to assist students and staff to formulate and implement educational plans for students are partially successful. | TC assists students and staff to formulate and implement educational plans for students. | TC's services are highly appropriate to the school situation and the age of students; are developed after consultation w/ students, parents, colleagues; include collaborating w/ others to affect school-wide change. |
| <i>Uses specialized techniques in individual and classroom services to support the general curriculum</i> | TC has few techniques to help students acquire/recoup skills and knowledge in the educational setting. | TC displays a narrow range of techniques to help students acquire/recoup skills and knowledge in the educational setting. | TC uses a range of techniques to help students acquire/recoup skills and knowledge in the educational setting. | TC uses an extensive range of techniques to help students acquire/recoup skills and knowledge in the educational setting. |
| <i>Demonstrates flexibility and responsiveness, adjusting to variations across situations</i> | TC adheres to his or her plan, in spite of evidence of its inadequacy or when a change will clearly improve the intervention or situation. | TC makes minimal changes in the delivery of services when confronted with evidence of the need for change. | TC makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly. | TC continually seeks ways to improve service delivery, successfully making changes as needed in response to student/parent/teacher input or circumstances. |

Addendum I – Teacher Consultant / Instructional Coaches (Continued)

| Program Consultant - Domain 3: Service Delivery (Continued) | | | | |
|--|--|---|--|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Accepts and provides appropriate feedback</i> | TC does not provide feedback or provides feedback that is uniformly poor or sarcastic/demeaning in nature. | TC generally provides appropriate feedback; some insightful elements are present, others are not. | TC provides insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change. | TC provides consistently insightful feedback; provisions are made for staff to utilize feedback. |

| Program Consultant - Domain 4: Professional Responsibilities | | | | |
|--|---|---|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Reflects on practice</i> | TC does not reflect on practice or the reflections are inaccurate or self-serving. | TC'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. | TC's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; TC makes some specific suggestions as to how the delivery of services might be improved. | TC's reflection is highly accurate and perceptive, citing specific examples that were TC fully successful, for at least some students; TC draws on an extensive repertoire to suggest alternative strategies. |
| <i>Maintains records and prepares and submits reports to meet timelines</i> | TC's reports, records and documentation are missing, late, or inaccurate, resulting in confusion. | TC's reports, records and documentation are generally accurate but occasionally late. | TC's reports, records and documentation are accurate, and are submitted to meet timelines. | TC's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues. |
| <i>Communicates with families in a professional manner</i> | TC provides no information to families either about the service or about their student(s). | TC provides limited, though accurate, information to families about the service and about their student(s). | TC provides thorough and accurate information to families about the service and about their student(s). | TC is proactive in providing information to families about service and about their student(s) through a variety of means. |

Addendum I – Teacher Consultant / Instructional Coaches (Continued)

| Program Consultant - Domain 4: Professional Responsibilities (Continued) | | | | |
|---|---|--|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Shows professionalism, including integrity, advocacy, and confidentiality</i> | TC displays dishonesty in interactions with colleagues, students, and the public, violates principles of confidentiality, and does not advocate for students. | TC is honest in interactions with colleagues, students, and the public, does not violate confidentiality, and advocates minimally for students when needed. | TC displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, advocating for students when needed. | TC can be counted on to hold the highest standards of honesty, integrity and confidentiality when advocating for students and takes a leadership role with colleagues. |
| <i>Presents and disseminates information</i> | TC's presentation and/or dissemination of information is unclear and confusing and does not seek to clarify. | TC clarifies information as needed after initial presentation and/or dissemination or when information is confusing. | TC presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed. | TC clarifies misunderstanding in information that is presented and/or disseminated, reacts appropriately and enriches the understanding. |
| <i>Participating in a Professional Community</i> | TC's relationships with colleagues are negative or self-serving. TC avoids participation in a professional culture of inquiry, resisting opportunities to become involved in school events or school and district projects. | TC maintains cordial relationships with colleagues to fulfill duties that the school or district requires. TC becomes involved in the school's culture of professional inquiry when invited to do so. TC participates in school events and school and district projects when specifically asked. | Relationships with colleagues are characterized by mutual support and cooperation; TC actively participates in a culture of professional inquiry. TC volunteers to participate in school events and in school and district projects, making a substantial contribution. | Relationships with colleagues are characterized by mutual support and cooperation, with the TC taking the initiative in assuming leadership among the faculty. TC takes a leadership role in promoting a culture of professional inquiry. TC volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. |

Addendum I – Teacher Consultant / Instructional Coaches (Continued)

| Program Consultant - Domain 4: Professional Responsibilities (Continued) | | | | |
|---|---|---|--|--|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Growing and Developing Professionally</i> | TC engages in no professional development activities to enhance knowledge or skill. TC resists feedback on teaching performance from either supervisor or a more skilled colleague. TC makes no effort to share knowledge with others or to assume professional responsibilities. | TC participates in professional activities to a limited extent when they are convenient. TC accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. TC finds limited ways to contribute to the profession. | TC welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. TC welcomes feedback from colleagues, supervisors, or when opportunities arise through professional collaboration. TC participates actively in assisting other educators. | TC seeks out opportunities for professional development and makes systematic effort to enhance content knowledge and pedagogical skill. Or a TC seeks out feedback on teaching from both supervisors and colleagues. Or a TC initiates important activities to contribute to the profession. |

***ADDENDUM J –
RUBRIC FOR
SCHOOL COUNSELORS***

ADDENDUM J - RUBRIC FOR SCHOOL COUNSELORS

| School Counselor – Domain I: Implementing The Individual Planning Component | | | | |
|--|-----------------------|---|--|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Counselor performs outreach to students</i> | Skill not present. | Seldom extends invitations to interested and/or needy students to provide personalized educational and career planning. | Often extends invitations to interested and/or needy students to provide personalized educational and career planning. | Consistently extends invitations to interested and/or needy students to provide personalized educational and career planning. |
| <i>Counselor demonstrates knowledge of standardized test instruments</i> | Skill not present. | Possesses little understanding of current tests so that interpretation of test information is inaccurate and inappropriate. | Demonstrates a functioning understanding of current tests in order to accurately and appropriately interpret test information. | Demonstrates a high level of understanding of current tests to accurately and appropriately interpret test information. |
| <i>Counselor demonstrates knowledge of academic and extracurricular opportunities for students.</i> | Skill not present. | Holds individual planning sessions, but information is somewhat incomplete. | Presents accurate, relevant, and unbiased information in carefully planned sessions. | Always presents accurate, relevant, and unbiased information in carefully planned sessions. |

| School Counselor – Domain II: Implementing The Responsive Services Component | | | | |
|---|-----------------------|--|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Counselor assesses priorities.</i> | Skill not present. | Does not provide mandated services as required by district policy and job description. | Balances core functions with other important, albeit lower, priority assignments. | Manages the mandated elements of the assignment while being able to assess situations which might require immediate time and attention. |
| <i>Counselor assesses problems and their issues.</i> | Skill not present. | Incorrectly or inadequately assesses problems and does not make the connection to underlying issues. | Is able to identify problems and their underlying issues to be resolved. | Exhibits a keen insight into identifying problems and issues to be resolved. |

Addendum J - Rubric For School Counselors (Continued)

| School Counselor – Domain II: Implementing The Responsive Services Component | | | | |
|---|-----------------------|--|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Counselor demonstrates counseling skills and techniques.</i> | Skill not present. | Does not demonstrate thoughtful or knowledgeable counseling and consulting techniques. Students, staff and parents are reluctant to seek the counselor’s assistance. | Possesses a basic knowledge of counseling and consulting techniques. Staff, students and parents feel satisfied with their encounters with the counselor. | Possesses a thorough knowledge of counseling and consulting techniques and consistently employs them appropriately. The counselor’s expertise is sought out by staff, students and parents. |
| <i>Counselor uses the referral process.</i> | Skill not present. | Is unaware when it is appropriate to make referrals and has a limited number of referral choices to offer. | Is able to offer an adequate array of referral sources and does so when necessary. | Displays a vast and in depth knowledge of community resources and makes appropriate referrals for interventions to students’ problems. |
| <i>Counselor provides follow-up.</i> | Skill not present. | Does not respond to situations or people in a timely fashion. | Can usually be counted on to follow-through and provide feedback to staff, students and parents. | Consistently provides timely follow-up and feedback to staff, students and parents. |

| School Counselor – Domain III: Response To Building And Guidance Needs | | | | |
|---|-----------------------|--|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Counselor adheres to policies and procedures.</i> | Skill not present. | Rarely operates within established procedures, policies, and priorities. | Usually operates within established procedures, policies, and priorities. | Consistently operates within established procedures, policies, and priorities. |
| <i>Counselor aligns guidance and building needs.</i> | Skill not present. | Only provides solutions within assigned responsibilities. | Contributes to organizational solutions outside of assigned responsibilities. | Identifies building and guidance needs and designs or contributes to development of appropriate solutions. |
| <i>Counselor educates others about the guidance program.</i> | Skill not present. | Is not able or willing to explain the school guidance program. | Adequately explains the school guidance program. | Provides explanations of the school guidance program across all areas and levels including community, parents, students and building staff. |

Addendum J - Rubric For School Counselors (Continued)

| School Counselor – Domain III: Response To Building And Guidance Needs | | | | |
|--|-----------------------|--|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Counselor is responsive and responsible to the guidance program.</i> | Skill not present. | Seldom attends to ideas and concerns regarding the guidance program. | Attends to ideas and concerns regarding the guidance program. | Responds promptly and efficiently to ideas and concerns regarding the guidance program. |
| <i>Counselor is a team member.</i> | Skill not present. | Often displays a negative attitude toward other school programs. | Is available to provide support for other school programs. | Consistently operates as a team player, expressing support for other school programs. |

| School Counselor – Domain IV: Professional And Interpersonal Relationships | | | | |
|---|-----------------------|--|--|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Counselor forms relationships with students.</i> | Skill not present. | Is not sought out by students as trusted, respected professional. | Is respectful and positive with students. | Consistently cultivates positive and mutually respectful relations with students who seek out the counselor’s assistance and counsel. |
| <i>Counselor forms relationships with staff.</i> | Skill not present. | Conflicts with school staff are common and remain unresolved. | Is respected for his or her expertise and is approached for advice by school staff. | Possesses highly developed listening skills and respect for others, translating into harmonious and mutually respectful relationships with staff. |
| <i>Counselor forms relationships with parents.</i> | Skill not present. | Conflicts with parents/community members are common and remain unresolved. | Demonstrates the skills necessary to produce positive encounters with parents/community members. | Possesses highly developed listening skills and respect for others, translating into positive encounters with parents/community members. |

Addendum J - Rubric For School Counselors (Continued)

| School Counselor – Domain V: Professional Responsibilities | | | | |
|---|--|--|---|---|
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <i>Counselor participates in professional development.</i> | Skill not present. | Does not meet state and district guidelines for professional development requirements. | Meets state and district guidelines for professional development requirements. | Exceeds state and district guidelines for professional development requirements. |
| <i>Counselor demonstrates work habits</i> | Skill not present. | Has significant difficulty with attendance, punctuality and follow-through. | Usually demonstrates professional responsibility in work habits as laid out above. | Consistently demonstrates a highly professional responsibility in work habits that may include things such as attendance, punctuality and follow-through. |
| <i>Counselor demonstrates ethical procedures.</i> | Skill not present. | Does not practice ethical standards and does not follow legal guidelines. | Adequately demonstrates an understanding of ethical standards, legal guidelines, follows district and state guidelines and policies. | Demonstrates a thorough understanding of ethical standards and legal guidelines and serves as a model to other counselors in following standards and guidelines. |
| <i>Growing and Developing Professionally</i> | Counselor engages in no professional development activities to enhance knowledge or skill. Counselor resists feedback on teaching performance from either supervisor or a more skilled colleague. Counselor makes no effort to share knowledge with others or to assume professional responsibilities. | Counselor participates in professional activities to a limited extent when they are convenient. Counselor accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Counselor finds limited ways to contribute to the profession. | Counselor welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. Counselor welcomes feedback from colleagues, supervisors, or when opportunities arise through professional collaboration. Counselor participates actively in assisting other educators. | Counselor seeks out opportunities for professional development and makes systematic effort to enhance content knowledge and pedagogical skill. Or a Counselor seeks out feedback on teaching from both supervisors and colleagues. Or a Counselor initiates important activities to contribute to the profession. |