# Teacher Evaluation Handbook

Arlington Public Schools

## Dr. Patrick Murphy
### Superintendent

Approved 1999          Revised April 2010

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For more information regarding the Performance Evaluation Plan (PEP), the Professional Development Plan (PDP), the Analysis of Professional Practice (APP), or the Career Advancement Program (CAP) contact the Department of Instruction, Dr. Mark Johnston, Assistant Superintendent or Dr. Sue Sarber, Supervisor, Professional Development.

For more information on the Formal Improvement Plan (FIP), consult School Board Policy and PIP 35-7.2 T-Scale Evaluation or contact Personnel Services, Dr. Betty Hobbs, Assistant Superintendent.

# Table of Contents

Dear Colleagues,

The goal of all professional development is increased student achievement. Describing the teacher evaluation system for all T-Scale employees, this handbook focuses on five stages of professional development. Included are sections for: the probationary T-Scale employee who is evaluated with the Performance Evaluation Plan (PEP); the successful T-Scale employee who is non-probationary and is evaluated via the Professional Development Plan (PDP), the Professional Development Plan with Observation (PDPO), the non-probationary T-Scale employee who needs improvement and is working with an administrator on a Formal Improvement Plan (FIP) and the optional Career Advancement Program (CAP). The handbook also provides guidance for administrators who assist T-Scale employees with these plans, and includes an addendum that outlines the Career Advancement Program.

The **Performance Evaluation Plan** (PEP) offers a probationary T-Scale employee an opportunity to work with an evaluator to set professional goals and to develop those skills listed in Arlington's *Best Instructional Practices* (included in the handbook). New T-Scale employees will have assistance from building-based mentors in completing this plan.

The **Professional Development Plan** (PDP) provides unique opportunities for non-probationary T-Scale employees to direct their own professional development. Specifically, a T-Scale employee may identify and hone individual skills listed in Arlington's *Best Instructional Practices* in a particular area, such as planning, instruction, classroom environment or professional responsibilities. In fact, the Plan affords a safety net for T-Scale employees to take educational risks and stimulate professional growth. T-Scale employees can discover which techniques and strategies are most effective in improving student learning. Included in this handbook are ideas for PDPs and a section on Most Frequently Asked Questions. To assist T-Scale employees in creating a PDP, a list of local resources and references is included.

The **Professional Development Plan with Observation** (PDPO) is an evaluative process developed in response to School Board Policy 35-7.2, which calls for a periodic structured classroom observation of T-Scale employees who are not probationary, and periodic structured workplace observation of other T-Scale employees. When fully implemented, a T-Scale employee will engage in an PDPO during every fourth year of his/her career beginning in year 6 of APS T-Scale service.

The **Formal Improvement Plan** (FIP) gives a non-probationary T-Scale employee the additional support needed to implement Arlington's *Best Instructional Practices*. The administrator will create a plan in collaboration with the T-Scale employee.

The **Career Advancement Program** (CAP) is a knowledge and skills based differentiated compensation program that rewards full time T-Scale staff that demonstrate and document high quality professional practice and leadership that cultivates student achievement. CAP was approved into policy in April 2007 by the School Board. Participation in CAP is voluntary and requires the completion of one, two, or all of three portfolio opportunities, designed to challenge and engage T-Scale staff in a rigorous process of enhancing their knowledge and skills through substantive professional development and experiences. Two of the portfolios are locally developed and the third is National Board for Professional Teaching Standards Certification. Please read the CAP document for more details on how the program works and eligibility.

I hope you find this Teacher Evaluation Handbook a helpful tool as you plan your professional development work for this school year, and thank you for your continuing commitment to student learning.

Sincerely,

Patrick K. Murphy, Ed.D.
Superintendent

# APS TEACHER EVALUATION SYSTEM

## PROFESSIONAL TEACHER EVALUATION

*An asterisk (\*) indicates a term defined in the glossary.*

### VISION

> *"A vision is an expression of hope and idealism. It oversimplifies the world and implies that anything is possible. The vision is a preferred future … giving us direction rather than a specific destination."*
>
> *Peter Block*

It is Arlington's vision that every Arlington Public School focuses on improving student learning, with all teachers effectively implementing Arlington's *Best Instructional Practices\** as defined in the areas of planning, instruction, classroom environment, and professional responsibilities. Each T-Scale employee is a member of a collegial team that studies student learning and explores new instructional techniques in a supportive environment. Trust has been established among T-Scale employees and administrators through collegial exchanges and decision making on important issues related to student learning. All recognize that T-Scale employees are at many levels of professional growth. To continually promote professional growth, resources are available and assistance is provided by colleagues, both T-Scale employees and administrators. Teacher evaluation is based on the defined criteria of *Best Instructional Practices* which are understood by all. The T-Scale employee and the evaluator gather the data for the evaluation that involves a reflective process over time. While the evaluation system has a summative component, it also provides the direction for the T-Scale employee's future exploration of Best Practices improvement of instruction and enhancement of professional responsibilities. The goal of the Professional Development Office is that every T-Scale employee in Arlington Public Schools is a successful T-Scale employee.

### MISSION

> *A mission statement includes three As: an <u>a</u>udience (primary clients), an <u>a</u>ction (behavior engaged in) and an <u>a</u>im (purpose or outcome).*

Arlington Public Schools' evaluation process encourages and supports the professional growth of all T-Scale employees and assures that every T-Scale employee supports improved student learning.

The teacher evaluation process is a part of a continuum of policies in recruitment, preparation, certification and professional development, the goal is to select, support and maintain the finest possible teaching force to provide the best possible education for all students in Arlington Public Schools.

*In this document, "teacher" refers to a "T-Scale employee", regardless of position.*

### BELIEFS

> *"Believe and act as if it were impossible to fail."*
>
> *Charles F. Kettering*

The Arlington School Board believes that the continuation of our democracy is dependent upon an educated and informed citizenry. The Board also believes that the schools should maximize the strengths and potential of all students so they may become self-confident, well-rounded, responsible, and productive citizens.

- Improved student learning is the priority of Arlington Public Schools.
- Arlington Public Schools must have excellent T-Scale employees.
- All T-Scale employees are professionals.
- T-Scale employees have the responsibility to engage in professional growth.
- T-Scale employees must be supported in their professional growth.
- The evaluation process must assure professional growth.

- Constructive dialogue among professional staff in an atmosphere of mutual trust and respect is paramount to the success of the professional teacher evaluation system.
- The evaluation process must assure that Arlington Public Schools retains successful T-Scale employees.
- Ongoing professional development opportunities shall be provided for the T-Scale employee and administrators on the teacher evaluation process.

## GOALS

*A goal is a result that one is attempting to achieve.*

- Engage all T-Scale employees and evaluators in implementing the Professional Teacher Evaluation System.
- Provide ongoing training that addresses *Best Instructional Practices* for T-Scale employees and evaluators.
- Provide evaluators training in the observation process and evaluation writing as needed.
- Provide a collegial environment for professional dialogue about T-Scale employee findings related to observations of and improvement of student learning.
- Assess the implementation of the Professional Teacher Evaluation System and revise as needed.

## OVERVIEW

The Professional Teacher Evaluation system in Arlington Public Schools has four main components for full time employees: Performance Evaluation Plan (PEP), Professional Development Plan (PDP), Professional Development Plan with Observation (PDPO), and Formal Improvement Plan (FIP). The Career Advancement Program (CAP) is an optional, differentiated compensation program in which full-time T-Scale employees may volunteer to participate. The type of evaluation used is not related to the contract type that a T-Scale employee receives.

**The Performance Evaluation Plan (PEP)** is designed to support and evaluate T-Scale employees in their probationary period* with Arlington Public Schools.

**The Professional Development Plan (PDP)** is designed for successful T-Scale employees who are not probationary. It provides the opportunity to enhance professional growth by exploring and implementing innovative strategies to improve student achievement. T-Scale employees who participate in the Professional Development Plan have been evaluated as successful in implementing the four domains of *Best Instructional Practices.* The Professional Development Plan evaluation is based on a collegial process engaging T-Scale employees and administrators.

**The Professional Development Plan with Observation (PDPO)** is an evaluation tool that provides for a periodic structured observation of non-probationary T-Scale employees. T-Scale employees will participate in the PDPO beginning in their 6th year of APS service.  The PDPO will occur every 4 years thereafter.

**The Formal Improvement Plan (FIP)** is for full-time T-Scale employees who are not probationary and need improvement. For probationary teachers needing improvement, see the PEP section (p. 6) for needs improvement guidelines.

The **Career Advancement Program** (CAP) is an optional, differentiated compensation program in which full-time T-Scale employees may volunteer to participate.

### Evaluation of Part-Time T-Scale Employees

A part-time T-Scale employee is one whose total position with APS is less than a 1.00 full time position.
- Part-time T-Scale employees will be evaluated via one observation using the APS Teacher Observation Form.
- Part-time T-Scale employees may not participate in the Career Advancement Program (CAP). Full-time T-Scale employees who achieve CAP and then change their status to part-time retain their position on the CAP salary schedule.

*An asterisk (*) indicates a term defined in the glossary.*

## Evaluation of T-Scale Employees with Multiple Positions/ Work Locations

T-Scale employees who hold multiple positions, work in more than 1 location, or are employed in different scale positions with APS will be evaluated as follows:

- If the employee is a full-time T-Scale employee who works in more than 1 location or holds multiple T-Scale positions that together equal 1.00, they will be evaluated according to their year of service with APS using either 1 PDP or 1 PDPO that reflects work at all locations and covers all positions for which they are employed.
- If the employee holds more than 1 position that are in different scales, and is less than a 1.00 full-time T-Scale employee, they will be evaluated using the information for Part-Time T-Scale Employees for their T-Scale work.  Evaluation information for other scales is not contained in this handbook and may be obtained through Personnel.

## Employee Response to the Evaluation

If the employee disagrees with the evaluation (PEP, PDP, PDPO), the employee may submit a written statement of disagreement to the evaluator and the Assistant Superintendent for Personnel. The statement must be submitted within ten days after receipt of the evaluation form. At the request of the employee, the Assistant Superintendent for Personnel or designee shall meet with the employee to discuss the employee's disagreement with the evaluation. The employee has a right to append the statement of disagreement to the evaluation. The statement shall be filed in the employee's personnel file with the evaluation.

## Overview of the Teacher Evaluation Handbook

The sections that follow in this handbook describe in detail each part of the teacher evaluation process.  The handbook is organized by the parts of the process:

   I.    Performance Evaluation Plan (PEP)
   III.   Professional Development Plan (PDP)
   II.    Professional Development Plan with Observation (PDPO)
   IV.   Formal Improvement Plan (FIP)
   V.    Career Advancement Program (CAP)
   VI.   Frequently Asked Questions


Supporting tools are provided as additional resources. In addition, a Frequently Asked Question section is available for each part of the process. All forms are included in the Appendix section.

# TEACHER EVALUATION TIME LINE

## 2010-2011

## PREVIOUS SCHOOL YEAR

- ☐ April 15- **CAP** eligibility form
- ☐ Spring/Summer **CAP** - required CAP seminar
- ☐ June - **CAP** Confirmation of Eligibility for pursuit of CAP from Professional Development Office

## AUGUST/SEPTEMBER

- ☐ Years of Service and Evaluation Type notification (full time employees)
- ☐ Present information on all parts of the teacher evaluation process (Performance Evaluation Plan, Analysis of Professional Practice, Professional Development Plan, and Formal Improvement Plan) to all T-Scale employees
- ☐ Distribute *Teacher Evaluation Handbook* updates to all T-Scale employees

## OCTOBER

- ☐ 15 **PEP**- Conference with probationary T-Scale employees
- ☐ 15 **PDP**- Conference with T-Scale employees on PDP
- ☐ 15 **PDP**- Form A completed for all T-Scale employees on PDP. Retain these copies at each school. Forward one copy to the Professional Development Office
- ☐ 15 **PDPO** Participants complete PDP Form A.  Meet with evaluator to conference on PDP and to determine observation date.
- ☐ **CAP** –Declaration of Intent to Pursue CAP by T-Scale employees

## NOVEMBER

- ☐ 15 **PEP**- 1st observation for all probationary T-Scale employees

## JANUARY

- ☐ 31  **PEP**- 2nd observation for probationary T-Scale employees who will receive a **successful** or **needs improvement** evaluation
- ☐ 31  **PEP**- 2nd and 3rd observations for probationary T-Scale employees who may receive an **unsuccessful** evaluation
- ☐ 31 **PEP**- Notification to probationary T-Scale employees of the possibility of an **unsuccessful** evaluation

## MARCH

- ☐ 15 **PEP**- 3rd observation for probationary T-Scale employees who will receive a successful or needs improvement evaluation
- ☐ 15 **PEP**- 4th observation for probationary T-Scale employees who may receive an **unsuccessful** evaluation
- ☐ 15 **PEP**- Notification to probationary T-Scale employees of the possibility of a **needs improvement** evaluation
- ☐ **CAP** Portfolio III due to National Board for Professional Teaching Standards

## APRIL

- ☐ 15 **PEP**- Notification of non-renewal
- ☐ 15 **CAP** Portfolio I due to Professional Development Office

## MAY

- ☐ 15 **PDPO Observations Completed**
- ☐ 31 **PEP**- Final evaluation to probationary T-Scale employee

## END OF SCHOOL

- ☐ **PDP**- Conferences with all T-Scale employees on PDP
- ☐ Copy of End of Year Evaluations to Personnel
  - ☐ **PEP**- Probationary Teacher Evaluation Summary Report
  - ☐ **PDP/ PDPO** - Form B
  - ☐ Professional Development Activities Report

*Notes:*

- *T-Scale employees shall have reasonable time to review the completed end of year forms prior to signing the form. Within 10 days of receiving the evaluation, a T-Scale employee has the option of attaching a statement of response should the employee disagree with the evaluation.( See PIP 35-7.2)*
- *If the date above falls on a non-work day, then the due date will be the next work day.*

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### PDPO

- PDP Form A to evaluator
- Fall Conference
- Plan Teach Observe Cycle: *(dates dependent on observation date)*
  - Pre-observation conference- within three days before the observation with written copy of C-1 Pre-observation data sheet
  - Observation
  - Post-observation conference within three days after the observation
  - Written copy of observation notes to T-Scale employee within 5 days of observation
- PDP Form B to evaluator
- End of Year Conference

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*An asterisk (*) indicates a term defined in the glossary.*

A visual of the teacher evaluation process is provided in Figure 1 to assist in providing an overview of the process and how each part of the process is connected to the others. **Table 1. Schedule of T-Scale Evaluation Type** is helpful in identifying the T-Scale Evaluation Type by years of APS T-Scale service.

**Figure 1. APS Teacher Evaluation Components**
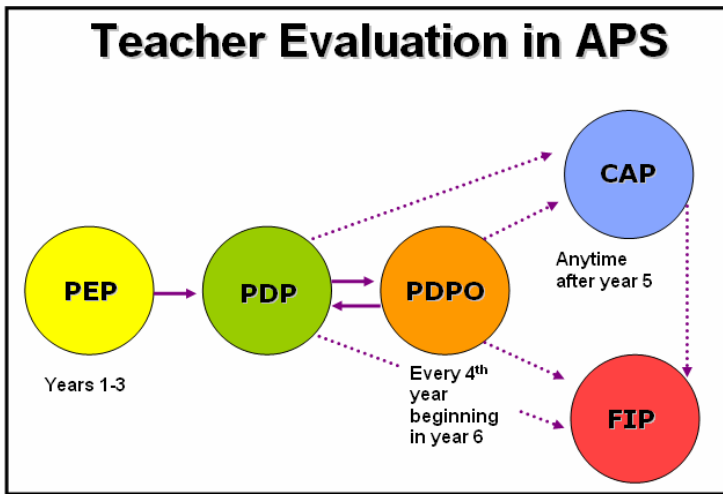


**Table 1. Schedule of T-Scale Evaluation Type**

| Year of T-Scale Service with APS | Evaluation Type |
|---|---|
| 1 | PEP |
| 2 | PEP or PDP |
| 3 | PEP or PDP |
| 4,5 | PDP |
| 6 | PDPO |
| 7,8,9 | PDP |
| 10 | PDPO |
| 11, 12, 13 | PDP |
| 14 | PDPO |
| 15, 16, 17 | PDP |
| 18 | PDPO |
| 19, 20, 21 | PDP |
| 22 | PDPO |
| 23, 24, 25 | PDP |
| 26 | PDPO |
| 27, 28, 29 | PDP |
| 30 | PDPO |
| 31, 32, 33 | PDP |
| 34 | PDPO |
| 35, 36, 37 | PDP |
| 38 | PDPO |
| 39, 40, 41 | PDP |
| 42 | PDPO |
| 43, 44, 45 | PDP |
| 46 | PDPO |

# I. PERFORMANCE EVALUATION PLAN
## FOR PROBATIONARY T-SCALE EMPLOYEES

A. **PARTICIPATING T-SCALE EMPLOYEES:** T-Scale employees who are in the probationary period*, as identified by the Code of Virginia, in Arlington Public Schools.

B. **PURPOSE:** To ensure improved student learning, all T-Scale employees must demonstrate competence in the areas of planning, instruction, classroom environment, and professional responsibility.

C. **RATIONALE:** T-Scale employees who achieve continuing contract status must be accomplished educators. As identified by Charlotte Danielson in <u>Enhancing Professional Practice: A Framework for Teaching</u>, an accomplished T-Scale employee effectively enhances student learning and demonstrates a high level of knowledge, skills, abilities, and commitments.

D. **PROCEDURES**
1. All T-Scale employees covered by the Performance Evaluation Plan will be evaluated every school year. Administrators will assure that all T-Scale employees have a copy and understanding of the evaluation procedures.
2. Administrators are responsible for evaluating the performance of T-Scale employees. A principal may include other administrators in the performance evaluation process. If a T-Scale employee is supervised by more than one administrator, the administrators will confer to determine the primary evaluator.
3. Supervisors are available to assist principals with T-Scale employee evaluations and observations.
4. Forms for Teacher Observation and Teacher Reflection are available for use by evaluators and T-Scale employees. The Teacher Observation Form and the Teacher Reflection Form have performance descriptors under the four domains of *Best Instructional Practices*\*. The Teacher Evaluation Summary Form must be given to teachers by May 31.
5. The first probationary year should include limited extra curricular duties when possible. Every effort should be made to give probationary T-Scale employees the fewest possible teaching preparations.
6. Once a probationary T-Scale employee demonstrates the required competencies, the T-Scale employee may be invited by the evaluator to enter the Professional Development Plan. In addition, the T-Scale employee remains on the Performance Evaluation Plan.

E. **GUIDELINES FOR OBSERVATIONS AND CONFERENCES**
1. To ensure improved student learning, a T-Scale employee's performance will be evaluated in the four domains of *Best Instructional Practices*: planning, instruction, classroom environment, and professional responsibilities.
2. In the initial fall conference, the probationary T-Scale employee will bring a written statement of goals that may be amended by both the administrator and the T-Scale employee (see Appendix B). If necessary, the T-Scale employee will then rewrite the goals and give a copy to the administrator within five working days.
3. Three observations are required annually for the evaluation of the probationary T-Scale employee. One observation must be a Plan, Teach, Observe (PTO)\* cycle. The other observations may be announced or unannounced, and shall be of sufficient duration to adequately observe the use of the four domains of *Best Instructional Practices*, usually 30 to 40 minutes. It is understood that *Best Instructional Practices* in all four domains may not necessarily be noted in a single observation.
4. Depending on the T-Scale employee and the position, observations may be conducted in the classroom or outside the classroom.
5. Conferences, other than for PTO's, must be held after observations if requested by either the T-Scale employee or the administrator. Conferences should be scheduled within three working days following the observation, if at all possible. A T-Scale employee or administrator may invite a colleague to participate in an observation conference.

*An asterisk (\*) indicates a term defined in the glossary.*

6. A written summary of an observation must be provided to the T-Scale employee within five working days of the observation. Copies of a supervisor's observations will be sent to the T-Scale employee and the principal or his/her designee.
7. The T-Scale employee may collect materials demonstrating proficiency and provide information about the context of the classroom* in preparation for the end of the year conference.
8. As provided in section 22.1-305 of the State Code and section E-1 of PIP 35-3.5, before a recommendation to not renew a T-Scale employee's annual contract is made to the School Board, the Superintendent shall notify the employee of the proposed recommendation. The T-Scale employee shall have five working days from receipt of the notice to request in writing the specific reasons for the proposal and copies of any supporting documentation. Upon receipt of such request, the Superintendent or his designee shall schedule a meeting with the employee to provide the specific reasons orally and to provide the supporting documentation to the T-Scale employee and his or her representative, if any.

**F. PROFESSIONAL ASSISTANCE:** Professional support will be available for probationary T-Scale employees.
1. Ongoing professional development will be conducted to support T-Scale employees new to Arlington Public Schools.
2. Peer support groups will be provided for new T-Scale employees.
3. Resources for new T-Scale employees will be available at a centrally located place.
4. Colleague T-Scale employees*, credentialed in the same field as the probationary T-Scale employee, will provide assistance, when possible or appropriate.
5. Peers who assist and guide new T-Scale employees will receive training, support, and in some cases, compensation. These might include department chairs, school-base mentors, team leaders, retired educators and T-Scale employees interested in working with new staff possibly as a part of their Professional Development Plan.
6. T-Scale employees will receive support from the Department of Instruction in using the four domains of *Best Instructional Practices.* Supervisors will follow the supportive procedures of clinical supervision* (i.e. coaching vs. evaluation) when assisting T-Scale employees for professional growth.

**G. ANNUAL EVALUATION:**
Overall T-Scale employee performance for the year shall be evaluated as successful*, needs improvement* or unsuccessful*. A copy of the final evaluation (APS 07-07420) shall be forwarded to the Personnel Office where it will become part of the T-Scale employee's permanent personnel file. A T-Scale employee will only be asked to sign a completed evaluation form. A T-Scale employee may append additional comments after receiving the evaluation.

**H. LESS THAN SUCCESSFUL EVALUATION:**
1. Three formal observations, including a Plan, Teach, Observe (PTO), must be conducted by March 15 before a T-Scale employee may receive written notice of the possibility of a *needs improvement* evaluation.
2. Three formal observations, including a PTO, must be conducted by January 31 before a T-Scale employee may receive written notice of the possibility of an *unsuccessful* evaluation. A fourth observation must be completed by March 15.
3. A T-Scale employee must receive a *successful* evaluation during the final probationary year in order to achieve continuing contract status.
4. According to Virginia State Code (22.1-305) and section E-1 of PIP 35-3.5, before a recommendation to not renew a T-Scale employee's annual contract is made to the school board, the Superintendent shall notify the employee of the proposed recommendation. The T-Scale employee shall have five working days from receipt of the notice to request in writing the specific reasons for the proposal and copies of any supporting documentation. Upon receipt of such request, the Superintendent or his designee shall schedule a meeting with the employee to provide the specific reasons orally and to provide the supporting documentation to the T-Scale employee and his or her representative, if any.

## I. TIMELINE FOR PROBATIONARY T-SCALE EMPLOYEES

1. For a probationary T-Scale employee to receive a **successful** or a **needs improvement evaluation**, the evaluator must complete three observations, one of which must be a PTO, and adhere to the following timeline: **By...**

   | | |
   |---|---|
   | October 15: | Conference with evaluator |
   | November 15: | First observation |
   | January 31: | Second observation |
   | March 15: | Third observation |
   | March 15: | Notification of possibility of needs improvement evaluation |
   | May 31: | Receipt of final evaluation |

2. For a probationary T-Scale employee to receive an **unsuccessful evaluation**, the evaluator must complete four observations, one of the first three must be a PTO, and adhere to the following timeline. **By...**

   | | |
   |---|---|
   | October 15: | Conference with evaluator |
   | November 16: | First observation |
   | January 29: | Second and third observations |
   | January 29: | Notice of possibility of "unsuccessful" evaluation |
   | March 15: | Fourth observation |
   | April 15: | If applicable, notice of non-renewal |

   *Note: If the date indicated falls on a non-work day, then the due date will be the next work day.*

For additional information see the PEP Frequently Asked Questions (FAQs) on page in Section IV.

# II. PROFESSIONAL DEVELOPMENT PLAN
## FOR SUCCESSFUL NON-PROBATIONARY T-SCALE EMPLOYEES

The Professional Development Plan for full time, successful, non-probationary T-Scale employees provides an opportunity to enhance professional growth by exploring and implementing innovative strategies to improve student achievement.

A. **PARTICIPATING T-SCALE EMPLOYEES:** All full time non-probationary T-Scale employees and teams of T-Scale employees who are successful. Probationary and part-time teachers may participate in the PDP process on a voluntary basis, but their evaluation will be the scheduled Performance Evaluation Plan.

B. **PURPOSE:** To improve student learning by providing T-Scale employees opportunities for individualized professional growth.

C. **RATIONALE:** The Professional Development Plan is designed with the understanding that T-Scale employees have different professional needs, and that they change and improve in various ways.

   The Professional Development Plan provides opportunities for significant growth. Growth requires time, reflection, risk taking, and produces qualitative change in a person. It should be understood that the basis for the Professional Development Plan is a relationship between T-Scale employee and administrator.

   Since professional development is not a summative process, the Professional Development Plan will not be used as a basis for determining that an employee's performance is unsatisfactory, nor as probable cause for non-renewal of an employee's contract. If a T-Scale employee on the Professional Development Plan is not performing satisfactorily in the area(s) of planning, instruction, classroom environment and/or professional responsibilities, the administrator will bring the matter to the attention of the T-Scale employee, and may ultimately require the T-Scale employee to move to the Formal Improvement Plan.

D. **GUIDELINES:** The Professional Development Plan
   1. is a single or multi-year plan.
   2. requires that the T-Scale employee's performance continues to be successful.

*An asterisk (*) indicates a term defined in the glossary.*

3. is designed by the individual in collaboration with his/her administrator.
4. is implemented individually or within a team.
5. fosters innovation which leads to increased personal understanding and awareness.
6. addresses one or more of the following domains of professional practice: planning, instruction, classroom environment, professional responsibility.
7. involves the development of goals from one or more of the following categories:
   - T-Scale employee Goals – directly related to the delivery of instruction
   - Student Goals – related to desired learner outcomes
   - Program Goals – related to APS Strategic Plan, the School Management Plan, curriculum development and committee involvement
   - Professional Responsibilities Goals – related to reflecting on teaching, maintaining accurate records, communicating with families, participating in a professional community, growing and developing professionally and/or showing professionalism
8. provides the following four options for designing the plan:
   - Collaborative Inquiry*
   - Teacher Research/Classroom-Based Inquiry*
   - Implementing a proven practice new to the T-Scale employee
   - Guided observations* – the T-Scale employee indicates the area of instruction related to the goal of his/her plan that he/she wants the administrator to observe.
9. will be collaboratively reviewed on an annual basis by the T-Scale employee(s) and evaluator(s) to assess progress.
10. will include a conference held between the T-Scale employee and administrator at the completion of the Professional Development Plan.
11. may include assessments such as, but not limited to, products and documentation. Examples are portfolios, personal journals, test results, assessment, curricular units, contributions to professional journals, and other publications. Note: The additional documentation will not be sent to Personnel.
12. may include one or more observations followed by a discussion or written comments.
13. may, at the T-Scale employee's option, be shared with others.

## E. PROCEDURES:
1. The T-Scale employee and administrator will agree on the component(s) and goal(s) of the T-Scale employee's Professional Development Plan by October 15. The T-Scale employee will complete Form A.
2. A non-evaluative, reflective description of the process undertaken during the Professional Development Plan will be written by the T-Scale employee on Form B which will be signed by both parties and placed in the T-Scale employee's personnel file annually.
3. If a T-Scale employee transfers schools mid-year, or is unable to continue his/her teaching, the T-Scale employee must submit a one-page non-evaluative description to the administrator.
4. Ongoing professional development opportunities will be provided for the T-Scale employees and administrators on the Professional Development Plan.
5. Forum(s) for collegial sharing will be available annually.

## F. ANNUAL EVALUATION:
Overall T-Scale employee performance for the year shall be evaluated via the PDP Form B: End of Year Evaluation. A copy of the final evaluation shall be forwarded to the Personnel Office where it will become part of the T-Scale employee's permanent personnel file. A T-Scale employee will only be asked to sign a completed evaluation form. A T-Scale employee may append additional comments after receiving the evaluation.

## G. EMPLOYEE RESPONSE TO THE EVALUATION
If the employee disagrees with the evaluation (PEP, APP, PDP), the employee may submit a written statement of disagreement to the evaluator and the Assistant Superintendent for Personnel. The statement must be submitted within ten working days after receipt of the evaluation form. At the request of the employee, the Assistant Superintendent for Personnel or designee shall meet with the employee to discuss the employee's disagreement with the evaluation. The employee has a right to

append the statement of disagreement to the evaluation. The statement shall be filed in the employee's personnel file with the evaluation.

For additional information see the PDP Frequently asked Questions in Section IV.

# III. Professional Development Plan with Observation (PDPO) FOR SUCCESSFUL NON-PROBATIONARY T-SCALE EMPLOYEES

A.  **PARTICIPATING T-SCALE EMPLOYEES:** Full time, non-probationary T-Scale employees participate in the PDPO every four years, beginning with year 6 of APS service.  Years designated as PDPO years include: 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, etc. years of APS service.

B. **PURPOSE:** The purpose of the PDPO is to support the continuous growth and development of each T-Scale employee and to ensure high quality staff. Therefore, important for the PDPO process is the quality of the T-Scale employee's reflection on an observed lesson or service. The PDPO observation will supplement the PDP process for that employee during that school year.

C. **RATIONALE:** T-Scale employees who are not probationary must be accomplished educators. The Professional Development Plan with Observation (PDPO) is the addition of a periodic, structured observation of all T-Scale employees who are not probationary to their PDP.

D. **PROCEDURES:**
1.  **Beginning of the Year PDP/PDPO Conference.** The T-Scale employee and administrator shall agree on the components and goals of the T-Scale employee's PDP along with the identification of the unit to be observed, by October 15.  If agreement cannot be reached, the T-Scale employee and administrator should continue to discuss the PDP and scheduling of the unit to be observed and work toward agreement.  If agreement still cannot be reached, the administrator has the authority to establish the plan and scheduling of the unit to be observed.  The T-Scale employee shall complete PDP Form A.
2.  **Pre-conference.** T-scale employee may utilize The Pre-observation Data Sheet to prepare for the pre-conference
3.  **Observation**. One observation is required for the evaluation of the continuing contract T-Scale employees during a PDPO year by May 15. The observation must be a Plan, Teach, Observe (PTO) cycle and shall be of sufficient duration to observe adequately the four domains of *Best Instructional Practices*, usually 30 to 40 minutes.  It is understood that *Best Instructional Practices* in all four domains may not necessarily be noted in a single observation. Depending on the T-Scale employee and the position, observations may be conducted in the classroom or outside of the classroom. A written summary of the observation must be provided to the T-Scale employee within five working days of the observation.  Copies of a supervisor's observations will be sent to the T-Scale employee and the principal or his or her designee. (Teacher Observation Form or a narrative report)
4.  **Post Observation Conference.** A conference must be held after the observation.  The post observation conference should be held within three working days following the observation, if at all possible.  A T-Scale employee or evaluator may invite a colleague to participate in an observation conference.
5.  **End of the year**. The T-Scale employee shall write an annual non-evaluative, reflective description of the process undertaken during the PDP on Form B, which shall be signed by the T-Scale employee and the evaluator.  The evaluator collects and sends all Form Bs to the Personnel Office to be placed in the T-Scale employee's personnel file.
6.  **Documentation**
      * PDP/PDPO Form A
      * Optional - The Pre-observation Data Sheet
      * Evaluator's written summary via (Teacher Observation Form or a narrative report)
      * PDP/PDPO Form B

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*An asterisk (*) indicates a term defined in the glossary.*

- Summary of Professional Development Activites

7. If a T-Scale employee transfers between schools mid-year or is unable to continue his or her teaching, the T-Scale employee must submit a one-page non-evaluative, reflective description to the administrator about what s/he was able to accomplish thus far.

E. **ANNUAL EVALUATION:** Overall T-Scale employee performance for the year shall be evaluated via the PDP Form B: End of Year Evaluation. A copy of the final evaluation shall be forwarded to the Personnel Office where it will become part of the T-Scale employee's permanent personnel file. A T-Scale employee will only be asked to sign a completed evaluation form. A T-Scale employee may append additional comments after receiving the evaluation.

F. **EMPLOYEE RESPONSE TO THE EVALUATION:** If the employee disagrees with the evaluation (PEP, APP, PDP), the employee may submit a written statement of disagreement to the evaluator and the Assistant Superintendent for Personnel. The statement must be submitted within ten working days after receipt of the evaluation form. At the request of the employee, the Assistant Superintendent for Personnel or designee shall meet with the employee to discuss the employee's disagreement with the evaluation. The employee has a right to append the statement of disagreement to the evaluation. The statement shall be filed in the employee's personnel file with the evaluation.

For additional information see the PDPO Frequently Asked Questions (FAQs) in Section IV.


# IV. FORMAL IMPROVEMENT PLAN (FIP)
## FOR T-SCALE EMPLOYEES NON-PROBATIONARY WHO NEED IMPROVEMENT

A. **IDENTIFIED T-SCALE EMPLOYEES**: Non-probationary T-Scale employees who need improvement.

B. **PURPOSE**: To ensure improved student learning, all T-Scale employees must continue to demonstrate competence in the areas of planning, instruction, classroom environment, and professional responsibility. The Formal Improvement Plan provides a framework for improving a T-Scale employee's performance.

C. **RATIONALE**: T-Scale employees who are non-probationary are expected to achieve and maintain a successful level of competence in their work. If a T-Scale employee's competence falls below an acceptable level, the T-Scale employee, with support from the school system, is responsible for making improvements in the necessary areas.

D. **GUIDELINES:** An accomplished T-Scale employee effectively enhances student learning and demonstrates a high level of knowledge, skill, ability and professionalism. T-Scale employee performance will be evaluated in the four domains of *Best Instructional Practices* including planning, instruction, classroom environment, and professional responsibility. All T-Scale employees who are not probationary must maintain competence in these areas in order to assure improved student learning. The T-Scale employee and administrator may consider continuing the Professional Development Plan concurrent with the Formal Improvement Plan.

E. **PROCEDURES:**
1. A Formal Improvement Plan is a written document created by the administrator in collaboration with the T-Scale employee, and should include the following. A copy of the plan will be sent to the Assistant Superintendent for Personnel.
    a) A list of areas of improvement within the four domains of *Best Instructional Practices:* planning, instruction, classroom environment, and professional responsibility.
    b) Identification of evaluators, observers, and at least one person who will provide non-evaluative assistance.
    c) Objectives for improving identified performance concerns.

d) Identification of resources and assistance available, including those available for probationary T-Scale employees.

e) A timeline with a date for completing the objectives.

f) A schedule of periodic follow-up reviews.

2. Providing professional assistance.

a) Initial support for non-probationary T-Scale employees may be provided by staff, such as department chairpersons, lead teachers*, peer coaches*, and the principal. When appropriate, central office support can include supervisors, specialists, and teacher mentors*.

b) T-Scale employees will participate in professional development activities relating to their identified areas of need to continue their professional growth.

c) The T-Scale employee and the administrator may consider continuing the Professional Development Plan (PDP) or Professional Development Plan with Observation(PDPO) concurrent with the Formal Improvement Plan (FIP). Regardless of whether the T-Scale employee does or does not return to the Professional Development Plan or Professional Development Plan with Observation during the school year or whether the T-Scale employee has remained on a Professional Development Plan or Professional Development Plan with Observation concurrently with the Formal Improvement Plan, at the end of the school year:

- In PDP years, the administrator shall include a summary of the T-Scale employee's activities and accomplishments in the optional reflection section of Form B. The administrator may not use the words "Formal Improvement Plan" in the summary.

- In PDPO and PDP years, the administrator has the option of checking off the statement that the T-Scale employee is performing satisfactorily in each of the four domains depending on the T-Scale employee's performance.

- In PDPO and PDP years, the administrator has the option of not checking off the statement that the T-Scale employee is performing satisfactorily in each of the four domains and indicating those areas of concern in the summary in the reflection section.

### F. ENDING THE FORMAL IMPROVEMENT PLAN

The Formal Improvement Plan ends when the employee successfully meets the requirement specified in the plan. Form B of the PDP or Form V of the PDPO shall be provided as the end of year evaluation. Once a T-Scale employee completes the Formal Improvement Plan successfully, he or she shall return to the Professional Development Plan or Analysis of Professional Practice. The teacher shall be responsible for maintaining successful performance.

The institution of the Formal Improvement Plan process is not grievable. However, if there is a disagreement about whether or not the actions necessary to improve performance have been accomplished, the employee may submit a written statement to the Assistant Superintendent for Personnel Services or designee. The statement must be submitted no later than ten working days after the employee has been notified that performance has not improved. The statement shall be attached to the employee's Formal Improvement Plan and shared with the employee's supervisor for further consideration.

For additional information see the FIP Frequently Asked Questions (FAQs) in Section IV.

# V. Career Advancement Program (CAP)

A. **PARTICIPATING T-SCALE EMPLOYEES:** While the CAP program is voluntary, all full-time T-Scale employees who are not probationary and meet all eligibility requirements* may participate in CAP generally, starting in year six of APS teaching service. Pursuit of NBPTS (CAP Portfolio III) may start in year 4 of teaching service.

B. **PURPOSE:** To improve student learning by providing T-Scale employees opportunities for individualized professional growth.

C. **RATIONALE:** The Career Advancement Program (CAP) is a knowledge and skills based differentiated

compensation program that rewards T-Scale employees who demonstrate and document high quality professional practice and leadership excellence that cultivates student achievement. CAP was approved into policy in April 2007 by the School Board. Participation in CAP is voluntary and requires the completion of one, two, or all of three portfolio opportunities, designed to challenge and engage T-Scale employees in a rigorous process of enhancing their knowledge and skills through substantive professional development and experiences. Two of the portfolios are locally developed and the third is National Board for Professional Teaching Standards Certification. Candidates may begin with Portfolio I or Portfolio III.

D. **GUIDELINES:** An accomplished T-Scale employee effectively enhances student learning and demonstrates a high level of knowledge, skill, ability and professionalism. T-Scale employee performance will be evaluated in the four domains of *Best Instructional Practices* including planning, instruction, classroom environment, and professional responsibility. All T-Scale employees who are not probationary must maintain competence in these areas in order to assure improved student learning.

E. **PROCEDURES:**

**CAP Portfolio I:** Candidates participate in purposeful professional development activities with a focus on attaining 30 hours in each of 3 skill sets for 90 hours total.

When candidates have completed the 90 hours of professional development as described, they submit an eligibility verification form to the Professional Development Office (due April 15th of the year preceding CAP participation). Candidates are notified if they are eligible to begin Portfolio I, or where they have deficiencies.

Candidates declare their intent to prepare their CAP Portfolio I (October 15th of the year of participation), and begin to collect evidence supporting their distinguished level performance in each of Danielson's Domains of Professional Practice*. Candidates submit their completed Portfolio I to the Professional Development Office (April 15th). Candidates are notified as to whether or not their Portfolio I met the standards for distinguished level performance. Candidates who are successful in meeting the standards for distinguished level performance will be awarded a "skip step" increase effective in the following contract year. If a Portfolio does not meet distinguished level performance, candidates may reattempt the following year using new evidence.

**What APS T-Scale job roles are classroom-based?**
All teachers that are assigned students for specific periods or blocks of time for specific purposes are classroom based teachers including:
1. Classroom Teachers
2. Art Teachers
3. Health Teachers
4. Mathematics Coach
5. Music Teachers
6. Physical Education Teachers
7. Reading Teachers
8. Resource Teachers of the Gifted (RTGs) Elementary and Middle School
9. Special Education Teachers

**What APS T-Scale job roles are non-classroom-based?**
The following T-Scale employees are considered as non-classroom-based:
1. Instructional Specialists (including central office-based T-Scale specialists) and coordinators (including Minority Achievement Coordinators, Special Education Coordinators, and Transition Coordinators)
2. Counselors (including Attendance Coordinators and Substance Abuse Counselors)
3. Librarians
4. Psychologists
5. Social Workers
6. Therapist Specialists (including Occupational Therapists, Physical Therapists and Speech and Language Pathologists)

7. Resource Teachers of the Gifted (RTGs) High School

*CAP Portfolio I Eligibility Requirements
- CAP Portfolio I is available to T-Scale employees with 5 or more years of APS experience.
- Candidates may not be on a Formal Improvement Plan while pursuing CAP.
- Candidates must have 2 successful evaluations in the past 2 years.
- Candidates must meet the required waiting period in between portfolio attempts.
- Candidates must participate in the CAP Seminar. The seminar will be offered up to 2 times during the school year.
- Candidates must have completed 90 hours of professional development in 3 specific areas (skill sets).

1. **CAP Portfolio II**: CAP Portfolio II is currently under development.

2. **CAP Portfolio III**: Arlington Public Schools recognizes several T-Scale advanced certificates of practice awarded by organizations other than APS. Individuals who successfully achieve these certifications will be awarded a "skip step" increase effective in the following contract year.
   a) **National Board for Professional Teaching Standards Certification** for teachers and counselors. The process and eligibility criteria for National Board Certification is determined by the **National Board for Professional Teaching Standards**. T-Scale employees interested in National Board Certification may contact the APS Professional Development Office for additional details or consult the NBPTS web site (www.nbpts.org) for available certificates.
   b) **Nationally Certified School Psychologist (NCSP)** for school physiologists, sponsored by the National Association of School Psychologists.
   c) **Certificate of Clinical Competence** for Speech and Language Pathologists and Audiologists, sponsored by the American Speech and Hearing Association (ASHA).
   d) **National Board Certification for Occupational Therapy** for Occupational Therapists, sponsored by the National Board Certification for Occupational Therapy (NBCOT).
   e) **Physical Therapy Specialist Certification in Pediatrics** for Physical Therapists, sponsored by the American Board of Physical Therapy Specialties (ABPTS).
   f) **Licensed Clinical Social Worker** for Social Workers, Visiting Teachers, sponsored by Virginia Board of Social Workers and the American Board of Exams and Clinical Social Work.

CAP Portfolio III Eligibility Requirements
- Candidates must meet all eligibility criteria as established by the sponsoring organization.

**F. ANNUAL EVALUATION:**
Overall T-Scale employee performance for the year shall be evaluated via the regularly scheduled evaluation type. CAP will not take the place of the regularly scheduled evaluation type.

For additional information see the CAP Frequently Asked Questions (FAQs) in Section IV.

# VI. FREQUENTLY ASKED QUESTIONS

## A. Frequently Asked Questions – Performance Evaluation Plan (PEP)

**1) Can a probationary T-Scale or part-time employee be part of a PDP team?**
Yes. However, a probationary T-Scale employee will also remain in the Performance Evaluation Plan and part-time employees will be evaluated via one observation.

## B. Frequently Asked Questions - Professional Development Plan (PDP)

**1) What is the Professional Development Plan?**
The Plan is a component of the teacher evaluation system that focuses on professional development. Successful T-Scale employees, who are not probationary, explore and implement innovative strategies to improve student learning.

**2) How does it work?**
- The PDP involves the development of goals from one or more of the following categories:
    - T-Scale employee Goals – directly related to the delivery of instruction
    - Student Goals – related to desired learner outcomes
    - Program Goals – related to APS Strategic Plan, the School Management Plan, curriculum development and committee involvement
    - Professional Responsibilities Goals – related to reflecting on teaching, maintaining accurate records, communicating with families, participating in a professional community, growing and developing professionally and/or showing professionalism
- The T-Scale employee designs a professional growth plan in collaboration with his/her evaluator.
- The goals of the plan are associated with student learning.
- The plan may be individually developed or collaboratively developed with a team of T-Scale employees. If developed with a team, each T-Scale employee has responsibility towards implementation and completing an individual PDP Form B with results specific to their work.
- The plan addresses one or more of the following professional domains: planning and preparation; classroom environment; instruction; professional responsibility.
- The plan is reviewed annually with the administrator to assess progress. A description of the process undertaken is written by the T-Scale employee, signed by the T-Scale employee and administrator and placed in the T-Scale employee's personnel file.
- The result of the Plan may be shared with others.

**3) What time lines are important for me to know about?**
- Form A (see Appendix), which includes T-Scale employee goals, must be submitted to the building administrator by October 15.
- Form B (see Appendix) must be completed and signed by T-Scale employee and administrator by the end of the school year.

**4) Do you turn in test results and products with Form B?**
No, it is important to review these with your administrator and make note of them on Form B.

**5) What support can I expect?**
- Each school has professional development funds and materials and equipment funds. The school administrator is responsible for decisions regarding how those funds are allocated.
- The Central Office has limited funds for university courses for which you may apply.
- Department of Instruction Supervisors and Specialists may be called upon for assistance.
- The Professional Development Supervisor may be contacted for further support.
- The building administrator is a collaborator with the T-Scale employee.
- A list of resources and references are included in this handbook.

**6) Will my administrator still observe me?**
Yes, School Board policy 35, T-Scale Evaluation, states that administrators shall recognize T-Scale employees' individual responsibility for professional growth through (among other things) constructive, on-going feedback based on clearly stated expectations for successful performance. One method for doing this is observing the T-Scale employee's performance in the classroom. At the administrator's discretion, such observations can be informal or formal. Formal observations shall be in writing and shared with the T-Scale employee.

**7) What happens if a successful T-Scale employee has performance problems?**
The administrator may arrange assistance. If the performance problem is serious, the principal may take the T-Scale employee off the Professional Development Plan and place the T-Scale employee on a Formal Improvement Plan (see section IV).

**8) Can my Plan change over the year?**
Yes, if your Plan appears not to be working or if you find additional resources, you should adapt your Plan.

**9) Are there any components that have to be a part of my Plan?**
All Plans must have these four requirements:
- The Plan addresses student learning.
- It arises from the T-Scale employee's own professional experience.
- It is rigorous enough to require a year or more of study and effort.
- It is innovative for the T-Scale employee.

**10) Can I incorporate school renewal into my Professional Development Plan?**
Yes, but all Plans must include the four requirements.

**11) What if my Professional Development Plan fails?**
Research does not always yield the expected or desired results. Sometimes we learn more by what doesn't work. The Plan is designed to encourage risk taking and innovation with the goal of improving student achievement. Note your reflections and observations on Form B.

**12) Do I have to design a Plan that fits into one of the four options** (Collaborative Inquiry*, Teacher Research/Classroom-Based Inquiry*, Implementing a proven practice new to the T-Scale employee or Guided observation*)?
The options are included to give T-Scale employees ideas and places to start. T-Scale employees are not restricted to these options; a plan may combine aspects of the different options or be totally different.

**13) Can a team of T-Scale employees submit the same Form A?**
A team of T-Scale employees can have the same Plan, but Form A should reflect each individual's approach to the Plan. It is possible that Form A would be the same for a team of T-Scale employees, but Form B should reflect each individual's findings, and individual reflection.

**14) Can a team of T-Scale employees submit the same Form B at the end of the year?**
No, the evidence/results and reflections on Form B will be unique for each T-Scale employee in the team.

**15) Is the Professional Development Plan be "one more thing" to add to my workload?**
The Professional Development Plan is a way to organize, gain support, and receive recognition for the work successful T-Scale employees do to enhance the achievement of their students.

**16) What happens if my administrator and I can't agree on a Professional Development Plan?**
You and your administrator should continue to discuss the Plan and work toward agreement. Ultimately, the administrator has the authority in establishing an evaluation plan.

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*An asterisk (*) indicates a term defined in the glossary.*

**17) Can I use a technique that I learned in a workshop or class as part of my Professional Development Plan?**
Yes, as a professional you will adapt it to your own classroom.

**18) Can I complete Technology Standards for Instructional Personnel (TSIPs) as part of my Professional Development Plan?**
You may be able to work on your TSIPS portfolio as part of your Plan if the activities fulfill the four requirements for the Professional Development Plan.

**19) Can I earn recertification points by completing a Professional Development Plan?**
Yes. Recertification points are allotted at the rate of 1 point per hour of professional development. You may receive up to 40 points a year for participation in professional development activities related to your Plan's goals. You and your administrator will agree upon the documentation needed.

**20) Can I complete the requirements for the gifted hours as part of my Professional Development Plan?**
Yes, as long as you use the strategies to enhance the learning of students in your classroom.

**21) Is funding available for the completion of my Professional Development Plan?**
There is limited professional development money at each school. Additional money may be available through your curriculum supervisor.

**22) Can a probationary T-Scale or part-time employee be part of a PDP team?**
Yes. However, a probationary T-Scale employee will also remain in the Performance Evaluation Plan and part-time employees will be evaluated via one observation.

**23) Who is responsible for initiating the conference and the schedule for the Guided Observation option?**
The T-Scale employee is responsible for preparing the pre-observation summary and for setting the schedule.

## D. Frequently Asked Questions - Professional Development Plan with Observation (PDPO)

**1) How will I know when I am in a PDPO year?**
Employees can log into the Self Service section of Stars to view his/her APS years of T-Scale Service. Years designated as PDPO years include: 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, etc. years of APS service.

**2) Who is responsible for selecting the observation date?**
The evaluator should identify dates to avoid. The teacher should select the observation date taking this information into account. The observation date should be agreed upon by the teacher and the evaluator.

**3) What is the rating scale for the PDPO?**
At the end of the PDPO process the evaluator will indicate whether the employee meets APS expectations in planning, environment, instruction/delivery of service and professional responsibilities.

**4) What from the PDPO process is kept in my personnel folder?**
Only one form, PDP Form B, is submitted to the Personnel Office and is kept from year to year.

**5) If I disagree with my evaluation, what course of action can I take?**
As is currently the case with the PDP, a T-Scale employee may submit to the Personnel Office a written response to their evaluation under separate cover.

**6) How is the PDPO related to the Career Advancement Program (CAP)?**

The PDPO is required for all non-probationary T-Scale employees not on a Formal Improvement Plan (FIP). The CAP program is an optional program for all T-Scale employees.

**7) Where can I get a copy of the PDP/PDPO Form A and Form B?**
The documents are available on the APS website on the Professional Development page.

**8) What training opportunities exist for T-Scale employees and evaluators regarding the PDPO?**
Training will be supported both at the building level and countywide level. Look for training announcements via email and the electronic online registration system, ERO.

**9) If I have questions concerning the PDPO whom should I contact?**
You should contact the Professional Development Office, 703-228-2113.

## E. Frequently Asked Questions for the Career Advancement Program (CAP)

**1) When did CAP start?**
Training opportunities for participation in CAP began in the 2007-2008 school year. New candidates had their first opportunity to submit CAP Portfolio I during the 2008-2009 school year.

**2) Who is eligible for CAP?**
Non-probationary, full time T-Scale employees who meet the following criteria:
- CAP Portfolio I is available to T-Scale employees with 5 or more years of APS experience.
- Candidates may not be on a Formal Improvement Plan while pursuing CAP.
- Candidates must have 2 successful evaluations in the past 2 years.
- Candidates must meet the required waiting period in between portfolio attempts.
- Candidates must participate in the CAP Seminar. The seminar will be offered up to 2 times during the school year.
- Candidates must have completed 90 hours of professional development in 3 specific areas (skill sets).

**3) Must I start with CAP Portfolio I?**
There are four possible pathways for participating in CAP.

| Pathway A | Pathway B | Pathway C | Pathway D |
|---|---|---|---|
| Portfolio I | Portfolio I | Portfolio III (National Board Certification) | Portfolio III (National Board Certification) |
| Portfolio II | Portfolio III (National Board Certification) | Portfolio I | Portfolio II |
| Portfolio III (National Board Certification) | Portfolio II | Portfolio II | Portfolio I |

Portfolio I and II are APS based portfolios focused on district initiatives. National Board for Professional Teaching Standards Certification is an outside, nationally recognized certification process that is included in CAP as Portfolio III.

**4) Who reviews the portfolio submission?**
Trained review panels consisting of 5 members (one National Board Certified T-Scale employee or one who has successfully completed a CAP Portfolio, one Instructional Lead or teacher specialist, one principal, one supervisor, one assistant principal) will review APS Portfolios I and II. National Board Certification is an external portfolio and will be reviewed by National Board in accordance with their established guidelines.

*An asterisk (*) indicates a term defined in the glossary.*

**5) How do I know my work is being evaluated fairly?**
Candidates who apply for CAP will be assigned a candidate identification number that will be used to identify their portfolio materials in place of their name. In the portfolio directions, candidates are directed to avoid providing information that would serve to specifically identify them, a student or group of students, or work location. In addition, review panels will undergo extensive training, including bias training that will ensure fair and consistent scoring for all portfolios.

**6) Will I be required to complete a PDP or PDPO while I am doing a CAP Portfolio?**
Yes. Candidates must participate in their regularly scheduled evaluation during the year they attempt CAP.

**7) If my portfolio does not meet expectations, can I resubmit it?**
Yes. The portfolio can be resubmitted with updated data the following year. If it does not receive a rating at the distinguished level in the second submission year then the teacher must wait until the next window to apply.

**8) Is there a waiting period between portfolios?**
Candidates must wait at least four years between successfully achieving portfolio attempts. However, candidates who are on longevity when CAP is implemented (2008-09) must wait at least two years between portfolios. This exception will end when all individuals in this latter category have left service with APS.

**9) What if I disagree with the rating I receive?**
The decision made by the review panel is final. Candidates may not appeal a scoring decision.

**10) What is the rating scale for CAP?**
CAP Portfolio I will be scored using Charlotte Danielson's Levels of Performance rubrics. These rubrics are the foundation for all T-Scale employee evaluation in APS and can be found in the CAP documents as well as in Enhancing Professional Practice: A Framework for Teaching (Danielson, 2007). Candidates must receive an overall rating at the distinguished level in order to successfully achieve CAP Portfolio I.

**11) What from the CAP process is kept in my personnel folder?**
No documents from the CAP process are kept in your personnel folder. The Personnel Department is notified via a memo from the Professional Development Office of CAP achievers each year. Notification of achievement is kept in the personnel folder.

**12) Does my evaluator or principal play a role in assessing my portfolio?**
No, only the review panel assesses your portfolio. Your principal is asked to sign your Eligibility Verification Form as an acknowledgement that you intend to pursue CAP and will complete the regularly scheduled evaluation form where they may comment on your overall performance over the year. If T-scale staff works at Central office, then the designated evaluator signs the Eligibility Verification Form. Comments made on this evaluation form are not used in determining CAP achievement. Evaluators will be officially notified in the fall of the staff members in their building that will be pursuing CAP during that school year.

**13) What benefits are there for a teacher to participate in CAP?**
Participation in CAP is a rigorous professional development experience that provides teachers the opportunity to reflect on their professional practice. Participation in CAP Portfolio I can help teachers plan for professional development experiences that support the APS Strategic Plan and provide them with additional knowledge and skills to support their work in the classroom. In addition there is a financial incentive. Teachers that achieve any one of the portfolios earn an increase in their salary scale and are placed on the CAP salary schedule. This increase remains with the teacher for the duration of their career in APS. Teachers on longevity steps receive a 5% increase.

**14) How many increases in salary can be earned by an individual teacher in the course of their APS career?**

T-Scale employees may complete up to three portfolios, earning an increase for each one that is successfully achieved.

**15) How is CAP related to the Professional Development Plan with Observation(PDPO)?**
CAP and PDPO are two separate components to the APS teacher evaluation system. Like all parts of the teacher evaluation system, they are both based on the work of Charlotte Danielson. Because of the required waiting period in between portfolio attempts, candidates will have completed an PDPO before completing a second CAP Portfolio.

**16) Does CAP impact when I can attempt National Board Certification?**
T-Scale employees may attempt National Board Certification at any time in their career as long as they meet the eligibility requirements set forth by National Board. (www.nbpts.org)

**17) Where can I get a copy of CAP Portfolio I and III (portfolio II currently under development)?**
CAP information can be found on the APS website (http://www.apsva.us/). First, click on Staff Resources, then Professional Development Office, and then Teacher Evaluation.

**18) What is a skill set?**
Skill sets are the broad categories established in CAP Portfolio I in which participants must pursue professional development activities. These areas are identified as those that best support the APS Strategic Plan Goals. Candidates must take a minimum of 30 hours in each of the 3 skill set areas in order to be eligible for CAP.

**19) How do I know if a class I took will count toward CAP Portfolio I requirements?**
If the professional development activity was taken through APS, the sponsoring department will be able to tell you if it counts for CAP. Additionally, the information is coded in ERO under session credit types. If the offering is correlated to a CAP skill set ERO will indicate the number of hours and the CAP skill sets the offering may be associated with:
- CAP Portfolio I Skill Set 1-Student-Teacher Relationships
- CAP Portfolio I Skill Set 2-Teaching for Meaning
- CAP Portfolio I Skill Set 3a Fundamentals of Reading
- CAP Portfolio I Skill Set 3b Reading for ELL
- CAP Portfolio I Skill Set 3c Reading -students w/disabilities
- CAP Portfolio I Skill Set 3d Differentiation
- CAP Portfolio I Skill Set 3e Data Driven Instruction
- CAP Portfolio I Skill Set 3f Culturally Responsive
- CAP Portfolio I Skill Set 3g Content-based Coursework
- CAP Portfolio I Skill Set 3h Professional Relationships
- CAP Portfolio II Teacher Leadership Credits
- CAP Portfolio III NBCT Credits

For professional development taken outside of APS, you'll need to provide a syllabus and transcript bearing the grade received to the Professional Development Office for review.

**20) How do I enroll in and begin CAP?**
If you believe that you meet the CAP eligibility requirements, you must submit an eligibility verification form to the CAP Processing Center no later than April 15th prior to the year you intend to pursue. Candidates will be notified no later than the end of the school year prior to the participation year whether or not they are eligible.

**21) When will I receive my salary increase?**
Candidates who are successful in achieving a rating of distinguished on CAP Portfolio I, or who receive National Board Certification will receive their step increase with the next T-Scale step increase, as determined by the School Board.

**22) If I have questions about CAP, whom should I contact?**
If you have additional questions, you should contact the Professional Development Office at 703.228.2113.

*An asterisk (*) indicates a term defined in the glossary.*

# VII. ARLINGTON PUBLIC SCHOOLS RESOURCES

**Note**: All efforts are made each year to ensure that the names and phone extinctions in this list are accurate; nevertheless, staff may change during the year and may not be reflected in this list.

### Department of Instruction

| Department/Title | Name | Phone Extension |
|---|---|---|
| Assistant Superintendent, Instruction | Mark Johnston | 6145 |
| Adult Education Coordinator | Raul Matos | 7218 |
| Arts Education Supervisor | Pam Farrell | 6170 |
| Arts Education Specialist | Mary-Hannah Klontz | 6169 |
| Humanities Project Coordinator | Allison Gilbert | 6299 |
| Career, Technical & Adult Education Director | Kris Martini | 7207 |
| Business/Marketing Education Supervisor | Phyllis Gandy | 7213 |
| Family and Consumer Sciences and Teenage Parenting Programs Supervisor | Marilyn Faris Scholl | 7214 |
| Early Childhood and Elementary Education Director | Michelle Picard | 7643 |
| ESOL/HILT Supervisor | Faith Tabatabai | 6095 |
| ESOL/HILT Elementary Specialist | Nancy Belcher | 6093 |
| ESOL/HILT Secondary Specialist | Robin Liten-Tejada | 6095 |
| Intake Center Coordinator | Silvia Koch | 7663 |
| Intake Center Assessment Specialist | Ofelia Perez de Cid | 8003 |
| Early Childhood Coordinator | Jessica Panfil | 8632 |
| Foreign Language Supervisor | Marleny Perdomo | 6097 |
| Immersion Coordinator | TBD | 6013 |
| Gifted Services Supervisor | Margaret Gilhooley | 6160 |
| Health & Physical Education Supervisor | Deborah DeFranco | 6167 |
| Health & Physical Education Specialist | Maria Slattery | 6164 |
| Instructional Media Integration Coordinator | Jeannine Richardson | 8139 |
| Instructional and Innovative Technology Supervisor | Pat Teske | 6151/5752 |
| TV Services | Scott Vrable | 5757 |
| Instructional Materials Production Center | Bob Weaver | 6080 |
| Distance Learning | Hildi Quinonez | 5814 |
| Library & Information Services Supervisor | Charlie Makela | 6083 |
| Library & Information Systems Coordinator | Janet Jackson | 6084 |
| Media Processing Coordinator | Rebecca Johnson | 6394 |
| Language Arts Supervisor | Mary Zolman | 8045 |
| Language Arts Reading Specialist | Gayle Kelley | 8044 |

*An asterisk (*) indicates a term defined in the glossary.*

| Language Arts Secondary English Specialist | Paula Lamina | 8043 |
|---|---|---|
| Mathematics Supervisor | Patricia Robertson | 6135 |
| Mathematics Specialist Elementary | TBD | 2477 |
| Mathematics Specialist Secondary | Laura Kelanic | 2431 |
| Minority Achievement Supervisor | Cheryl Robinson | 6152 |
| Professional Development Supervisor | Sue Sarber | 2111 |
| Teacher Mentor Specialist | Valerie Smolinski | 2109 |
| Teacher Evaluation Specialist | Kerri Serrano | 2112 |
| REEP Director | Suzanne Grant | 4204 |
| Science Supervisor | Connie Skelton | 6166 |
| Science Specialist | Dat Le | 6166 |
| Outdoor Lab Specialist | Neil Heinekamp | 866-295-1118 |
| Social Studies Supervisor | Diana Hasuly-Ackman | 6140 |
| Social Studies Specialist | TBD | 6140 |
| Spanish Translator | Francisco Cornejo | 7665 |
| Title I Supervisor | Donna Snyder | 6161 |
| Volunteer & Partnership Program Specialist | Kim Durand | 6003 |

## Administrative Services

| Assistant Superintendent, Administrative Services | Meg Tuccillo | 6008 |
|---|---|---|
| Extended Day Director | Robert Kaplow | 6069 |

## Student Services

| Assistant Superintendent, Student Services | Alvin Crawley | 6060 |
|---|---|---|
| Pupil Services Director | Janice Siegel | 6061 |
| Pupil Services Specialist | Wendy Carria | 2416 |
| Pupil Services Specialist | Kelly Mountain | 6181 |
| Special Education Director | Julie Crawford | 6040 |

## Personnel Services

| Assistant Superintendent, Personnel | Betty Hobbs | 6110 |
|---|---|---|
| Benefits/Retirement | Barbara Stewart | 6106 |
| Director, Employee Relations | TBD | 6103 |
| Employee Assistance Program Director | Joe Chodkiewicz | 8721 |
| Employment Services | TBD<br>Judith Strachan | 6108<br>8639 |
| Payroll Services | Joe Baumann | 6113 |
| Recruitment Coordinator | Erin Wales-Smith | 2419 |

# VIII. GLOSSARY

**Professional Development Plan with Observation (PDPO)**
The PDPO is the inclusion of a periodic, structured observation of all T-Scale employees who are not probationary. Non-probationary T-Scale employees participate beginning in the sixth year of APS service and every fourth year thereafter. A limited implementation took place in the 2007-2008 and 2008-2009 school years with full implementation of the program in the 2009-2010 school year. The PDPO process is described in the Teacher Evaluation Handbook PDPO section.

**PDPO Cycle**
T-Scale employees who are not probationary must participate in the PDPO every fourth year beginning with their sixth year of service in Arlington Public Schools.

**APS Professional Standards**
The four domains of teaching as defined by the Danielson *Framework for Professional Practice*: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities.

**APS T-Scale Years of Service**
The APS Years of T-Scale service are the number of years of full-time employment on the T-Scale with Arlington Public Schools. Starting in the 2008-2009 school year part-time employees will not accrue seniority; however, seniority accrued prior to July 1, 2008 will be retained in our system as long as the part-time employee works for Arlington Public Schools. A year of APS employment is equal to 90 days or more in a school year. Policy Implementation Procedure 35-2.2 states that

> "Part-time T-Scale employees do not accrue seniority. If a full-time T-Scale employee voluntarily moves to part-time status, the employee shall retain all seniority credits earned to that point, but will no longer accrue additional credits. Should such a part-time teacher return to full-time status without a break in service, the teacher will retain all previously accrued seniority credits, and resume accruing seniority credits. Part-time teachers cannot assert seniority credits. Part-time teachers who earned seniority credits while working in full- time positions will forfeit seniority credits if their part-time positions do not continue into the subsequent school year, unless they are rehired into a part-time or full- time position no later than September 30 of the same year."

Please consult with the Personnel Department regarding specific information regarding such a situation.

**Best Instructional Practices**
Arlington's *Best Instructional Practices*, based upon the work of Charlotte Danielson in Enhancing Professional Practice: A Framework for Teaching, sets forth standards for teacher behaviors in the domains of planning, instruction, classroom environment and professional responsibility. It assumes that good teachers accomplish the same standards but that they may do so in varying ways. A professional teacher is responsible for selecting specific teaching actions that implement the standards (see Appendix A).

**Career Advancement Program (CAP)**
A knowledge and skills based differentiated compensation program that rewards outstanding educators who demonstrate and document teaching and leadership excellence that cultivates student achievement.

**Classroom Based Teachers**
Teachers, as defined by their job description, who work directly with students on an on-going basis.

**Clinical Supervision**
A coaching process, similar to peer coaching, used by an administrator when working with a T-Scale employee to improve on-going instruction. This process is not a formal evaluation.

**Collaboration**
Two or more professional colleagues working together on the same research question.

## Collaborative Inquiry
A team of teachers that meet regularly to study a common educational interest or concern. The teachers may develop and implement a classroom-based inquiry, or they may decide to incorporate a proven practice and adapt it to the needs of their students. The team consults resources and implements appropriate strategies and activities. The team collects and evaluates data. The conclusion may lead to further investigation(s).

## Colleague Teacher
An experienced teacher, who, in addition to teaching, has agreed to provide support to a teacher.

## Context of the Classroom
The environment or the make-up of the classroom relevant to the observation.

## Continuing contract T-Scale Employee
A full-time T-Scale employee who has successfully completed three years of service or a full-time T-Scale employee who has acquired continuing contract status in another school division in Virginia and has successfully served a one-year probationary period upon being employed by APS as long as the T-Scale employee returns to teaching by the beginning of the third year after leaving the last teaching assignment. Any T-Scale employee who has attained continuing contract status in Virginia and who separates from and returns to teaching service more than two years after separation must serve a new three-year probationary period. An Arlington T-Scale employee who has acquired continuing contract status and who separates from and returns to teaching service by the beginning of the third year after separation must serve a one-year probationary period.

## Danielson's Domains of Professional Practice, Domains of Teaching
From Charlotte Danielson's Enhancing Professional Practice, the domains are the areas in which T-Scale employees are evaluated and are the foundation for *Best Instructional Practices.* For classroom based teachers they include: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. For non-classroom-based teachers the domains are: Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities.

## Differentiated Compensation
A system by which teachers are paid additional money for different levels of knowledge, skills, and performance.

## District Initiatives
Those instructional approaches that are emphasized by Arlington Public School staff that focus on student learning and support the Arlington Public Schools Strategic Goals.

## Enduring Understandings
Enduring understandings are specific insights that should be inferred from the study of a topic – what we want the student leaving the study to realize. Enduring understandings are created from the concepts, principles and theories that weave many facts into revealing and useful patterns and enable us to make sense of past lessons, to conduct current inquiry, and to create new knowledge. Enduring understandings are the big ideas that give meaning and importance to facts; can transfer to other topics, fields and adult life; may provide a conceptual foundation for basic skills and are framed as a generalization- the "moral of the story."

## Essential Questions
Essential questions have no one right answer; they are meant to be argued. They are designed to provoke and sustain student inquiry, while focusing learning. They often address the conceptual or philosophical foundations of a discipline and raise other important questions. They naturally and appropriately recur throughout one's learning and in the history of the field. They stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons. The essential questions guide the instruction to the enduring understandings.

**Formative Evaluation**
An assessment primarily to determine what students have learned in order to plan further instruction. By contrast, an assessment used primarily to document students' achievement at the end of a unit or course is considered a summative evaluation.
*From http://www.ascd.org/*

**Full Range of Achievement**
Multiple levels of student understanding of the content related to a specific assignment.

**Full-time T-Scale Employee**
A full-time employee is one whose total position with Arlington Public Schools is 1.00 or greater.

**Guided Observation**
The teacher will choose and focus on improving an instructional practice, which can be assessed by classroom observations. The Plan will specify that the teacher's administrator will observe her/him. The teacher will assume greater professional responsibility by targeting a specific area of *APS Best Instructional Practices.* The frequency of observations will be determined by the teacher and administrator collaboratively. Peer coaching would fit into this model. What do I want my evaluator to observe when he/she comes to my classroom?

**Hook/Preview**
Engaging and thought-provoking experiences (issues, oddities, problems, and challenges) at the beginning of a unit of study and/or at the beginning of lessons that capture students' interest in the topic to be studied. It can take many different forms and usually leaves unanswered questions for the student to explore during the unit of study.

**Instructional Approach**
Instructional Approaches include models, skills, strategies, and other formal pedagogical structures used for instruction. Instructional Approaches determine the structure a teacher may take to achieve learning objectives. Approaches are used to create learning environments in which the teacher and learner will be engaged in order to enhance student achievement.

**Introductory CAP Portfolio I Seminar**
A 15 hour course offered by Arlington Public Schools that is required for T-Scale employee prior to their declaration of intent for the Career Advancement Program- Portfolio I. The course provides guidance regarding the portfolio requirements and expectations.

**Knowledge**
Familiarity, awareness, or understanding gained through experience or study.
*From The American Heritage Dictionary, 3rd ed.*

**Lead Teacher**
A teacher who accepts responsibility for certain assignments and for the development of specific expertise in a specified area of the instructional program. The lead teacher receives a stipend and other supports (e.g. conference attendance, substitute release time, professional materials) in return for his/her agreement to fulfill certain responsibilities. These responsibilities may include communication with other staff members regarding directions in an area of the instructional program, provision of professional development for other teachers in a train-the-trainer model, distribution of written materials and/or instructional resources, and communication with families regarding an element of the instructional program.

**Lesson**
A lesson is a structured period of time where learning is intended to occur. It involves one or more learners being taught by an instructor. A lesson is a short period of time during which learners are taught about a particular topic or taught how to perform a particular skill.

### Lesson Outcomes
The specific information or skills that are the focus and result of student learning during a given lesson.

### National Board for Professional Teaching Standards (NBPTS) Certification
Program of teacher certification (beyond education degree) focused on teacher development and professionalism, requiring "intense self-reflection and analysis of [teacher] practice" through preparation of a portfolio and responses to assessment questions drawn from their field (such as early childhood and mathematics).
*From:http://www.ascd.org/portal/site/ascd/menuitem.4247f922ca8c9ecc8c2a9410d3108a0c/*

### Non-Classroom-Based Teachers
T-Scale employee, as defined by their job description, that provide support for instructional staff and may work directly with students but not on an on-going basis, (e.g. school counselors, school psychologists, occupational therapists, physical therapists, and librarians).

### Observations
Not all T-Scale employee observations have to occur in the classroom. Some observations can be done without students present; for example, reviewing records, observing Individual Education Plans (IEP) meetings and observing a staff member during parent conferences, and observing T-Scale employees in professional roles outside the classroom.

### Part-time T-Scale Employee
A part-time employee is one whose total position with Arlington Public Schools is less than a 1.00 full time position.

### Peer Coaches
Two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

### Plan, Teach, Observe (PTO)
1. Pre-conference - The administrator and the teacher meet before the observation to discuss the teacher's objectives and identify instructional issues for the lesson to be observed and to set when the observation will occur.
2. Observation - The administrator observes the lesson discussed during the pre-conference meeting. If the administrator is unable to observe the lesson discussed during the pre-conference meeting, the PT0 will be deferred until another pre-conference meeting can be held.
3. Post-conference - The administrator and teacher discuss the issues and objectives identified during the pre-conference meeting. A written summary of the administrator's observations will be provided to the teacher.

### Portfolio
A purposeful selection of work that showcases the abilities and knowledge of the teacher, created using multiple pieces of evidence.

### Principal Acknowledgement (CAP)
The CAP Eligibility Verification Form that must be submitted by the T-Scale employee when applying for the Career Advancement Program has a space for a principal/evaluator to sign and acknowledge the individual's intent to participate. If a principal/evaluator does not sign the form for a particular T-Scale employee, the T-Scale employee may still submit the form and proceed with the portfolio process. If T-scale staff works at central office, the assigned evaluator signs the CAP Eligibility Verification form.

### Probationary Period

As stated in the Code of Virginia, a person employed as a full-time T-Scale employee must serve a three-year probationary period in such a position before acquiring continuing contract status. An exception is a T-Scale employee who has acquired continuing contract status in another school system in Virginia, and is therefore only required to serve a one-year probationary period upon being employed in Arlington County, as long as the T-Scale employee returns to teaching by the beginning of the third year after leaving the last teaching assignment. Any T-Scale employee who has attained continuing contract status in Virginia and who separates from and returns to teaching service more than two years after separation must serve a new three-year probationary period. An Arlington T-Scale employee who has acquired continuing contract status and who separates from and returns to teaching service by the beginning of the third year after separation must serve a one-year probationary period.

### Professional Development Plan (PDP)
Successful T-Scale employees who are not probationary explore and implement innovative strategies to improve student learning. The T-Scale employee designs a professional growth plan in collaboration with his/her administrator with goals associated with student learning and in one of the four domains of teaching: planning and preparation; classroom environment; instruction; professional responsibility. The PDP may be individually developed or collaboratively developed with a team of educators. For more information, visit the Professional Development Office website or in the Professional Development Tab in Blackboard.

### Professional Evaluation Plan (PEP)
The PEP is the evaluation component for all T-Scale employees who are in the probationary period as identified by the Code of Virginia, in Arlington Public Schools. The PEP includes the development and submission of lesson plans, structured observations by an evaluator, and conferencing regarding teaching best practices. Additionally, support is offered through the Professional Development Office and the teacher mentor program. For further explanation, please review the Teacher Evaluation Handbook.

### Proven Practice
The teacher will implement a curriculum or technique that the teacher has never used. The "proven practice" may be modified to fit his/her own setting, so professional input is also incorporated in this option. The source of the "proven practice" will be documented on Form A. Data gathering may be narrative or reflective and/or qualitative or quantitative in nature.

### Review Panel
The CAP Review Panel that is appointed by the Superintendent to review and rate the portfolio submission of T-Scale employee. Submissions to the Panel are anonymous. The Review Panel is composed of one National Board Certified teacher or one that has successfully completed a CAP portfolio, one Instructional Lead Teacher or teacher specialist, one principal, one supervisor, and one assistant principal. Panel members are trained in the review process.

### Skill
A proficiency, facility or dexterity that is acquired or developed through training or experience. *From The American Heritage Dictionary, 3rd ed.*

### Skill Sets
Course work and/or workshops that must be completed as part of the Career Advancement Program portfolios. Each skill set topic or area of focus must have at least 30 hours of related coursework/workshops. See "Options for Skill Set Hours," Career Advancement Program.

### Step Increase
Salary setting procedures for Arlington Public Schools are based upon an advancement plan that uses percentage increments called steps. Steps are not equal to years of experience. As defined under the CAP procedures, teachers that achieve a distinguished level of performance on a portfolio will earn an advancement of one step on the advancement plan. A copy of the listing can be found on the APS Personnel Web page.

### Strategic Goals
Adopted by the Arlington Public School Board, Strategic Goals guide the work of staff for a period of six years and focus on the needs of the students. A complete listing of the Goals and the Objectives under each may be found on the APS website.

### Summative Evaluation
An assessment used primarily to document students' achievement at the end of a unit or course. By contrast, an assessment primarily to determine what students have learned in order to plan further instruction is a formative assessment.
*From http://www.ascd.org/*

### Teacher Leadership
For the purposes of the Career Advancement Program, teacher leadership is defined as the natural extension of T-Scale employee's work that results in the sharing of positive, effective teaching approaches, strategies, and/or programs with other professional staff or the community with the end product benefiting student learning. Teacher leadership is not defined by job title or role.

### Teacher Mentor
An experienced peer trained and assigned to provide support to a new teacher.

### Teacher Research/Classroom-Based Inquiry
In teacher research (sometimes referred to as classroom-based inquiry), the teacher will formulate a question. The teacher investigates the question by examining different sources such as seeking expertise of colleagues, reviewing literature on the subject, and checking student records and/or teacher observations. After implementing new strategies and activities, the teacher will collect and evaluate data that could be either qualitative or quantitative. The conclusions may lead to further investigation.

### Unit of Study
A segment of instruction focused on a particular topic. School courses are frequently divided into units lasting from one or more weeks. For example, an American history course might include a four-week unit on The Westward Movement.
*From http://www.ascd.org/*

# IX. REFERENCES

## BOOKS

Association for Supervision and Curriculum Development. (1997). *Educators Supporting Educators: A guide to Organizing School Support Teams.* Alexandria, Virginia: ASCD.

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Bosch, K. (1994). *The First-Year Teacher.* Washington, D.C.: NEA.

Chorny, M. (1988). *Teacher as Researcher.* University of Calgary, Canada: Language In the Classroom Project, Department of Curriculum and Instruction.

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Duckworth, E. (1997). *Teacher to Teacher: Learning From Each Other.* New York: Teachers College Press.

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Hillocks, G. Jr. (1999). *Ways of Thinking: Ways of Teaching.* New York: Teachers College Press.

Hubbard, R.S. (1993). *The Art of Classroom Inquiry: A Handbook For Teacher Researchers.* Portsmouth, New Hampshire: Heinemann.

Lieberman, A. (1991). *Staff Development for Educators in the '90's: New Demands, New Realities, New Perspectives.* Columbia University, New York: Teachers College Press.

National Dissemination Center. (1977). *Creative Authority and Collaboration: A Collection of Position Paper.* Syracuse, New York: Syracuse University.

Mohr, M. and MacLean, M. (1987). *Working Together: A Guide for Teacher Researchers.* Urbana, Illinois: National Council of Teachers of English.

Ray, Hamill, Simpson. (1966). *Teacher Self-Evaluation.* New York: Macmillan.

## PERIODICALS

### Journals

- *Education Review*
- *Educational Leadership*
- *Phi Delta KAPPAN*
- *National Association of Elementary School Principals Bulletins*
- *National Association of Secondary School Principals Bulletins*
- [Additionally, each curriculum area publishes Journals]

### Newspaper

Education Week

## WEBSITES

- *Arlington Public Schools* http://www.apsva.us
- *ACORN (Arlington County Online Resource Network)* http://www.acornweb.org
- *Arlington County Public Library* http://www.co.arlington.va.us/lib
- *Association for Supervision and Curriculum Development* http://ascd.org
- *Education Week* http://www.edweek.org
- *ERIC (The Educational Resources Information Center)* http://www.accesseric.org
- *Library of Congress* http://lcweb.loc.gov
- *National Education Organization* http://www.nea.org

# X. APPENDICES

# Department of Instruction
# BEST INSTRUCTIONAL PRACTICES

Appendix A-1

## PLANNING

### The teacher demonstrates knowledge and use of APS curriculum.
- Designs lessons that address the long- and short-range goals and objectives of the curriculum
- Prepares lessons that adhere to best practices for delivery of instruction that is relevant, engaging, and challenging
- Designs lessons that incorporate processes that lead to student learning:
  - Motivation of new content by activating prior knowledge and/or providing background experiences
  - Presentation of content
  - Practice of associated skills and processes
  - Application of skills and processes to real world situations

### The teacher demonstrates knowledge of student intellectual, social, and emotional development.
- Creates, selects, and adapts instructional plans and materials to accommodate learner differences that include age groups, learning styles, and achievement levels, interests, and cultural background

### The teacher demonstrates knowledge of resources.
- Selects instructional materials that are relevant to the instructional content being taught
- Utilizes appropriate staff resources such as reading specialists, library media specialists, counselors, ESOL/HILT teachers, special education teachers, paraprofessionals, Title I teachers, and resource teachers for the gifted.
- Makes use of community resources such as public library, museums, community, and volunteer organizations
- Promotes, uses, and incorporates diversity in program development and selection of materials

## INSTRUCTION

### The teacher delivers instruction that is relevant.
- Connects learning to students' present lives
- Guides students in connecting learning to the world beyond school
- Incorporates opportunities for the application of new learning

### The teacher delivers instruction that is engaging.
- Creates an interactive learning environment that emphasizes inquiry, discovery, and problem-solving
- Develops lessons/tasks that address the range of student readiness levels, learning styles, and multiple intelligence
- Uses a multisensory approach for delivery of instruction (e.g. use of manipulative, visuals, and concrete materials)
- Uses technology to facilitate teaching and learning
- Groups and regroups students in a variety of learning situations
- Incorporates a student-centered project approach and provides ample opportunities for the practice of skills and processes
- Uses teaching strategies which emphasize student questioning, justifying, writing, modeling, and observing

**The teacher delivers instruction that is challenging.**
- Creates opportunities for students to connect new learning to what students already know
- Ensures that all students have access to the full range of the curriculum regardless of past achievement or any other factor
- Makes multidisciplinary connections
- Acts as a guide and facilitator to student learning creating a student-centered classroom which promotes student leadership and autonomy

**The teacher assesses student learning.**
- Includes assessment as a regular part of classroom instruction
- Designs assessment that is congruent with instructional goals both in content and in process
- Establishes assessment criteria and communicates those criteria clearly to students
- Establishes with students meaningful criteria and choices for demonstrating their learning
- Promotes student self assessment and peer assessment
- Uses assessment results to inform instruction
- Uses a wide range of assessment tools
- Monitors students learning, both formally and informally
- Observes students in a variety of settings and uses student work samples to monitor and document student progress
- Communicates assessment processes and results to students and to parents and staff as appropriate

## CLASSROOM ENVIRONMENT

**The teacher creates a safe, supportive, learning environment.**
- Promotes positive relationships among students that encourage mutual respect, initiative, positive view of learning, independence, and self confidence
- Demonstrates respect for and sensitivity to the diversity among students and staff

**The teacher establishes high expectations.**
- Communicates high expectations for all learners regardless of race, gender, ethnicity, language background, or disabilities
- Provides opportunities for students to work in their areas of strength and uses those strengths to improve areas of weakness
- Regularly compares student work examples and teaching strategies with colleagues for improvement of overall achievement and instruction

**The teacher effectively manages the classroom.**
- Establishes classroom routines (so that time may be used efficiently) to assure optimal student learning
- Establishes and administers a consistent and fair set of conduct standards and expectations
- Elicits student input in the development of conduct standards and consequences
- Assures that all resource staff and volunteers are effectively used to enhance student learning

**The teacher maintains a physical environment conducive to learning.**
- Uses a variety of physical resources such as print and non-print materials, audiovisual equipment, computer technology, and classroom libraries
- Encourages and cultivates student participation in establishing an effective classroom environment
- Creates a physical environment that stimulates and increases students' involvement in the instructional program (i.e. a display of student work)
- Adapts space for different instructional purposes at different times, matched to curricular goals as well as student needs

## PROFESSIONAL RESPONSIBILITIES

**The teacher grows and develops professionally.**
- Participates in professional development activities (i.e. professional organizations, staff development, curriculum projects)
- Keeps current in the field and applies knowledge to instruction

**The teacher reflects on teaching.**
- Uses goal setting as a means of continuous growth
- Assumes responsibility for student outcomes
- Participates in self-assessment activities
- Monitors own beliefs and behaviors to assure that high expectations are communicated

**The teacher communicates with others about the instructional program.**
- Communicates with students, maintaining student records, and keeping students apprised of their progress
- Communicates with families and engages families in the instructional program
- Communicates with peers through activities such as Teachers as Readers, Teachers as Researchers, collaborative inquiry, peer coaching, and study teams

**The teacher demonstrates professional behavior.**
- Serves as appropriate role model to students and peers
- Demonstrates ethical behavior
- Practices a strong work ethic
- Collaborates with colleagues

## SOURCES

**Guidelines for Student Assessment**
  Arlington Public Schools, October 1996

**Best Practices Document**
  Curriculum Supervisors, August 1997

**Core Curriculum Characteristics in Common for Teacher Observations**
  Arlington Public Schools

**Curriculum Framework: Social Studies Best Practices**
  Arlington Public Schools

**Enhancing Professional Practice: A Framework for Teaching**
  Charlotte Danielson, ASCD, Alexandra, Virginia, 1996

**Onward to Excellence Effective Schooling Practices: A Research Synthesis**
  Kathleen Cotton, Northwest Regional Educational Laboratory, Portland, Oregon, 1995

**Teacher Performance Evaluation Handbook**
  Fairfax County Public Schools, 1994

# SAMPLES OF EVIDENCE OF BEST INSTRUCTIONAL PRACTICES

**PLANNING EVIDENCE**

- Description of what is seen
- A written lesson plan
- States goal
- Visuals, materials, graphics, etc.
- Students know procedures
- Students on task
- Learning centers
- Transitions through multiple activities
- Questioning strategies
- Group work planned
- Organizing physical space

**INSTRUCTION EVIDENCE**

- Use of manipulative, visuals, concrete materials
- Students working on related computer software
- Dialogue
- Journal writing, portfolios, checklists, anecdotes, weekly report to parents.

**CLASSROOM, ENVIRONMENT EVIDENCE**

- Display of student work
- Materials relevant to curriculum
- Organizational tools
- Grouping and regrouping
- Varied use of physical space
- Evidence of TESA strategies
- Verbal feedback

**PROFESSIONAL RESPONSIBILITIES EVIDENCE**

- Strategies observed
- Interactions with others
- Home – School communication
- Data collection
- Ongoing accommodations

# Optional Goal Setting Worksheet

This optional worksheet is designed to assist teachers with the following as set forth in the guidelines in the Teacher Evaluation Handbook, Performance Evaluation Plan (PEP), section "E: 2. In the initial fall conference, the *probationary T-Scale employee will bring a written statement of goals* that may be amended by both the administrator and the T-Scale employee. If necessary, the T-Scale employee will then rewrite the goals and give a copy to the administrator within five working days."

## Background- Writing SMART Goals

**S**pecific
**M**easurable
**A**ttainable
**R**ealistic (Relevant)
**T**ime-bound

*Specific*. A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal it must answer the six "W" questions:

1. Who: Who is involved?
2. What: What do I want to accomplish?
3. Where: Identify a location.
4. When: Establish a time frame.
5. Which: Identify requirements and constraints.
6. Why: Specific reasons, purpose or benefits of accomplishing the goal.

*Measurable*. **If you can't measure it, you can't manage it.** Choose activities for your goals with measurable progress, **so you can see the change occur**. To determine if your goal is measurable, ask questions such as……How much? How many? How will I know when it is accomplished?

*Attainable*. Plan your activities wisely and establish a time frame that allows you to carry out those steps.

*Relevant*. A relevant goal should help you on your mission or your "bigger" outcomes. Realistic. A goal must represent something toward which you are both willing and able to work. A goal can be both high and realistic. But be sure that every goal represents substantial progress. Realistic, in this case, means "do-able".

*Time-bound*. Set a timeframe for your goals for this year. Create smaller time increments for the activities to reach the goal. Putting an end point on your goal gives you a **clear target** to work towards.

Suggestions for framing the goals are to have goals in the following areas:

1. **Student Goal**-related to desired learner outcomes

2. **School Goal**- related to school focus as outlined in the school management plan

3. **T-Scale Goal**- focusing in the areas of planning, environment, instruction or delivery of service, and/or professional responsibilities.

# Optional Goal Setting Worksheet

Page 2


Strategies to accomplish goals:




Data to collect as evidence:




(End of year) Results:

# PRE-OBSERVATION DATA SHEET

This Pre-observation data sheet may be used with any T-Scale evaluation type as a part of the pre-observation meeting.

Teacher Name _____ Date _____

Please complete the following information and return to your evaluator one day before the scheduled date of the observation:

1.  What are the objectives of this lesson?

2.  Where are you in your teaching? (Unit; lesson, page numbers in texts; introductory, middle, or culminating activity.)

3.  What teaching/learning activities will be observed and what methods will be used?

4.  How are you going to know if students have learned?

☐ **Teacher Observation Form**
☐ **Teacher Reflection Form**
☐ **End of the Year Evaluation for Part-Time T-Scale Employees**

| Appendix C-2 |
| --- |

This observation form may be used with any T-Scale evaluation type as a part of the observation process. A narrative report may be used in place of this form.

| NAME: | SCHOOL: | SUBJECT/GRADE | OBSERVATION DATE & TIME |
| --- | --- | --- | --- |
| | | | |

<u>LESSON DESCRIPTION:</u> An observation may include one or more of the areas of *Best Instructional Practices.*

**I. PLANNING:** The teacher demonstrates knowledge of students' development, knowledge and use of APS curriculum and knowledge of resources.

| Descriptors | Observations/Comments |
| --- | --- |
| • Identify expected outcomes for lessons.<br>• Adapts instruction to accommodate diverse learners.<br>• Designs lessons that incorporate<br>  - students' prior knowledge,<br>  - content, concepts, and<br>  - associated skills.<br>• Designs lessons that are applicable to the world.<br>• Uses appropriate resources.<br>• Uses assessment to plan instruction. | |

**II. INSTRUCTION:** The teacher delivers instruction that is relevant, engaging, and challenging, and assesses student learning.

| Descriptors | Observations/Comments |
| --- | --- |
| • Connects learning to students' lives and the world beyond school.<br>• Provides opportunities for the application of new learning.<br>• Groups and regroups students for instruction.<br>• Uses student centered, interactive, inquiry based, approaches.<br>• Uses technology to facilitate teaching and learning.<br>• Uses strategies that emphasize student questioning, justifying, writing, building, and modeling and observing.<br>• Ensures that all students have access to the full range of curriculum.<br>• Designs assessments that are congruent with instructional goals.<br>• Promotes students' self-assessments.<br>• Uses a wide range of assessment methods.<br>• Communicates assessment processes and results. | |

III. **CLASSROOM ENVIRONMENT:** The teacher creates a safe, supportive learning environment, establishes high expectations, effectively manages the classroom, and maintains a physical environment conducive to learning.

| Descriptors | Observations/Comments |
|---|---|
| • Establishes high expectations for learning.<br>• Develops positive relationships and promotes mutual respect.<br>• Creates a flexible and stimulating classroom environment that reflects the curriculum and matches student needs.<br>• Establishes appropriate classroom routines and conduct standards. | |

IV. **PROFESSIONAL RESPONSIBILITIES:** The teacher grows and develops professionally, reflects on teaching, communicates with others about the instructional program, and demonstrates professional behavior.

| Descriptors | Observations/Comments |
|---|---|
| • Practices learned strategies.<br>• Demonstrates innovative strategies.<br>• Communicates with colleagues, parents and students.<br>• Participates in collaborative inquiry.<br>• Assumes responsibility for student outcomes.<br>• Practices ethical behavior. | |

SUMMARY and RECOMMENDATIONS:

Evaluator Signature: _____ Date: _____

Print or Type Evaluator Name: _____

Teacher Signature: _____ Date: _____

Appendix D

# Probationary Teacher Evaluation Summary Report

| Teacher's Name | School | Subject/Grade | School Year |
|---|---|---|---|
|  |  |  |  |

Annual Contract Status: _____

| Performance: | Recommendation: | Observation Dates: |
|---|---|---|
| ☐ Successful | ☐ Continue Probationary Status |  |
| ☐ Needs Improvement | ☐ Move to Continuing Contract Status |  |
| ☐ Unsuccessful | ☐ Termination |  |

**SUMMARY** will address the four areas of *Best Instructional Practices*: planning, instruction, classroom environment, and professional responsibility.

**STRENGTHS AND GOAL AREAS:**

**ADMINISTRATOR'S COMMENT:**

Administrator's Signature: _____ Date: _____

   Print or Type Administrator's Name: _____

**TEACHER'S COMMENT:**

Teacher's Signature: _____ Date: _____

# PROFESSIONAL DEVELOPMENT PLAN

## OPTIONS WITH SAMPLE IDEAS

All plans must have these four requirements:
- The plan addresses student learning.
- It arises from the T-Scale employee's own professional experience.
- It is worth a year or more of study and effort.
- It is innovative for the T-Scale employee.

### COLLABORATIVE INQUIRY

A collaborative team of T-Scale employees will meet regularly to study a common educational interest or concern. The T-Scale employees may develop and implement a classroom-based inquiry, or they may decide to incorporate a proven practice and adapt it to the needs of their students. The team will consult resources and implement appropriate strategies and activities. The team will collect and evaluate data. The conclusion may lead to further investigation(s).

### Sample Questions

What happens when an art, music, and classroom teacher develop activities together to deliver curriculum?
- Various art forms such as photography, painting, music, and drama were used in this Plan.
- Evaluations were based on scores on mathematics tests and quality of art products.

What happens when a group of mathematics teachers align their instruction with the curriculum in algebra to raise student achievement on the SOL test?
- Extensive group and individual work was done to match SOL objectives with texts.
- Teachers maintained a checklist for each objective and reviewed scores on check-ups and SOLs.

What would result when teachers and second-language parents collaborate to improve student literacy and mathematics skills?
- Parents became partners with teachers by attending school-based workshops.
- Parents learned to select appropriate reading materials and use strategies with these materials.

What improvement would occur when teachers work together to implement a word study program in their classes?
- They adapted Words Their Way to fit their classrooms, adding spelling inventories and running records to evaluate and modify the programs.

What results when a team of teachers uses the arts to improve student achievement in Social Studies?
- They consulted various resources and met with the music and art teachers.
- This group then guided the students in writing a musical production on Virginia history. Parents participated with costume and set construction.
  Evaluations were based on the SOL scores and teachers' reflections.

### TEACHER RESEARCH/CLASSROOM-BASED INQUIRY

In teacher research (sometimes referred to as classroom-based inquiry), the teacher will formulate a question. The teacher investigates the question by examining different sources such as seeking expertise of colleagues, reviewing literature on the subject, and checking student records and/or teacher observations. After implementing new strategies and activities, the teacher will collect and evaluate data that could be either qualitative or quantitative. The conclusions may lead to further investigation.

### Sample Research Questions

Will my students improve academically if they learn to self-evaluate in a variety of subjects?
- He researched and found a rubric for student evaluation.
- He used strategies developed for self-awareness and content mastery.

Will vocabulary acquisition increase by using a variety of strategies, ultimately improving reading comprehension scores?

- She wondered how to improve students' understanding and use of words using methods other than simply learning the definitions.
- As she researched the question, she combined several methods and evaluated the use of new vocabulary words by observational notes.

What happens when a teacher emphasizes non-fiction selections as a means to improve reading comprehension?

- She investigated literature, sought expertise of colleagues, reviewed students' records and implemented new instructional techniques.
- She analyzed the DRP scores of her students.

Will school-wide physical fitness improve if a teacher focuses on innovative teaching strategies based on students' cultural diversity?

- She researched and chose a variety of international dances to include in her Physical Education classes.
- She noticed that students who had been previously reluctant to join traditional sports were participating with smiles.
- She recorded the number of observable changes by grade level.

Will test scores improve when students interact with the curriculum to become independent thinkers and problem solvers?

- He attended workshops on the process of creating a culture of thinkers and participated in related professional development.
- He took training in the Higher Order Thinking Skills curriculum.
- He reviewed the student records.
- He implemented the "Minds On-Hands On" science outlined in the APS curriculum, and analyzed long term growth comparing last year's scores with this year's scores.
- He plans to continue this research.

## IMPLEMENTING A PROVEN PRACTICE, NEW TO THE TEACHER

The T-Scale employee will implement a curriculum or technique that the T-Scale employee has never used. The "proven practice" may be modified to fit his/her own setting, so professional input is also incorporated in this option. The source of the "proven practice" will be documented on Form A. Data gathering may be narrative or reflective and/or qualitative or quantitative in nature.

### Sample Proven Practice Questions

Will my students become more proficient learners if I differentiate instruction using an instructional tiering strategy?

- The teacher took a class on differentiation and implemented specific strategies.

Will my autistic students become more independent and able to function in a small group if consistent daily routines and practices are established?

- She used specific strategies and data collection methods.
- She developed a three-year plan.

Will the use of the Accelerated Reader program increase the number of books read and improve students' level of independent reading?

- Student progress was monitored by weekly checkups.

Will switching from a grade level textbook approach to a developmental approach improve student spelling skills?

- The program was based on <u>Words Their Way</u>.

- Flexibility among groups was based on regular assessment.

Will journal writing (learning logs) increase student writing performance?
- She taught the students how to use the writing rubrics and encouraged them to self-reflect.
- Checklists, charts, notations and SOL writing samples were used to evaluate growth.

Will student achievement increase by training parent volunteers to use effective reading techniques at home?
- The teacher arranged monthly sessions with tutors, introduced early reading materials, word sorting activities, and dialogue journals.
- Evaluations were done by parent input and student reading level checks.

Will my growing expertise in using computer technology help me prepare children to demonstrate their knowledge in a variety of ways?
- She participated in TSIPs training.
- Spent time practicing and using learned skills.
- Applied acquired skills in the classroom instruction.

**Other Proven Practice Plans Have Included**
- Seeking best practices for special education integration models
- Using alternative assessment of ESOL/HILT students
- Improving student behavior through an innovative data collection method
- Increasing academic language (ESOL/HILT)
- Designing instructional practice to promote achievement on SOLs
- Making better use of homework assignments
- Integrating fine arts instruction
- Making effective use of volunteer tutors

## GUIDED OBSERVATION

The teacher will choose and focus on improving an instructional practice which can be assessed by classroom observations. The Plan will specify that the teacher's administrator will observe him/her. The teacher will assume greater professional responsibility by targeting a specific area of (*Best Instructional Practices*). The frequency of observations will be determined by the teacher and administrator collaboratively. Peer coaching would fit into this model.

**What do I want my evaluator to observe when he/she comes to my classroom?**
Some Sample Topics:
- Differentiated questioning
- Gender equity issues
- Cooperative learning skills
- Implementing multiple intelligence theory
- Management of classroom learning centers
- Conflict resolution strategies
- Writer's Workshop
- Word Study
- Guided Reading
- Literature Circles

Setting up and scheduling the observation is the responsibility of the teacher. A Pre-Observation Data Form is included in Appendix.

# PROFESSIONAL DEVELOPMENT PLAN

Appendix E-2

**Form**

**A**

2010·2011

(to be submitted by October 15)*

| Teacher's Name: | Employee ID#: |
|---|---|
| School: | ☐1-year PDP  ☐Multi-year PDP ☐PDPO |

**PDP Question:**

**PDP Options** (check all that apply): Detailed explanations of the four options for designing the Professional Development Plan are provided on the back of this form.

☐Teacher Research ☐Collaborative Inquiry ☐Proven Practice ☐Guided Observation

**Proposed Strategies/Activities:**

**Anticipated Evidence:**

We have collaborated and agreed on the above Professional Development Plan.

Teacher's Signature: _____  Date: _____

Evaluator's Signature: _____  Date: _____

Print or Type Evaluator's Name: _____

☐ **Principal forwards one copy to the Professional Development Office**

## CHECKLIST FOR PREPARING PDP FORM A

☐ Has the teacher completely filled in the top of Form A, including checking the appropriate choice options?
> If not, have the teacher complete all areas.

☐ Has the teacher posed a question related to student learning?
> If not, discussion leading to such a question should take place.

☐ Can the teacher explain why he/she has selected the question he/she has indicated?
> If not, further questions and discussion is in order.

☐ Is the explanation reasonable and convincing?
> If not, further discussion is needed.

☐ Is the question worthy of a year's work?
> If not, further discussion is needed.

☐ Are the proposed strategies and activities clearly described?
> If not, ask the teacher to clarify.

☐ Are the proposed strategies and activities new for the teacher, or being assessed in a new way?
> If not, the teacher should include strategies or activities new to him/her or assess those strategies or activities in a new way.

☐ Will the listed anticipated evidence provide an answer to the question?
> If not, further discussion is needed.

☐ Should other forms of evidence be gathered?
> If so, further discussion is needed.

| Type of PDP |
|---|
| **Teacher Research/Classroom-Based Inquiry**. In teacher research (sometimes referred to as classroom-based inquiry), the teacher will formulate a question. The teacher investigates the question by examining different sources such as seeking expertise of colleagues, reviewing literature on the subject, and checking student records and/or teacher observations. After implementing new strategies and activities, the teacher will collect and evaluate data that could be either qualitative or quantitative. The conclusions may lead to further investigation. |
| **Proven Practice**. The teacher will implement a curriculum or technique that the teacher has never used. The "proven practice" may be modified to fit his/her own setting, so professional input is also incorporated in this option. The source of the "proven practice" will be documented on Form A. Data gathering may be narrative or reflective and/or qualitative or quantitative in nature. |
| **Guided Observation**. The teacher will choose and focus on improving an instructional practice, which can be assessed by classroom observations. The Plan will specify that the teacher's administrator will observe her/her. The teacher will assume greater professional responsibility by targeting a specific area of (Best Instructional Practices). The frequency of observations will be determined by the teacher and administrator collaboratively. Peer coaching would fit into this model. What do I want my evaluator to observe when he/she comes to my classroom? |
| **Collaborative Inquiry**. A team of teachers will meet regularly to study a common educational interest or concern. The teachers may develop and implement a classroom-based inquiry, or they may decide to incorporate a proven practice and adapt it to the needs of their students. The team will consult resources and implement appropriate strategies and activities. The team will collect and evaluate data. The conclusion may lead to further investigation(s). |

# PROFESSIONAL DEVELOPMENT PLAN

| Appendix E-4 |
| :---: |
| **Form** |
| **B** |
| **2010·2011** |

Form B is due at the end of the school year. Please refer to the Arlington Public Schools *Teacher Evaluation Handbook* for more information regarding the Professional Development Plan. The teacher and evaluator will sign this form only after From B is completed.

| Teacher's Name: | Employee ID#: |
| :--- | :--- |

School:

☐1-year PDP ☐Multi-year PDP ☐PDPO PDP     Date of PDPO Observation:

School Year: 2010-2011
PDP Question:

Check all that apply to your Professional Development Plan:
☐Teacher Research ☐Collaborative Inquiry ☐Proven Practice ☐Guided Observation

## Strategies/Activities:

## Evidence and Results:

## Reflection Section for Teacher (required):

## Reflection Section for Administrator (required):

This T-Scale Employee
☐meets
☐does not meet
the professional standards in the areas of planning and preparation, environment, delivery of instruction or service and professional responsibility.

*Teacher's Signature: _____ Date: _____
*Signifies only that the teacher has read this report

Evaluator's Signature: _____ Date: _____

Print or Type Evaluator's Name: _____

Principal's Signature: _____ Date: _____

Print or Type Principal's Name: _____

## Checklist for Documentation
☐ One copy retained by the teacher
☐ Principal forwards one copy to Personnel

# PROFESSIONAL DEVELOPMENT PLAN

## CHECKLIST FOR PREPARING PDP FORM B

The following checklist may be used as a guide to make sure that you have documented both on Form B.

Remember, you can learn from a plan which does not accomplish its stated goals as well as from one which does. The important thing is to document your learning and your growth.

### General
☐ I filled out the correct Form B completely.

☐ My question remained the same throughout the year. **OR**

☐ I explained why my question changed during the year.

### Teacher Professional Growth
☐ I have identified which strategies were new to me.

☐ If no strategies were new to me, I identified how I was using them differently or evaluating them differently.

☐ I have explicitly stated how I have grown professionally as a result of this plan.

### Increased Student Learning
☐ I have provided evidence of this plan's impact on student learning. (Evidence is whatever you and your evaluator agreed upon.)

☐ I have indicated my assessment of the effectiveness/impact of the strategies based on student performance. **OR**

☐ Because of the nature of my assignment, my plan was not intended to directly impact student learning. I have made that clear in my question and throughout Form B.

# Summary of Professional Development Activities Report

Please indicate on this form all Professional Development Activities since July 1 of the current school year.

Name_____ Grade/Subject _____ Date_____

1. **College Course(s)**
   Title:                          College/University:                    Credit Hours:

2. **Equivalency Course(s)**
   Course Title:                                                     Credit Hours:

3. **Arlington Professional Development Activities (continue on back, if necessary)**
   Title:                                     Date:               Presenter(s):

4. **Conferences or Workshops Attended**
   Title:                                               Date:

5. **Professional Committees**

6. **Honors/Awards**

7. **Student Related Activities**

## Danielson's Framework for Classroom Teachers
## Levels of Performance - Domain 1: Planning and Preparation

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 1a: Demonstrating knowledge of content and pedagogy | Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline.  Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. | Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between tem and of the instructional practices specific to that discipline. |
| 1b: Demonstrating knowledge of students | Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. | Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher indicates the importance of understanding students' background, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. |
| 1c: Setting instructional outcomes | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards.  They represent different types of content, offer opportunities for both coordination and integration, and are adapted, where necessary, to the needs of the individual students. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards.  They are suitable for most students in the class, represent different types of learning, and are capable of assessment.  The outcomes reflect opportunities for coordination. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment.  They reflect more than one type of learning, but teacher makes no attempt at coordination or integration. |
| 1d: Demonstrating knowledge of resources | Teacher seeks out resources for teaching in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. | Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. | Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to sue in teaching, or for students who need them. Teacher does not seek to extend such knowledge. |
| 1e: Designing coherent instruction | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning.  The lesson or unit displays a highly coherent structure. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.  The lesson or unit has a clear structure and is likely to engage students in significant learning. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning.  The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. |
| 1f: Designing student assessment | Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students. | Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole. |

## Danielson's Framework for Classroom Teachers
## Levels of Performance - Domain 2: The Classroom Environment

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 2a: Creating an environment of respect and rapport | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. | Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences between groups of students. | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. |
| 2b: Establishing a culture for learning | High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. | The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. | Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work.  Both teacher and students appear to be only "going through the motions." |
| 2c: Managing classroom procedures | Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are seamless in their operation, with students assuming considerable responsibility for their smooth functioning. | Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established and function smoothly, with little loss of instructional time. | Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established but function unevenly or inconsistently, with some loss of instructional time. |
| 2d: Managing student behavior | Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.  Students take an active role in monitoring the standards of behavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards.  Teacher response to student misbehavior is appropriate and respectful to students. | It appears that the teacher has made an effort to establish standards of conduct for students, tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. |
| 2e: Organizing physical space | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. | Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities.  Teacher makes effective use of physical resources, including computer technology. | Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities.  Teacher's use of physical resources, including computer technology, is moderately effective. |

# Danielson's Framework for Classroom Teachers
## Levels of Performance - Domain 3: Instruction

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 3a: Communicating with students | Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions. | Teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development | Teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion. |
| 3b: Using questioning and discussion techniques | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion. | Teacher' use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students. | Teacher' use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation. |
| 3c: Engaging students in learning | Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. | Students are intellectually engaged throughout the lesson in significant learning, with appropriate activities and materials, instructive representations of content, and suitable lesson structure and pacing. | Students are intellectually engaged only partially in significant learning, resulting from groupings, activities or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing. |
| 3d: Using Assessment for Instruction | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. |
| 3e: Demonstrating flexibility and responsiveness | Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students. | Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests. | Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students. |

## Danielson's Framework for Classroom Teachers
## Levels of Performance - Domain 4: Professional Responsibilities

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 4a: Reflecting on teaching | Teacher's reflection is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies. | Teacher's reflection is accurate and objective, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved. | Teacher's reflection is partially accurate and objective, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved. |
| 4b: Maintaining accurate records | Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance. | Teacher's system for maintaining accurate records is efficient and effective. | Teacher's system for maintaining accurate records is rudimentary and only partially effective. |
| 4c: Communicating with families | Teacher communicates frequently and sensitively with families and responds to the individual and cultural needs of families. Teacher successfully engages families in the instructional program; students participate in communicating with families. | Teacher communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner. | Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families. |
| 4d: Participating in a professional community | Teacher makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues. | Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. | Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested. |
| 4e: Growing and developing professionally | Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers. | Teacher seeks out opportunities for professional development based on an individual assessment of need. | Teacher's participation in professional development activities is limited to those that are convenient or are required. |
| 4f: Showing professionalism | Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. | Teacher makes genuine and successful efforts to ensure that all students are well served by the school. | Teacher's attempts to serve students are genuine but limited. |

## Danielson's Levels of Performance - School Counselor
## Domain 1: Planning and Preparation

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 1a: Demonstrating knowledge of counseling theory and techniques | Counselor demonstrates comprehensive and coherent knowledge and understanding of counseling theory and techniques and keeps abreast of current theory and techniques. Counselor plans for students to increasingly make independent, sound, informed academic, personal, social, and career choices. | Counselor demonstrates knowledge of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic, personal, social, and career choices. | Counselor demonstrates basic knowledge of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals. |
| 1b: Demonstrating knowledge of students | Counselor displays thorough and accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns, and contributes to colleague's understanding of these issues. | Counselor displays accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | Counselor displays knowledge of the typical child and adolescent development. |
| 1c: Establishing and communicating goals for the counseling program appropriate to the setting and the students served | Counselor's goals for the counseling program are clear, highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, staff, parents, and colleagues. Goals include working collaboratively with others to effect wider change throughout the school and are shared with appropriate stakeholders. | Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students and are shared with appropriate stakeholders. | Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. Goals are communicated to appropriate stakeholders as requested. |
| 1d: Demonstrating knowledge of appropriate state and federal regulations and resources within and beyond the school and district for students. | Counselor's knowledge of appropriate governmental regulations and available resources is extensive, including those available through the school or district, and in the larger community. | Counselor displays awareness of appropriate governmental regulations and resources for students available through the school or district, and some familiarity with other resources external to the district. | Counselor displays awareness of appropriate governmental regulations and resources for students available through the school or district, but has no knowledge of resources available more broadly. |
| 1e: Planning the counseling program, using individual and small group sessions and in-class activities, and including crisis prevention, intervention, and response. | Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. | Counselor has developed a plan that supports the students in a variety of settings. | Counselor's plan has a guiding principle and includes a number of worthwhile activities. |
| 1f: Developing a plan to evaluate the counseling program. | Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path toward improving the program on an ongoing basis. | Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Counselor has a rudimentary plan to evaluate the counseling program. |

## Danielson's Levels of Performance - School Counselor
## Domain 2:  Environment

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 2a: Creating an environment of safety, confidentiality, respect and rapport | Students, staff and families feel safe and know confidentiality will be upheld. They seek out the counselor, reflecting a high degree of respect, comfort and trust in the relationship. Counselor encourages students, staff and families to engage in positive interactions with everyone. | Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student and student-staff interactions.  Counselor maintains safety and confidentiality. | Counselor's interactions with students are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.  Counselor maintains safety and confidentiality. |
| 2b: Providing support for a culture of productive communication | The culture in the school for productive and respectful communication between and among students, staff and parents is supported by the counselor and maintained by all. | Counselor promotes and supports a culture throughout the school for productive and respectful communication between and among students, staff and parents. | Counselor's attempts to promote and support a culture throughout the school for productive and respectful communication between and among students, staff and parents are partially successful. |
| 2c: Managing routines and procedures | Counselor's routines and procedures for the delivery of the counseling program are seamless and students assist in maintaining them. | Counselor's routines and procedures for the counseling program work effectively. | Counselor has rudimentary and partially successful routines and procedures for the counseling program. |
| 2d: Establishing standards of conduct, and contributing to the culture for positive student behavior throughout the school | Counselor establishes clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in supporting the environment of civility in the school. | Counselor has established clear standards of conduct for counseling session and significantly supports the environment of civility in the school. | Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to support the level of civility in the school as a whole. |
| 2e: Organizing physical space for various activities | Counselor's physical space is highly organized, inviting and accessible to all. .  The space is appropriate for the many different counseling activities or alternative spaces have been found. | Counselor's space is organized and inviting.  The space is appropriate for most activities. | Counselor's space is somewhat organized and inviting.  The space needs to be changed to support different activities. |

## Danielson's Levels of Performance - School Counselor
## Domain 3: Delivery of Service

| Component | Distinguished | Proficient | Basic |
|-----------|---------------|------------|-------|
| **3a: Assessing student needs.** | Counselor seeks input from students, staff and parents to assess individual student needs and the needs of the student body as a whole. | Counselor assesses individual student needs and knows the range of student needs in the school. | Counselor's assessments of the needs of student body and individual students are perfunctory. |
| **3b: Collaborating with students, teachers, and parents in the formulation of academic, personal/social, and/or career plans, based on knowledge of student needs.** | Counselor collaborates with all individual students, staff and parents to formulate comprehensive academic, personal/social, and career plans. Final results are shared with stakeholders. | Counselor collaborates with most students, staff, and parents to formulate academic, personal/social, and career plans for groups of students. | Counselor collaborates with some students, staff, and parents to formulate academic, personal/social, and career plans with limited success. |
| **3c: Using counseling techniques in individual, small group and classroom programs** | Counselor uses an extensive range of counseling techniques to help students acquire skills needed in areas such as decision making and problem solving for interactions with others and future planning. | Counselor uses a range of counseling techniques to help students acquire skills needed in areas such as decision making and problem solving for interactions with others. | Counselor displays a narrow range of counseling techniques to help students acquire skills needed in areas such as decision making and problem solving for interactions with others. |
| **3d: Coordinating resources to meet needs** | Counselor coordinates with other programs and agencies both within and beyond the school or district to meet individual student needs. | Counselor coordinates with other programs within the school to meet the needs of the students. | Counselor's efforts to coordinate services with other programs in the school are partially successful. |
| **3e: Demonstrating flexibility and responsiveness** | Counselor is continually seeking ways to improve the counseling program, and makes changes as needed in response to student, parent, or staff input. | Counselor makes revisions in the counseling program when needed. | Counselor makes modest changes in the counseling program when confronted with evidence of the need for change. |

## Danielson's Levels of Performance - School Counselor
## Domain 4: Professional Responsibilities

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 4a: Reflecting on program | Counselor's reflection is highly accurate and perceptive, citing specific successful and unsuccessful examples, for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies when needed. | Counselor's reflection provides an accurate and objective description of program, citing specific positive and negative characteristics. Counselor sometimes makes some specific suggestions as to how the counseling program might be improved. | Counselor's reflection on program is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. |
| 4b: Maintaining appropriate records and/or documentation and submitting them in a timely fashion. | Counselor's approach to appropriate record keeping and/or documentation is highly systematic, efficient and timely, and serves as a model for colleagues. | Counselor's appropriate reports, records, and/or documentation are accurate, and are submitted in a timely manner. | Counselor's appropriate reports, records, and/or documentation are generally accurate, but are occasionally late. |
| 4c: Communicating with families | Counselor is proactive in providing thorough and accurate information to families about the counseling program and about individual students through a variety of means. | Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students. | Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students. |
| 4d: Participating in a Professional Community | Counselor makes a substantial contribution to school and district counseling events and projects, and assumes leadership with colleagues. | Counselor participates actively in school and district counseling events and projects, and maintains positive and productive relationships with colleagues. | Counselor's relationships with colleagues are cordial, and counselor participates in school and district counseling events and projects when specifically requested. |
| 4e: Engaging in professional development | Counselor actively pursues professional development opportunities and makes a substantial contribution to the counseling profession through such activities as offering workshops to colleagues. | Counselor seeks out opportunities for professional development based on an individual assessment of need. | Counselor participation in professional development activities is limited to those that are convenient or required. |
| 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality | Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality in interactions with students, colleagues, families and the public. Counselor advocates for all students and takes a leadership role with colleagues | Counselor displays high standards of honesty, integrity, and confidentiality in interactions with students, colleagues, and families, and advocates for students when needed. | Counselor is honest in interactions with students, colleagues, and families, and does not violate confidentiality. |

## Danielson's Levels of Performance - School Psychologist
## Domain 1: Planning and Preparation

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 1a: Demonstrating knowledge and skill in using various models and methods of assessment | Psychologist uses a wide range of methods and actively connects data collected from various sources to evaluate students. Keeps abreast of test development and revisions. | Psychologist uses 5-8 psychological instruments to evaluate students, and accurately interprets data. | Psychologist uses a limited number of psychological instruments to evaluate students. |
| 1b: Demonstrating knowledge of students | Psychologist actively seeks out, from a variety of sources, knowledge of individual students' backgrounds, culture, skills, language proficiency, interests and special needs. | Psychologist actively seeks knowledge of students' backgrounds, culture, skills, language proficiency, interests and special needs, and obtains the knowledge about specific students, as referrals dictate. | Psychologist has a general understanding of students' backgrounds, culture, skills, language proficiency, interests and special needs. |
| 1c: Identifying goals for the client appropriate to the setting and the student's needs | Psychologist's goals for students are highly appropriate to the situation in the school and to the age of the students, have been developed following consultations with students, parents, colleagues and are based on proven practices. | Psychologist's goals for students are clear, appropriate to the situation in the school and to the age of the students, and are based on proven practices. | Psychologist's goals for students are rudimentary but suitable to the situation and the age of the students. |
| 1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district | Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community. | Psychologist displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the district. | Psychologist displays awareness of governmental regulations and resources for students available through the school or district. |
| 1e: Planning psychological service delivery, using individual and small group sessions, and in-class activities, and including crisis prevention, intervention and response | Planning of services displays a high degree of knowledge of theory, practice, students and resources, and is differentiated, as appropriate. Comprehensive services support student learning. | Services reflect a range of knowledge and theory. | Psychologist's range of services continues to develop. |
| 1f: Developing a plan to evaluate psychological service delivery | Psychologist's plan for evaluating services uses clear criteria and is aligned with desired intervention outcomes. Methodologies are research-based. Assessment results are effectively used to inform future planning. | Psychologist's plan for evaluating services uses clear criteria and is aligned with desired intervention outcomes. Methodologies are research-based. | Psychologist continues to develop skills in evaluating services, using clear criteria, and aligning with desired intervention outcomes. |

## Danielson's Levels of Performance - School Psychologist
## Domain 2: Environment

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| **2a: Establishing rapport with clients, using interpersonal skills, such as empathy, to establish trust and reduce anxiety** | Clients seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. | Psychologist's interactions with clients are positive and respectful; students appear comfortable in the testing center. | Psychologist's interactions are positive and the psychologist's efforts at developing rapport are continuing to develop. |
| **2b: Establishing a culture for positive mental health throughout the school** | The school psychologist actively promotes a culture throughout the school for positive mental health among students and staff. | Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers. | Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are successful and are continuing to develop. |
| **2c: Organization of time and materials** | Psychologist has an established routine for organization of time and materials, and takes a leadership role with colleagues to maximize efficiency and collaborative efforts. | Psychologist has an established routine for organization of time and materials, including smooth procedures for sharing of materials with fellow psychologists. | Psychologist continues to develop effective time management and organizational skills. |
| **2d: Establishing standards of conduct in the testing office** | Standards of conduct have been established in the testing office. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. | Standards of conduct have been established in the testing office. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established in the testing office. Psychologist's attempts to monitor and correct student negative behavior during an evaluation are continuing to develop. |
| **2e: Organizing physical space for testing of students and storage of materials** | The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed. | The testing center is well organized; materials are stored in a secure location and are available when needed. | Materials in the testing center are stored securely and the center is organized. |

## Danielson's Levels of Performance - School Psychologist
## Domain 3: Delivery of Service

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 3a: Responding to referrals, consulting with clients (teachers, parents and administrators) | Psychologist consults frequently with clients, in a highly effective manner, contributing own insights with culturally relevant information. | Psychologist consults frequently with clients using clear, effective, and culturally relevant information communication. | Psychologist consults on a sporadic basis with clients and continues to develop communication skills. |
| 3b: Evaluating student needs in accordance with NASP guidelines | Psychologist selects from a broad repertoire, designs culturally fair assessments that are most appropriate to the referral questions and in accordance with professional best practices. | Psychologist selects from a broad repertoire, tailors assessments that are appropriate to the referral questions and in accordance with professional best practices. | Psychologist selects from a broad repertoire and tailors assessments that are appropriate to the referral questions. |
| 3c:  Participating in school-based team meetings | Psychologist takes a leadership role in team meetings, actively connecting intervention strategies generated by the multi-disciplinary committee to develop a highly appropriate action plan for all students. | Psychologist routinely participates in team meetings and provides clear, appropriate, effective and specific examples of intervention strategies. | Psychologist is becoming more actively involved in team meetings, inconsistently providing effective intervention strategies. |
| 3d: Planning interventions to maximize students' likelihood of success | Psychologist develops comprehensive plans for students, using research-based practices and a variety of methods. | Psychologist develops comprehensive plans for students using a variety of methods, aligned with student needs. | Psychologist's plans for students are suitable for them and are aligned with identified needs. |
| 3e: Maintaining knowledge of community mental health service agencies and providers | Psychologist maintains knowledge of community mental health service providers and initiates contact when needed.  Psychologist facilitates access to services for students. | Psychologist maintains contact information for community mental health service providers and facilitates referrals. | Psychologist maintains contact information for community mental health service providers. |
| 3f: Demonstrating flexibility and responsiveness | Psychologist is continually seeking ways to improve services and makes changes as needed in response to student, parent, or teacher input. | Psychologist actively seeks out opportunities to gain new skills and knowledge. | Psychologist takes advantage of opportunities to gain skills and knowledge when offered. |

## Danielson's Levels of Performance - School Psychologist
## Domain 4: Professional Responsibilities

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 4a: Reflecting on practice | Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies. | 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 program might be improved. | Psychologist's reflection on practice is accurate and objective. |
| 4b: Maintaining accurate records | Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional and submitted in a timely manner. | Psychologist's records are accurate and legible, well organized, stored in a secure location, and submitted in a timely manner. | Psychologist's records are accurate and legible, stored in a secure location, and submitted in a timely manner. |
| 4c: Communicating with families | Psychologist communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust. | Psychologist communicates with families, and does so in a manner sensitive to cultural and linguistic traditions. | Psychologist's communication with families is successful. Psychologist continues to develop cultural competence. |
| 4d: Participating in a professional community | Psychologist makes a substantial contribution to school and district events, projects, and professional development, and assumes leadership with colleagues. | Psychologist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. | Psychologist participates in school and district events and projects. |
| 4e: Engaging in professional development | Psychologist actively pursues professional development opportunities, incorporates this new knowledge into practice, and makes a contribution to the profession through such activities as offering workshops to colleagues. | Psychologist seeks out opportunities for professional development based on an individual assessment of need, and incorporates this new knowledge into practice. | Psychologist participates in professional development activities. |
| 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality | Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. | Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students. | Psychologist is honest in interactions with colleagues, students, and the public, plays an advocacy role for students, and does not violate confidentiality. |

## Danielson's Levels of Performance - School Social Worker

## Domain 1:  Planning and Preparation

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| **1a: Demonstrating knowledge of social work theory and techniques, e.g., individual consultations, group process** | Social Worker demonstrates comprehensive and coherent understanding of social work theory and techniques. Social Worker plans frequent meetings for and with parents and/or colleagues to identify interventions that promote school success such as regular attendance, social skills, social history, and assessment, confer with other community professionals on behalf of students. | Social Worker demonstrates understanding of social work theory and techniques. Social Worker plans regular meetings for and with parents and/or colleagues to identify interventions that promote school success such as regular attendance, social skills, social history, and assessment, confer with other community professionals on behalf of students. | Social Worker demonstrates basic understanding of social work theory and techniques. Social Worker plans occasional meetings for and with parents and/or colleagues to identify interventions that promote school success such as regular attendance, social skills, social history, and assessment, confer with other community professionals on behalf of students. |
| **1b: Demonstrating knowledge of child and adolescent development** | In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, Social Worker displays knowledge of the extent to which individual students follow the general patterns. | Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | Social Worker displays partial knowledge of child and adolescent development |
| **1c: Establishing goals for social work service appropriate to the setting and the students served** | Social Worker's goals for social work service are highly appropriate to the situation in the school, home, and community and to the age of the students, and have been developed following consultations with administrators, parents, and colleagues. | Social Worker's goals for social work service are clear and appropriate to the situation in the school, home, and community and to the age of the students, and have been developed following consultations with administrators, parents, and colleagues. | Social Worker's goals for social work service are rudimentary, and are partially suitable to the situation in the school, home, and community and to the age of the students, and have been developed following consultations with administrators, parents, and colleagues. |
| **1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district,** | Social Worker's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community as appropriate. | Social Worker displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school, as appropriate | Social Worker displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly. |
| **1e: Planning the social  work services, integrated with the regular school program, to meet the needs of individual students and families** | Social Worker's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program. | Social Worker has developed a plan that includes the important aspects of work in the setting. | Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. |
| **1f: Developing a plan to evaluate the social work services** | Social Worker's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the services on an ongoing basis. | Social Worker's plan to evaluate the services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Social Worker has a rudimentary plan to evaluate the social work services. |

## Danielson's Levels of Performance - School Social Worker
## Domain 2: Environment

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 2a: Creating an environment of respect and rapport | Students, families, and school staff seek out the Social Worker, reflecting a high degree of comfort and trust in the relationship; Social Worker teaches students, families, and school staff how to engage in positive interactions. | Social Worker's interactions with students, families and school staff are positive and respectful, and the Social Worker actively promotes positive student-student interactions. | Social Worker's interactions are a mix of positive and negative; the Social Worker's efforts at encouraging positive interactions among students are partially successful. |
| 2b: Establishing a culture for productive communication | Social Worker promotes and advocates for a culture throughout the school for productive and respectful communication between and among students, families and school staff. | Social Worker promotes a culture throughout the school for productive and respectful communication between and among students, families and school staff. | Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful. |
| 2c: Establishing clear procedures for referrals | Procedures for all aspects of referral are clear to everyone, and have been developed in consultation with school staff and administrators. | Procedures for referrals and for meetings and consultations with school staff and administrators are clear to everyone. | Social Worker has established procedures for referrals, but the details are not always clear. |
| 2d: Contributes to the culture for positive student behavior throughout the school | Social Worker has established appropriate interventions that make lasting contributions to positive student behavior. | Social Worker has established appropriate interventions that contribute to positive student behavior | Social Worker's efforts to establish appropriate interventions that contribute to positive student behavior are partially successful. |
| 2e: Organizing meeting space and documents | The meeting space is highly inviting to parents and/or students. Documents are arranged and maintained to ensure confidentiality | The meeting space is well organized; documents are arranged and maintained to ensure confidentiality | The meeting space is not completely well organized, and materials are difficult to find when needed. Documents are maintained to ensure confidentiality. |

## Danielson's Levels of Performance - School Social Worker
## Domain 3: Delivery of Service

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 3a: Responding to referrals, consulting with teachers, administrators, families, and community agencies | Social Worker consults frequently with teachers, administrators, and community members, contributing own insights and tailoring interventions to the questions raised in the referral. | Social Worker consults teachers, administrators, and community members, tailoring evaluations to the questions raised in the referral. | Social Worker consults on a sporadic basis with teachers, administrators, and community members, making partially successful attempts to tailor evaluations to the questions raised in the referral. |
| 3b: Evaluating student needs in compliance with National Association of Social Workers guidelines | Social Worker selects, from a broad repertoire, those interventions that are most appropriate to the referral questions, and confers with school staff to ensure that they fully understand the requirements of prescribed interventions. | Social Worker selects appropriate interventions to the referral questions, and confers with school staff to ensure that they fully understand the requirements of prescribed interventions. | Social Worker selects appropriate interventions to the referral questions and answers questions of the school staff regarding the requirements of prescribed interventions. |
| 3c: Leading Intervention Team | Social Worker leads the intervention team and takes initiative in preparing, collecting, and assembling materials for grants, services development and meetings. Documents are prepared in an exemplary manner. | Social Worker leads the intervention team and takes initiative in preparing, collecting, and assembling materials for grants, services development and meetings. Documents are prepared adequately. | Social Worker leads the intervention team when directed to do so and takes assists in preparing, collecting, and assembling materials for grants, services development and meetings. Documents are prepared adequately. |
| 3d: Brokering resources to meet needs | Social Worker brokers with other programs and agencies both within and beyond the school or district to meet individual student and family needs. | Social Worker brokers with other programs within the school or district to meet student and family needs. | Social Worker's efforts to broker with other programs in the school to meet student and family needs are partially successful. |
| 3e: Demonstrating flexibility and responsiveness | Social Worker is continually seeking ways to improve the social work services, and makes changes as needed in response to student, parent, or staff input. | Social Worker makes revisions in the social work services when needed. | Social Worker makes modest changes in the social work services when confronted with evidence of the need for change. |

# Danielson's Levels of Performance - Social Worker
## Domain 4:  Professional Responsibilities

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 4a: Reflecting on practice | Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students and families.  Social Worker draws on an extensive repertoire to suggest alternative interventions. | Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics.  Social Worker makes some specific suggestions as to how the social work services might be improved. | Social Worker'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 |
| 4b: Maintaining accurate records | Social workers a thoughtful, accurate of meeting the student's needs, and gives several examples of how it positively impacted student functioning. | Social worker has an accurate impression of how effective an intervention is and can cites an example of how it positively impacted student functioning. | Social worker has a generally accurate impression of an intervention's effectiveness and how it meets the student's needs. |
| 4c: Communicating with families and community agencies (establishing rapport, securing permissions) | Social Worker secures necessary permissions and communicates with families and community agencies in a manner highly sensitive to confidentiality and socio-economic status and linguistic traditions.  Social Worker reaches out to families of students to enhance trust. | Social Worker communicates with families and community agencies and secures necessary permission for interventions, and does so in a manner sensitive to confidentiality and socio-economic status and linguistic traditions. | Social Worker's communication with families and community agencies is partially successful: permissions for interventions are obtained. |
| 4d: Participating in a professional community | Social Worker makes a substantial contribution to school and district events and projects (i.e. emergency crisis training), and assumes leadership with colleagues. | Social Worker participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. | Social Worker's relationships with colleagues are cordial, and Social Worker participates in school and district events and projects when specifically requested. |
| 4e: Engaging in professional development | Social Worker actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. | Social Worker seeks out opportunities for professional development based on an individual assessment of need. | Social Worker participation in professional development activities is limited to those that are convenient or are required. |
| 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality | Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students and families, taking a leadership role with colleagues | Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, families and the public, and advocates for students when needed. | Social Worker is honest in interactions with colleagues, students, families and the public, and does not violate confidentiality. |

## Levels of Performance - Librarian
## Domain 1: Planning and Preparation

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| **1a: Demonstrating knowledge of literature and current trends in library practice and information technology.** | Using extensive professional resources, the librarian demonstrates a rich understanding of literature and current trends in library practice and information technology. | The librarian demonstrates thorough knowledge of literature and current trends in library practice and information technology. | The librarian demonstrates limited knowledge of literature and current trends in library practice and information technology. |
| **1b: Demonstrating knowledge of the school's academic program and student information literacy needs within that program.** | The librarian takes a leadership role in the school to articulate the needs of students for information literacy within the school's academic program. | The librarian demonstrates thorough knowledge of the school's academic program, and of students' needs for information literacy within that program. | The librarian demonstrates basic knowledge of the school's academic program, and of students' needs for information literacy within that program. |
| **1c: Establishing goals for the library program appropriate to the school community.** | The librarian's goals for the library program are highly appropriate to the school community and have been developed following consultations with students and colleagues. | The librarian's goals for the library program are clear and appropriate to the school community. | The librarian's goals for the library program are rudimentary and are partially suitable to the school community. |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district, and provides access to them.** | The librarian routinely suggests resources that are available and actively connects students and teachers with a wide range of resources within the school, district and in the larger community. | The librarian often makes resources available and provides access to students and teachers in the school, the district, and in the larger community. | The librarian demonstrates basic knowledge of and provides access to resources available for students and teachers in the school, the district, and in the larger community. |
| **1e: Planning the library program integrated with the overall school program.** | The librarian's plan takes into account the competing demands of scheduled time in the library; and developing and maintaining the collection; and has been developed following consultation with teachers. | The librarian's plan is well designed to support both teachers and students in their information needs. | The librarian's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. |
| **1f: Developing a plan to evaluate the library program.** | The librarian's plan to evaluate the program is organized around clear goals, the collection of evidence to indicate the degree to which the goals have been met, and suggests a clear path towards improving the program on an ongoing basis. | The librarian's plan to evaluate the library program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | The librarian has a rudimentary plan to evaluate the library program. |

## Levels of Performance - Librarian
## Domain 2:  Environment

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| **2a: Creating an environment of respect and rapport** | Interactions among the librarian and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. | Interactions, both between the librarian and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among students. | Interactions, both between the librarian and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. |
| **2b: Establishing a culture for investigation and love of literature** | Librarian, in interactions with both students and colleagues, conveys the value of seeking information and reading literature. Students appear to have internalized these values. | The librarian, in interactions with both students and colleagues, conveys the value of seeking information and reading literature. | The librarian goes through the motions of performing the work of the position, but without any real commitment to it. |
| **2c: Establishing and maintaining library procedures** | Library routines and procedures are seamless in their operation. Students understand and follow library procedures. Library assistants/secretaries work independently, and contribute to the success of the library. | Library routines and procedures have been established and function smoothly. Library assistants/secretaries are clear as to their role. | Library routines and procedures, have been established but function sporadically. Efforts to establish guidelines for library assistants/secretaries are partially successful. |
| **2d: Managing student behavior** | Standards of conduct are clear, with evidence of student participation in setting them.  The librarian's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. | Standards of conduct appear to be clear to students, and the librarian monitors student behavior against those standards. The librarian response to student misbehavior is appropriate and respectful to students. | It appears that the librarian has made an effort to establish standards of conduct for students, tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. |
| **2e: Organizing physical space** | The librarian makes highly effective use of the physical environment, whenever possible resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting. | The librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. | The librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion. |

## Levels of Performance - Librarian
## Domain 3: Delivery of Service

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| **3a: Maintaining and extending the library collection (including equipment.** | The librarian selects materials for the collection thoughtfully, and in consultation with teaching colleagues, systematically weeds the collection, and maintains a current collection that reflects the curriculum and student needs. | The librarian adheres to district or professional guidelines in selecting materials for the collection, and periodically weeds the collection of outdated material. Collection reflects the curriculum and student needs. | The librarian attempts to adhere to district or professional guidelines in selecting materials, weeding the collection, and to reflect curriculum and student needs but meets with limited success. |
| **3b: Engaging students in learning** | Students are highly engaged in and take initiative in their own learning. | Students are engaged in learning due to the use of appropriate materials and the effective design of activities. | Some students are engaged in learning due to partially appropriate materials and/or the uneven design of activities. |
| **3c: Engaging students in learning** | Students are highly engaged in and take initiative in their own learning. | Students are engaged in learning due to the use of appropriate materials and the effective design of activities. | Some students are engaged in learning due to partially appropriate materials and/or the uneven design of activities. |
| **3d: Engaging students in selecting and enjoying literature** | The librarian ensures that students are highly engaged in selecting materials and are enjoying literature by providing dynamic programming and a high quality collection. | The librarian encourages students to read independently and enjoy literature by providing appropriate lessons, grouping strategies and materials. | Some students select appropriate materials and are engaged in enjoying literature. There are limited activities; few grouping strategies and appropriate materials are limited. |
| **3e: Modeling the effective use of technology for students and teachers** | The librarian is proactive in initiating sessions to assist students and teachers in the use of technology. | The librarian assists students and teachers in the use of technology. | The librarian assists students and teachers in the use of technology when specifically asked to do so. |
| **3f: Demonstrating flexibility and responsiveness** | The librarian is continually seeking ways to improve the library program, and makes changes as needed in response to student, parent, or teacher input. | The librarian makes revisions to the library program when it is needed. | The librarian makes modest changes in the library program when confronted with evidence of the need for change. |

## Levels of Performance - Librarian
## Domain 4: Professional Responsibilities

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 4a: Reflecting on practice | The librarian's reflection is highly accurate and perceptive, citing specific examples. The librarian draws on an extensive repertoire to suggest alternative strategies and their likely success. | The librarian's reflection provides an accurate and objective description of practice. The librarian makes some specific suggestions as to how the media program might be improved. | The librarian's reflection on practice is moderately accurate and objective but does not cite specific examples. The librarian provides only global suggestions as to how it might be improved. |
| 4b: Preparing and submitting accurate reports, orders  and budgets | The librarian anticipates teacher needs when preparing requisitions within budgetary constraints, follows established procedures, and suggests improvements to those procedures. Inventories, budget allocations, and reports are submitted on time. | The librarian considers teacher requests when preparing requisitions within budgetary constraints, and follows established procedures. Inventories and reports are submitted on time. The budget is allocated within the time frame. | The librarian's efforts to adhere to budgetary constraints are partially successful, sometimes responding to teacher requests and following procedures. Inventories and reports are sometimes submitted on time. Most of the budget is allocated in a timely manner. |
| 4c: Communicating with the larger community | The librarian is proactive in reaching out to parents and establishing contacts with outside organizations, coordinating efforts for mutual benefit. | The librarian engages in outreach efforts to parents and the larger community. | The librarian makes sporadic efforts to engage in outreach efforts to parents or the larger community. |
| 4d: Communicating with the larger community | The librarian is proactive in reaching out to parents and establishing contacts with outside organizations, coordinating efforts for mutual benefit. | The librarian engages in outreach efforts to parents and the larger community. | The librarian makes sporadic efforts to engage in outreach efforts to parents or the larger community. |
| 4e: Participating in a professional community | The librarian makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues. | The librarian participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. | The librarian's relationships with colleagues are cordial, and the librarian participates in school and district events and projects when specifically requested. |
| 4f: Engaging in professional development | The librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. | The librarian seeks out opportunities for professional development based on an individual assessment of need. | The librarian participation in professional development activities is limited to those that are convenient or are required. |
| 4g: Showing professionalism, including integrity, advocacy, and maintaining confidentiality | The librarian can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues, and models ethical behavior. | The librarian displays high standards of honesty and integrity in interactions with colleagues, students, and the public, and models ethical behavior. | The librarian is honest in interactions with colleagues, students, and the public, and generally models ethical behavior. |

## Danielson's Levels of Performance - Therapeutic Specialist
## Domain 1: Planning and Preparation

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| **1a: Demonstrating knowledge and skill in the Therapist holds relevant certificate or license** | Therapist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. | Therapist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. | Therapist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. |
| **1b: Establishing goals for the therapy program appropriate to the setting and the students served** | Therapist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with administrators and teachers. | Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. | Therapist's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students. |
| **1c: Demonstrating knowledge of district, state and federal regulations and guidelines** | Therapist's knowledge of special education laws and procedures is extensive; Therapist takes a leadership role in reviewing and revising district policies. | Therapist demonstrates thorough knowledge of special education laws and procedures. | Therapist demonstrates basic knowledge of special education laws and procedures. |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district** | Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. | Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district. | Therapist demonstrates basic knowledge of resources for students available through the school or district. |
| **1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students** | Therapist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program. | Therapist's plan is coherent, encompasses appropriate activities to fit with curricular goals. | Therapist's plan for general classroom integration has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader curriculum goals. |
| **1f: Developing a plan to evaluate the therapy program** | Therapist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis. | Therapist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Therapist has a rudimentary plan to evaluate the therapy program. |

Danielson's Levels of Performance - Therapeutic Specialist
Domain 2: Environment

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 2a: Establishing rapport with students | Students seek out the therapist, reflecting a high degree of comfort and trust in the relationship. | Therapist's interactions with students are positive and respectful; students appear comfortable in the therapy setting. | Therapist's interactions are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful. |
| 2b: Organizing time effectively | Therapist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. | Therapist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Therapist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. |
| 2c: Establish and maintain clear procedures for referrals at the school level. | Procedures for all aspects of referral and testing at the school level are clear to everyone, and have been developed in consultation with teachers and administrators. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Therapist has established procedures for referrals, but the details are not always clear. |
| 2d: Establishing standards of conduct in the therapy room | Standards of conduct have been established in the testing and therapy room. Therapist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. | Standards of conduct have been established in the testing and therapy room. Therapist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct appear to have been established in the testing and therapy room. Therapist's attempts to monitor and correct student negative behavior during evaluation and treatment are partially successful. |
| 2e: Organizing physical space for testing of students and providing therapy | The testing and therapy setting is highly organized and is inviting to students. Materials are convenient when needed. | The testing and therapy setting is well organized; materials are available when needed. | The therapy setting is moderately well organized, and moderately well suited for working with students. Materials are difficult to find when needed. |

Danielson's Levels of Performance - Therapeutic Specialist
Domain 3: Delivery of Service

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 3a: Responding to referrals, and evaluating student needs | Therapist is proactive in responding to referrals, and makes highly competent assessments of student needs. | Therapist responds to referrals, and makes thorough assessments of student needs. | Therapist responds to referrals when pressed and makes adequate assessments of student needs. |
| 3b: Developing and implementing Individual Education Programs to support students' success | Therapist works with IEP team members to develop comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. | Therapist's plans for students are suitable for them, and are aligned with identified needs. | Therapist's plans for students are partially suitable for them or sporadically aligned with identified needs. |
| 3c: Communicating with families | Therapist communicates with families in a manner highly sensitive to cultural and linguistic traditions. Therapist reaches out to families of students to enhance trust. | Therapist communicates with families in a manner sensitive to cultural and linguistic traditions. | Therapist's communication with families is partially successful; but there are occasional insensitivities to cultural and linguistic traditions. |
| 3d: Collecting information; writing reports | Therapists is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written, and are tailored for the audience | Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Therapists collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. |
| 3e: Demonstrating flexibility and responsiveness | Therapist is continually seeking way to improve the therapeutic program, and makes changes as needed in response to student, parent, or teacher input. | Therapist makes revisions in the therapeutic program when it is needed. | Therapist makes modest changes in the therapeutic program when confronted with evidence of the need for change. |

## Danielson's Levels of Performance - Therapeutic Specialist
### Domain 4: Professional Responsibilities

| Component | Distinguished | Proficient | Basic |
|---|---|---|---|
| 4a: Reflecting on practice | Therapist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Therapist draws on an extensive repertoire to suggest alternative strategies. | Therapist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Therapist makes some specific suggestions as to how the therapy program might be improved. | Therapist'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 |
| 4b: Maintaining effective data management system | Therapist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. Therapist uses the system to communicate with teachers and parents. | Therapist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. | Therapist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed. |
| 4c: Collaborating with team members and school educational staff in the development of the Individualized Education Program (IEP). | Therapist seeks out staff to confer regarding cases, soliciting their perspectives on individual students. | Therapist initiates contact with staff to confer regarding individual cases. | Therapist is available to staff for questions and planning, and provides background material when requested. |
| 4d: Participating in a professional community | Therapist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues. | Therapist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. | Therapist's relationships with colleagues are cordial, and therapist participates in school and district events and projects when specifically requested. |
| 4e: Engaging in professional development | Therapist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. | Therapist seeks out opportunities for professional development based on an individual assessment of need. | Therapist participation in professional development activities is limited to those that are convenient or are required. |
| 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality | Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, and takes a leadership role with colleagues | Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed. | Therapist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. |

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Adapted from Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.