Supervisory Union & School District

LAMOILLE NORTH

Equity, Access, and Opportunity

SUPERVISION AND EVALUATION PLAN

EFFECTIVE DATE OF PLAN: 2025/2027

Cambridge Elementary School

Eden Central School

Green Mountain Technology & Career Center

Hyde Park Elementary School

Johnson Elementary School

Lamoille Union High School

Lamoille Union Middle School

Waterville Elementary School

Lamoille North Supervisory Union
Supervision and Evaluation Plan

Vision

The Lamoille North Supervisory Union (LNSU) educational community is committed to:

- Assuring high-quality education for all students
- Engaging all students in rigorous, meaningful learning
- Finding the interests and talents of students, and building on their strengths
- Providing a viable curriculum and challenging instruction for the 21st century
- Creating a culture for professional learning and competence through reflection of practice and collaborative dialogue

To that end, the professional community supports a teacher evaluation system, aligned with supervision, mentoring, and professional development that enhances this vision. Teaching matters most in student learning. Teacher evaluation is an integral part of ensuring that all students learn.

Description

LNSU schools use a differentiated supervision and evaluation model that combines formative and comprehensive supervision and evaluation processes. This combination assures a comprehensive process which has a presumption of competence at its core; recognizing that improvement of teaching and student learning is a goal for all LNSU educators. The model's purpose is to promote a professional learning culture and support professional growth while ensuring fair assessment of effective teaching practice as required under Vermont Statute.

Notification

Principals will provide teachers with copies of the model, forms, procedures, and respective timelines.

Criteria

The LNSU model uses the Framework for Teaching (Danielson, 2022) as criteria against which effective teaching will be assessed and professional goals developed. The Framework for Teaching, and its respective Descriptors of Practice/Levels of Performance, is identified as one of the only research-based sets of criteria for teaching practice (Educational Testing Service and National Board-Certified Teacher).

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Supervision and Evaluation Plan

Overview

Teacher supervision and evaluation at LNSU has as its primary purpose the improvement of student learning. For student learning to improve, a professional culture must exist in which teachers are engaged in activities which identify areas of strength and areas of growth, and which support efforts to improve teaching practice, pedagogy, and content knowledge. A differentiated supervision and evaluation model recognizes that individual teachers have different needs in addressing professional growth and development. The model allows for teachers at different stages of development to grow and improve at different rates, and provides support for the professional, as needed.

The evaluation areas in which a teacher is expected to demonstrate competence are as follows:

- Instructional and Curriculum Planning (Domain 1: Planning and Preparation)
- Learning Environment (Domain 2: The Classroom Environment)
- Teaching (Domain 3: Instruction)
- Curriculum and Instructional Management (Domain 3: Instruction and Domain 4: Professional Responsibilities)
- Professional Responsibilities (Domain 4: Professional Responsibilities)
- Parent-Community Responsibilities (Domain 4: Professional Responsibilities)

Definition of Probationary Teacher (Teacher Master Agreement, page 29, paragraph 10.1):

Notwithstanding any other provisions in this Agreement to the contrary, a teacher new to the District who has less than one year of teaching experience shall, during the first two (2) years of employment by the Board, work under probationary teaching contracts. If the teacher has at least one full year of teaching experience, but is new to the District, he/she/they shall serve a probationary period of one year only.

Objective

The objective of this model is an improved culture of instructional practices and student learning. The objective will be realized through the implementation of a supervision and evaluation model which is meaningful and realistic to teachers and principals. A four-level system of evaluation is designed to recognize and support each teacher's level of growth and development and to support the high teaching standards defined by the district. Each level and the associated evaluation procedures are as follows:

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Levels:

1. **New to the District - (Probationary)**

During the first year of a teacher's service, the principal will conduct a minimum of two classroom observations, and during the second year of service (if applicable), a minimum of two classroom observations, which will be scheduled in advance with the teacher, will not exceed one per two-week period, and will be completed by March 1st. Additional observations may be conducted at the discretion of the principal throughout the year. During each year of probation, the principal will hold a mid-year review meeting to discuss the teacher's progress, after which the principal will also complete a written evaluation report. Classroom observations and evaluations during the probationary period are otherwise subject to all pertinent terms of this Agreement. Two written evaluations of the probationary teacher are required per year. This two-year evaluation process is designed to provide focused feedback to faculty within their first two years of employment in the district. During this evaluation process, faculty members will participate in:

Year One: Mentoring, Goal Setting, and two formal Administrative Observations.

Year Two: Mentoring, Goal Setting, and two formal Administrative Observations.

Observation and evaluation reports will be available through Teachpoint.

Goal setting for first- and second-year teachers will be focused on certain aspects of Domain 2 and 3 including but not limited to:

- A strong start to class
- Clear learning targets
- Learning activities that aim toward the learning target
- Formative assessment of the learning target
- Classroom culture

2. Non-Probationary Teachers (Veteran Teacher, more than two years in LNSU)

For teachers who are past their first two (Probationary) years in LNSU, this evaluation process includes yearly goal setting. All goals will be established collaboratively between the veteran teacher and the principal. Refer to the *Goal Setting* section of this document for specifics. Once every five (5) years, a veteran teacher will participate in a formal classroom observation process. This will include two formal observations/evaluations (including pre and post observation conferences as outlined in the *Administrative Observations/Evaluations* section of this document). During the years when a veteran teacher is not involved in a formal classroom observation, as evidence to demonstrate progress towards meeting approved goals, a teacher, in collaboration with his/her principal, may select from one or more of the following: Colleague/Team/Grade-Level Consultation; Self-Directed/Self-Designed; or Peer Classroom Observations. Applicable selections will be noted on the teacher's Goal Setting form and reviewed with the principal.

3. Veteran Faculty - New to Assignment/Endorsement

For teachers who are new to their assignment, outside of their current grade clusters (Grades PreK-2; Grades 3-6; Grades 7-8; Grades 9-12; and/or new to endorsement.

Year One: Mentoring, Goal Setting, and two formal classroom observations.

Year Two: Mentoring (to be determined by the teacher and his/her principal) and Goal Setting.

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Goal Setting:

All teachers will participate in annual goal setting. Goals will be established collaboratively between the teacher and principal. Teachers will set a minimum of two goals and a maximum of three goals per year. One goal may be administrative directed.

Professional goals are due to your principal by October 30th. Goals are to be submitted using the GOAL SETTING FORM electronically in Teachpoint. Both the teacher and the principal will sign off at the bottom of the template indicating approval of the goal(s) set. An end-of-the-year conference will be held between the teacher and principal by March 31st. During the end-of-the-year meeting, the principal will indicate if each goal was achieved, not achieved, and whether it will be continued into the next school year.

Evaluation Components:

In preparation for the Observation, the teacher is to complete the PRE-OBSERVATION FORMS in Teachpoint. The principal may have a pre-conference with the teacher.

The principal will arrive a few minutes prior to the start of the session to be observed. The principal will conduct the formal classroom observation for most of the session to be observed.

The principal will make every attempt to complete the first formal classroom observation on or before November 30th and the final observation must be completed on or before March 1st.

A teacher will receive a copy of any written observation or evaluation report prepared by the principal within six (6) school days of the teaching observation or the incident covered in the written report. A teacher receiving a written observation or evaluation report may make a written request for a conference to discuss the report with the principal. If a teacher who receives a copy of an observation or evaluation report wants a conference, his/her written request must be made within six (6) school days after receiving the report. If such a conference is requested in writing by a teacher, the conference will be scheduled no later than six (6) school days after receipt of the written request for a conference.

Upon initial receipt of an observation or evaluation report, the teacher will be asked to sign a copy to indicate receipt of it. The teacher's signature will not be taken to necessarily indicate concurrence with the content, just that it was received. If a teacher refuses to sign the report, it will be so noted on the report and forwarded to the school's Association representative who shall sign it. No teacher shall be required to sign a blank or incomplete evaluation form.

For additional rights and responsibilities: Reference sections 11.5, 11.6, 11.7 & 11.8 of the Teacher Master Agreement.

Observation and evaluation reports will be available through Teachpoint.

LNSU
PRE-OBSERVATION FORM

Teacher's Name:

Observer's name:

School:

Date:

Class to be observed (grade, subject, date):

1. What are your goals or objectives for this lesson (from the Proficiency and Supporting Standards document for the content area found in the shared drive named *LNSU Curriculum Alignment Folder* in the *Proficiency and Priority Standards Document* or found in the resources tab on the left side bar in Teachpoint)?

2. How will you use your assessment results to support student learning and to provide feedback to students?

3. Describe your plan for instructional delivery. Address each of the following and provide a rationale for each area (please attach any planning documents):

   - Instructional strategies: (Activities, student grouping patterns, time allocations).

   - Specific plans to address different learner needs, including behavior, learning styles, and IEP needs.

   - Materials, resources, technology, including personnel if appropriate (attach copies of materials that students will use during the lesson).

4. Any unique characteristics of the class of which the observer should be aware.

5. Any specific focus for the observation.

LNSU
TEACHER MIDYEAR EVALUATION SUMMARY

This Evaluation addresses the extent to which evidence supports performance expectations in the areas of evaluation including the goals, outlined in the teacher's *Professional Growth Plan* (PGP) or *Professional Improvement Plan* (PIP). This evaluation may also include evidence-based commendations and recommendations on the teacher or other professional responsibilities, performance on other agreed-upon rubrics (ex: reading instruction) or other areas of Danielson's domains not explicitly identified in the teacher growth plan.

Evaluation Area	Summary of Evidence with Commendations and Recommendations
Instructional and Curriculum Planning *(Domain 1: Planning and Preparation, particularly domain 1e)*	
Learning Environment *(Domain 2: The Classroom Environment, particularly 2b)*	
Teaching *(Domain 3: Instruction, particularly 3b, 3c, 3d, 3e)*	
Professional Responsibilities *(Domain 4 Professional Responsibilities)*	
Parent-Community Responsibilities *(Domain 4 Professional Responsibilities)*	

LNSU
TEACHER EVALUATION SUMMARY

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Evaluation Area	Summary of Evidence with Commendations and Recommendations
Instructional and Curriculum Planning *(Domain 1: Planning and Preparation, particularly domain 1e)*	
Learning Environment *(Domain 2: The Classroom Environment, particularly 2b)*	
Teaching *(Domain 3: Instruction, particularly 3b, 3c, 3d, 3e)*	
Professional Responsibilities *(Domain 4 Professional Responsibilities)*	
Parent-Community Responsibilities *(Domain 4 Professional Responsibilities)*	

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GOAL SETTING

Teacher:_____ School:_____Supervisor:_____

INSTRUCTIONS: Teachers will set a minimum of two goals and a maximum of three goals per year. One goal may be administrative directed.

INSTRUCTIONS: Teachers will set a minimum of two goals and a maximum of three goals per year. One goal may be administrative directed.	To which Danielson Component (i.e.: 1e: Planning Coherent Instruction) does this goal most closely correspond?	How will this particular goal enhance your own instructional practice and/or how do you see this goal affecting student outcomes?	What will you share in order to show evidence of achieving this goal (evidence, artifacts, etc.)?
Goal #1 (describe)			
Goal #2 (describe)			
Goal #3 (describe)			

LNSU OBSERVATION FORM

Time in: Time out:

Number of students in the classroom:

Observable role of adults in the classroom: (check all that apply)

- Lead Teacher
- Co/team/supporting teacher
- 1-1 para
- Classroom para
- Behavior interventionist
- Volunteer
- Student teacher
- Teacher not in room

Learning Objective/goal/outcome is easily discernible by observer and/or is posted?

- Yes
- No

Learning objective is:

Students are grouped in the following ways, during the observation (click all that apply):

- Individually
- Large group (i.e.: half class)
- Small group (3-6)
- Whole class
- Partners
- Other (use pencil below to indicate)

THE FRAMEWORK FOR TEACHING RUBRIC
Classroom Teachers

DOMAIN 1: PLANNING AND PREPARATION:

1e Planning Coherent Instruction			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The design of learning experiences does not support student engagement with important content. Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes. There is only a single approach or activity planned for students to learn the content. Student groupings are not used or do not support learning. Plans for learning are not well structured or sequenced.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes. Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge. There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson. Students are in groups that are only partially appropriate to the learning activities or goals. Plans for learning are partially well structured but may not be realistic about time expectations.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class. Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success. Instructional groups are organized thoughtfully to maximize learning and build on students' strengths. Plans for learning are well structured and have a flow that allows for student learning and reflection.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning. Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content. Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences. Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development. Plans for learning are well structured and have a flow that supports student autonomy in the learning process.
EVIDENCE:			

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DOMAIN 2: CLASSROOM ENVIRONMENT:

2b Fostering a Culture for Learning			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The culture of the class is not conducive to learning and does not support development. There is little or no sense of purpose for the work or the reasons for doing it are external demands. The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect. Students have little or no agency in learning experiences or classroom life. The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The culture of the class is somewhat conducive to learning and development. The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success. The teacher occasionally encourages student curiosity, critical thinking, reasoning and reflection. Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent. The teacher encourages confidence, resilience, persistence, and teamwork, promoting a conviction that with hard work and perseverance all students can master the content.	The culture of the class is characterized by high expectations and supports students' learning and development. The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish. The teacher encourages and intentionally develops student curiosity, critical thinking, reasoning and reflection. Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated. The teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that support student perseverance.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success. The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students. Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development. Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful. Students encourage one another to persevere and use strategies to support each other through challenging work.
EVIDENCE:			

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DOMAIN 3: INSTRUCTION:

3b Using Questioning and Discussion Techniques			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Questioning and discussion are absent or do not support learning and development. Questioning and discussion do not invite student thinking, are of little cognitive challenge, and often have a single correct response. Questioning and discussion do not invite or require students to explain their thinking. Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development. The teacher frames questions to promote critical thinking and deeper understanding but with uneven success. Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so. The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection. Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding. Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so. The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection. Student initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding. Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry. Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.
EVIDENCE:			

3c Engaging Students in Learning			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning experiences do not require active intellectual engagement by students. Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach. Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task. Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available. The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	Learning experiences partially engage students intellectually; the activities require students to do some thinking. Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct response or approaches. Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities. Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them. The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means. All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking. Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated. Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content. The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance. Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging. Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful. Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging. Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.
EVIDENCE:			

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3d Using Assessment for Learning			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Formative assessment is not used during instruction or does not support student learning and development. The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful. The teacher does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress. Students receive no feedback, or the only feedback given is global or for only a few students.	Formative assessment partially supports student learning and development. Students partially understand how they will know they are progressing successfully and how their work will be evaluated. The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective. The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback. The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment. The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals. Students receive timely, constructive feedback from the teacher or others that advances learning.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges. Students and those who support them clearly understand how their progress is being assessed; they have an active voice in establishing standards for success that are relevant and ambitious. Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals. Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.
EVIDENCE:			

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3e Responding Flexibly to Student Needs			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs. The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding. The teacher brushes aside or does not fully address students' questions or difficulties. The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success. The teacher attempts to adjust learning experiences based on evidence but is only partially successful. The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success. The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences. The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs. The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy. Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities. Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher. Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond. Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.
EVIDENCE:			

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Special Educators

DOMAIN 1: COMPREHENSIVE EVALUATION/IEP DEVELOPMENT:

1a Demonstrates and communicates knowledge of local, State, and Federal policies and regulations.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Special Educator displays little understanding of local, State, and Federal regulations and policies and uses little skill in oral and written communication.	Special Educator displays basic understanding of local, State, and Federal regulations and policies and uses basic skill in oral and written communication.	Special Educator displays a more in depth understanding of local, State, and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner.	Special Educator questions, teaches and explains local, State and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner. Faculty member is reflective on their performance and shares ideas with colleagues.
EVIDENCE:			

1b Demonstrates knowledge of characteristics of students with exceptionalities.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Special Educator displays little understanding of the characteristics related to specific disability areas.	Special Educator displays basic understanding of the characteristics related to specific disability areas.	Special Educator displays a more in depth understanding of the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and faculty.	Special Educator questions, teaches and explains the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.
EVIDENCE:			

1c Demonstrates knowledge of assessment instruments and tools.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Special Educator displays little ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.	Special Educator displays basic ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.	Special Educator displays a more in-depth ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools including exceptionality-specific assessment instruments.	Special Educator questions, teaches and explains how to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools exceptionality-specific assessment instruments.
EVIDENCE:			

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1e Applies an interdisciplinary approach to evaluation and IEP development.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Special Educator displays little ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Special Educator displays basic ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Special Educator is skillful in collaborating with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Special Educator collaborates effectively with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs. Special Educator is analytical and reflective of the input from these disciplines.
EVIDENCE:			

DOMAIN 2: COLLABORATIVE CONSULTATION:

2b Demonstrates knowledge of collaborative consultation skills and creative problem solving.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Special Educator displays little knowledge of collaborative consultation skills and creative problem solving.	Special Educator displays basic knowledge of collaborative consultation skills and creative problem solving.	Special Educator displays in-depth knowledge of collaborative consultation skills and creative problem solving.	Special Educator critiques, evaluates and reflects on their knowledge of collaborative consultation skills and creative problem solving.
EVIDENCE:			

DOMAIN 3: INSTRUCTION, SUPPORTS AND ADAPTATIONS:

3a Use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Special Educator displays little ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Special Educator displays basic ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Special Educator is skillful and competent in using effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Special Educator is skillful and reflective in using effective research-based strategies and practices to meet the needs of individuals in academic and non-academic areas. Special Educator shares ideas with colleagues.
EVIDENCE:			

DOMAIN 4: PROFESSIONAL RESPONSIBILITY:

4b Maintaining accurate records.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Special Educator has no system for maintaining accurate records, resulting in errors and confusion.	Special Educator's system for maintaining accurate records is rudimentary and only partially effective.	Special Educator's system for maintaining accurate records is efficient and effective.	Special Educator's system for maintaining information in special education is efficient and highly effective.
EVIDENCE:			

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School Nurses

DOMAIN 1: PLANNING AND PREPARATION:

1b High quality of care.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Health professional addresses some portion of the 11 components of a quality health program as specified in Standards of Practice: School Health Services Manual.	Health professional addresses the 11 components of a quality school health program in some manner.	Health professional systematically delivers quality school nursing practices.	Health professional consistently evaluates the effectiveness of school nurse practice using data-driven evidence.
EVIDENCE:			

1c Knowledge of students.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Health professional has limited knowledge of developmental level of population served.	Health professional is knowledgeable of developmental levels of population served including expected skills and developmental tasks.	Health professional has knowledge of growth and development of population served with special attention to diversity and cultural heritage issues.	Health professional consistently implements knowledge of all appropriate issues regarding growth and development of population served.
EVIDENCE:			

DOMAIN 2: HEALTH SERVICES ENVIRONMENT:

2a Environment of respect.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Health professional displays lack of attention to respectful communication with students, families and school community.	Health professional provides privacy and respect in all interactions with students, families and school community.	Health professional provides atmosphere of respect, privacy and confidentiality in all interactions with students, families and school communities.	Health professional is knowledgeable regarding laws and issues related to confidentiality. Consistently provides information and resources to staff concerning such issues.
EVIDENCE:			

2b Management of school health services.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Health professional is aware of components of school health services but lacks priority.	Health professional is aware of knowledge of components of school health services; implements programs.	Health professional is knowledgeable of components of school health services; updates policies and procedures as needed.	Health professional is knowledgeable of current trends, consistently implements trends and prioritizes needs.
EVIDENCE:			

DOMAIN 3: HEALTH EDUCATION INSTRUCTION:

3b Providing formal and informal health education.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Health professional uses "one size fits all" approach.	Health professional provides age-appropriate instruction based on Vermont standards; individual student needs addressed.	Health professional is resource person for staff. Provides specific lesson plans as requested by faculty members, if appropriate, and/or by health education curriculum. Any instruction based on Vermont standards.	Health professional consistently participates in and evaluates curriculum and health education development.
EVIDENCE:			

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School Counselors

DOMAIN 1: CONSULTATION AND COORDINATION SKILLS:

1b Works constructively with other school personnel, parents and area resources in planning and developing programs.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor is conceptually unaware of and unable to articulate the needs of the student.	Counselor is moderately aware of and successful at advocating for students.	Counselor works effectively with others in developing resources for students.	Counselor initiates programs that address the needs of students.
EVIDENCE:			

1e Assists students and staff with educational transitions.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor is ineffective in setting up and execution transition tasks.	Counselor completes some transition tasks.	Counselor establishes a well-organized, publicized and executed transition process.	Counselor annually reflects upon and plans ways to constructively improve the process.
EVIDENCE:			

DOMAIN 2: COUNSELING AND INTERPERSONAL SKILLS:

2a Demonstrates the knowledge and use of various counseling theories, techniques and practices.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor displays little knowledge of counseling theories, techniques, and practices.	Counselor displays basic knowledge but cannot make connections between theories, techniques, and practices.	Counselor work reflects understanding of counseling theories, techniques, and practices.	Counselor demonstrates extensive content knowledge with evidence of continuing pursuit of such knowledge.
EVIDENCE:			

2b Adheres to standards of practice regarding confidentiality and ethical conduct.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor is unaware of guidelines and violates confidentiality and ethical standards unnecessarily.	Counselor follows guidelines inconsistently.	Counselor communicates guidelines to students, families and staff and follows them consistently.	Counselor serves as a resource for colleagues in matters regarding confidentiality. Maintains a high level of current knowledge of standards and best practices.
EVIDENCE:			

2c Provides information to students that promotes growth and self-understanding through individual, group, and classroom settings.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor's presentation is poorly organized and/or not developmentally appropriate.	Counselor's presentation is somewhat organized and developmentally appropriate.	Counselor presents information/material that is developmentally suitable and supports the instructional goal of having students be meaningfully engaged in learning.	Counselor's presentation encourages students to gain self-understanding based on their individual needs.
EVIDENCE:			

2d Assists parents and students in making appropriate educational plans and life decisions.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor provides minimal information to parents and students and/or fails to respond sensitively to their needs.	Counselor makes modest and inconsistent attempts to engage parents and students.	Counselor's efforts to engage parents and students are frequent and successful.	Counselor responds frequently and successfully to parent and student concerns with great sensitivity.
EVIDENCE:			

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DOMAIN 3: INFORMATION AND PROGRAM MANAGEMENT:

3d Understands the basic concepts and principles of measurement and evaluation.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor lacks understanding of basic concepts and principals of measurement and evaluation.	Counselor has basic understanding but has some difficulty explaining the significance of data.	Counselor has a working knowledge of and is able to accurately convey significance of data.	Counselor serves as a resource to colleagues and uses data to help in assessing school needs.
EVIDENCE:			

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Library Media Specialist

DOMAIN 1: ADMINISTRATION AND MANAGEMENT:

1b Maintains a physical environment that allows for intellectual growth and effective use of the resources of the LMC.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Librarian does not plan or arrange LMC facilities for maximum use nor provide signage or displays to enhance library usage.	Librarian adheres to the standard of seating for 10% of the school. Does not provide accessible shelving. Material is difficult to locate due to lack of signage and shelving guides. Displays are inadequate.	Librarian plans for seating 10% of the school and accessibility of shelving. Signs and shelving guides are evident where needed to locate material. Displays promote collection.	Librarian anticipates future needs while maintaining maximum use of the existing facility. Creative signs, shelving guides and displays are an informative and visually pleasing part of the library environment.
EVIDENCE:			

1c Develops and maintains a collection that meets curricular and personal needs of the school community.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Librarian does not adhere to the objectives of the district's Materials Selection Policy nor provide input into other district policies, e.g., Acceptable Use Policy. Does not use standard bibliographies, professional journals and other review sources to select. Never weeds the collection. Collection reflects very little material to support varying learning styles and curriculum areas.	Librarian adheres to the district's policies, but does not provide input. Selects materials, using standard bibliographic sources and lists that provide a balanced collection for curriculum support, information and recreational reading. Occasionally weeds the collection. Collection reflects some material to support varying learning styles and curriculum areas.	Librarian adheres to the district's policies and works in collaboration with the other district librarians to review and update existing policies. Selects materials, using standard bibliographic sources that provide a balanced collection for curriculum support, information and recreational reading. Weeds the collection and replaces items with more current sources, as needed. Collection includes a variety of formats – audio, video, etc., as well as a mix of reading levels for nonfiction and fiction books.	Librarian initiates work on district's policies when revision is deemed necessary. Selects materials that represent a diversity of cultures and experiences. Provides a balanced collection for curriculum support, information and recreational reading. Weeds material and orders replacements. Meets expectations for collection development and goes beyond them by working with staff to develop curricula that support different learning styles, abilities and needs.
EVIDENCE:			

1d Organizes and provides materials for maximum accessibility.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Librarian does not catalog material in a timely manner; items cannot be readily located. Never inventories the collection. Does not have policies and procedures for circulating material.	Librarian catalogs material in a timely manner; items usually can be located. Seldom inventories the collection. Develops circulation policies and procedures according to the needs of the various users.	Librarian catalogs new acquisitions and maintains a system so that they may be located while in process. Conducts a periodic inventory. Develops circulation policies and procedures according to the needs of the carious users – students, faculty members, parents – and the demand for each category of the collection.	Librarian annually inventories the collection. Uses the computer system to implement the policies and procedures but maintains the ability to address special needs, e.g., for reference material or faculty member's reserve.
EVIDENCE:			

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DOMAIN 2: INSTRUCTION:

2a Promotes literacy and the enjoyment of literature.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Librarian is not involved in any way with the promotion of the enjoyment of literature.	Librarian occasionally presents programs to encourage the enjoyment of literature and provides reading guidance as requested.	Librarian is actively involved in determining student interests and providing materials. Communicates with faculty members on a regular basis. Is well versed in many types of literature.	Librarian has a well-developed plan to promote the enjoyment of literacy and literature, which includes presenting appropriate award-winning books and authors. Has a thorough knowledge of the appropriate literature.
EVIDENCE:			

2b Provides support services and materials for faculty members.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Librarian does not provide any support for faculty members.	Librarian provides support for faculty members as requested.	Librarian is cognizant of the curriculum and purchases and provides materials in a timely manner. Collaborates with faculty members to identify materials and strategies. Assists faculty members and students in the use of technology.	Librarian anticipates the needs of faculty members and suggests new materials and technologies to further the educational goals of the students. Assists faculty members and students in the use of technology.
EVIDENCE:			

DOMAIN 4: COMMUNICATION AND OUTREACH:

4b Supports full access to information.			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Librarian ignores copyright issues in the LMC. Limits access to information on controversial issues. Unfamiliar with American Library Code of Ethics. Limits access to resources and facilities of the LMC.	Librarian adheres to copyright in the LMC. Provides materials through the LMC without bias. Unfamiliar with American Library Code of Ethics. Scheduling practices do not provide full access to resources or facilities of the LMC.	Librarian demonstrates and shares knowledge of copyright law as it applies to the LMC. Provides materials through the LMC without bias. Adheres to the American Library Code of Ethics. Provides full access to resources and facilities of the LMC.	Librarian demonstrates and shares knowledge of copyright law as it applies to the LMC. Provides materials through the LMC without bias in accordance with school policy, the Library Bill of Rights and the First Amendment of the Constitution. Adheres to the American Library Code of Ethics. Provides and encourages full access to resources and facilities of the LMC.
EVIDENCE:			

Note:

Enhancing Professional Practice: A Framework for Teaching – Text written by Charlotte Danielson. This book contains the criteria on which the evaluation model is based. Cited in the evaluation model as the Framework for Teaching. Originally published by ASCD, 1996. Updated rubrics from 2022 used for Classroom Teachers. Rubrics from 2018 used for Special Educators, School Nurses, School Counselors, and Library Media Specialists.