October 7, 2010

Educator Profile of Practice Linked to Student Achievement: A Comprehensive Model

Developed by the Rhode Island Innovation Consortium:
- Central Falls School District
- Cranston School District
- Pawtucket School District
- Providence School District
- West Warwick School District
- Woonsocket School District
- Rhode Island Federation of Teachers
- Rhode Island Department of Education

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STATEMENT OF PURPOSE FOR EDUCATOR EVALUATION

The quality of teaching is recognized as one of the most significant factors in ensuring that students achieve at high levels. The primary purpose of a comprehensive educator evaluation system is improved teaching, leadership, and student achievement. To ensure that all students learn, a professional culture must exist in which all educators are engaged in activities designed to improve the quality of leadership and teaching, content knowledge and pedagogy. These activities need to build upon areas of strengths, and improve identified areas for growth.
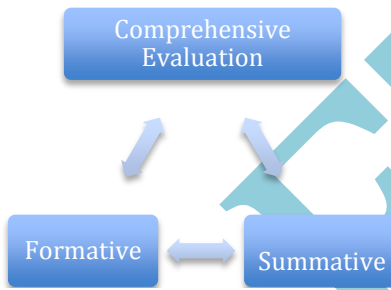
Educator Profile of Practice Linked to Student Achievement: A Comprehensive Model of Educator Evaluation

<u>Overview</u>
The Rhode Island Innovation Consortium (RIIC) Comprehensive Educator Evaluation Model is designed to address both purposes of educator evaluation: professional growth to improve practice, and quality assurance (Danielson & McGreal, 2000).

The quality of teaching is recognized as one of the most significant factors in ensuring that students achieve at high levels. The primary purpose of this comprehensive educator evaluation system is improved teaching, leadership, and student achievement.

A broadened definition of evaluation
Typically, classroom observation is the primary method used to assess teacher effectiveness. While formal observation is critical and must be a component of an evaluation model, it only examines practice at a specific moment in time, does not determine the degree to which desired practices are internalized, and is not the only component of practice that determines effectiveness. For example, the extent to which an educator designs units of instruction, assessments, and individual lessons to meet the needs of all learners is essential to student achievement, but is not obvious in a classroom observation. By measuring the effectiveness of planning, the RIIC model elevates that component of an educator's practice.

Similarly, the manner in which an educator collaborates to analyze the impact of curriculum and instruction on student achievement is not observable in a classroom. However, the degree to which an educator engages in collaborative practices directly impacts the culture of the school and the success of all students. By measuring the effectiveness of professional collaboration, the RIIC model elevates that essential component of practice.

By recognizing that evaluation consists of multiple measures of the profession, the RIIC model broadens the definition of evaluation. Focused evaluations of all components of practice, observable and non-observable, occurring throughout a three-year cycle ensure a comprehensive assessment of an educator's practice. Combined with annual reviews of student achievement data, an educators' impact on student growth and professional practice can be measured comprehensively.

A differentiated model
The RI Consortium model differentiates the evaluation of professional educators to ensure that the processes, observations, and evaluations of an educators' practice addresses the needs of non-tenured educators, tenured educators, and educators whose practice is determined to be in need of more intensive assistance.

Standards-based criteria against which professional practice will be assessed
The assessment of an educator's practice is valid when measured against researched-based criteria that provide descriptors of practice known to positively impact student achievement. The consortium model incorporates Danielson's

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Framework for Teaching criteria to assess teaching practice, and the ISLLC School Leadership Criteria to assess school leaders' practice. Both criteria are researched-based, thus their use in this model will promote the use of teaching and leadership practices that will result in improved student learning. Both sets of criteria are aligned with the RIDE Standards for Professional Educators and School Leaders (RI Professional Teaching Standards and RI Leadership Standards).

A cyclical model
Educators' practice will be assessed and evaluated annually through their participation in a three-year cycle of evaluation. The three-year cycle ensures that all educators will be evaluated each year, and that all aspects of an educators practice are reviewed and evaluated comprehensively as the cycle is completed. In addition, the model incorporates the Rhode Island Department of Education (RIDE) assessment of student learning achievement data as part of the annual measurement of an educators' effectiveness.

The baseline – implementation year
The 2011-2012 school year is determined to be an implementation year, during which the model will be implemented and baseline assessments of all RI Educators will be completed. During this year of implementation the following will occur:
- All educators will participate in professional development activities to become familiar with the criteria against which their practice will be assessed.
- Evaluators (internal school evaluators, including administrators and peer evaluators as identified in the district) will receive specific professional development in standards-based observation and interpretation of evidence against the criteria. A key component of this professional learning will be the certification of all evaluators to establish inter-rater reliability among those responsible to assess educators' practice.
- Every educator will complete a personal self-assessment using the criteria against which he/she will be assessed and available data on student achievement.
  - Educators will gather specific evidence of their practice in the non-observable areas of practice; e.g. student work, lesson / unit preparation and study, collaborative practices, professional growth, leadership practices, etc. The evidence will inform the assessment of the educator's practice in non-observable areas.
- Student achievement data, including both standardized and local assessments, will be reviewed to establish baseline data and measurement points to inform educators' goal setting and factored into yearly summative rating of effectiveness.
- Every educator will participate in an evaluation process that consists of one formal observation of professional practice that includes a pre and post observation conference, informal observations and related formative feedback, review of evidence of planning, professional growth and development, professional responsibility and student growth and achievement and individual reflection of his/her practice. At the conclusion of the yearly evaluation process the educator will receive his/her summative evaluation that will indicate the baseline levels of performance observed.
  - Note: non-tenured educators will participate in two formal observation and evaluations in accordance with RIDE statute requirements.

- o Informal observations are a component of the observation process. During the baseline year, and subsequent years, evaluations will incorporate both informal (unannounced) and formal (announced) observations of practice. Observations will include observations of classroom practice, collaborative / teaming, leadership practices (e.g. meeting facilitation, board relations, etc.)
- The educator self-assessment, review of student data, and observation / evaluation of practice will establish a baseline rating of educators' practice.
- The educator will use the baseline rating and data to develop goals for professional growth for the subsequent year.
- The baseline summative evaluation, which includes a rating of all aspects of the educator's practice, will be used to determine an educator's initial rating (Highly Effective, Effective, Minimally Effective, Ineffective) which will be used to determine placement in the three-year cycle or intensive support/intervention.

The primary objectives of the implementation year are to build understanding of the criteria against which practice will be assessed, and of the processes to be used for observation, self-assessment, goal setting and reflection. And, to establish baseline ratings of educators' practice which will be used to determine placement in the cycle.

The three-year cycle
The evaluation system is constructed over a 3 year cycle of data/evidence collection and analysis and includes provisions for additional support and/or intensive intervention dependent upon an educator's rating.

Once determined that an educators' practice is effective, he/she will engage in the three-year cycle of observation and evaluation. During the three-year cycle an educators' practice and his/her effectiveness as determined by the RIDE assessment of student learning is evaluated annually, although evidence collected may vary each year dependent upon the year of emphasis.

Each year of the three-year cycle emphasizes the evaluation of a specific aspect of an educators practice, establishing an emphasis for that year of the cycle. The three years of emphasis are:
- Planning for Student Impact
- Application in Instruction
- Professional Responsibilities

During the Planning for Student Impact and Professional Responsibilities years of the cycle, effective and highly effective educators will provide evidence and examples of their practice relative to those focus areas. Accordingly, their practice as related to those areas will be evaluated during those years. While not mandatory during these focus years, observations may be part of the yearly evaluations; for example, during the professional responsibilities cycle an administrator may observe a grade-level team meeting to document evidence of how educators collaborate to improve student achievement.

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During the Application in Instruction year of the cycle the effective / highly effective educators' evaluation will consist of two formal observations of practice, and the RIDE assessment of student learning, and completion of the yearly SMART goals. Minimally effective and ineffective educators remain in this cycle until their practice is assessed as effective, or they are removed from the system.

In addition, during each year of the cycle, all educators will develop SMART goals to improve his/her practice. SMART goals will be aligned with the criteria used to assess professional practice, and will be informed by and coherent with previous evaluations, student achievement data, and school-wide improvement goals.

Placement in the three-year cycle
The baseline level of performance data will be used to determine placement in the three-year cycle. Placement will be determined as follows:
- If, at the end of the baseline-implementation year, an educators' practice is assessed to be effective or highly effective, he/she will be placed in either year one (Planning for Student Impact year) or year three of the cycle (Professional Responsibilities year). The educator and supervisor can mutually determine in which year of the cycle the educator will be placed.
- If, at the end of the baseline-implementation year, an educators' practice is assessed to be minimally effective, he/she will continue in the (Application in Instruction year) until his/her practice is observed and assessed to be effective.
- If, at the end of the baseline-implementation year, an educators' practice is assessed to be ineffective, he/she will be placed on a plan of intensive supervision and assistance, during which specific targets will be identified for improvement, and timelines established for improvement targets to be met.
- Any educator identified as minimally effective or ineffective in any year of the cycle will be assigned to the application year of the cycle or the intensive supervision program as appropriate.
- Each year will commence with a goal setting conference and culminate with a summative conference and review. As technology is available it may be used to support goal setting, conferencing and overall communication regarding educator evaluation.

The three-year cycle ensures that all educators are evaluated annually, and that school leaders engage in continuous observations and evaluations of minimally effective or ineffective educators until such time that their practice is assessed at the effective level.

Professional growth
Professional growth and improvement is supported and achieved through the development and attainment of yearly SMART goals. Each year educators will self-assess their practice, develop goals for improvement, and document evidence showing how their practice has improved.

The three-year evaluation cycle, ongoing assessments, and emphasis on conferencing throughout the process also supports growth by providing continual feedback for the educator on his/her practice and areas of focus.

Certified Internal Evaluators

Districts will establish a "team" of internal personnel who will train to become certified evaluators of teachers' and school leaders' practice. The certification process will establish inter-rater reliability by ensuring that all evaluators collect specific evidence free of opinion and bias, align the evidence with the appropriate component of the measurement criteria, interpret the criteria accurately and follow established evaluative processes.

Internal evaluators will consist of building and district level administrators, content specialists, master teachers, and other identified personnel. Evaluators may work individually and in pairs to complete both formal and informal observations and evaluations. However, consistent with state statute, the Superintendent of Schools and his/her designee(s) will have overall responsibility to sign off on the final summative evaluations, and to make any recommendations relative to personnel employment.

Innovation Consortium Model Flow Chart / Implementation Plan

Implementation Year
2011-2012
Establish baseline ratings

Professional development builds understanding of the assessment critiera and processes.

All educators complete a self-assessment of practice using the criteria.

All educators participate in one formal observation & evaluation (non-tenured educators will have two formal observations).

Baseline assessments of practice are established, and professional SMART goals developed for the subsequent school year.

Educators' baseline assessments are used to determine placement in the three-year cycle.
(Spring-summer of 2012)

Educators whose practices is highly effective and effective are placed in the Planning for Student Impact or Professional Responsibility Cycle.

Educators whose practice is minimally effective are placed in the Application in Instruction cycle.

Educators whose practice is ineffective are placed on a plan of intensive supervision and assistance.

Model Implemented School-wide
2012-2013

All educators develop SMART goals and personal learning plans.

Effective and highly effective educators provide evidence of practice in focus areas.

All educators develop SMART goals and personal learning plans.

Minimally effective educators engage in Application of Instruction until practice is assessed as effective.

All educators develop SMART goals and personal learning plans.

Ineffective educators work to satisfy all conditions of the intensive supervision and assistance plan.

October 7, 2010

Components of the Model - Explanations

Standards-Based Criteria to Assess Professional Practice
The Educator Profile of Practice Linked to Student Achievement Model uses the *Framework for Teaching* (Danielson, ASCD, 2007) and the *Framework for School Leaders* (Hessel & Holloway, ETS, 2002) as criteria against which effective teaching and leadership will be assessed and professional goals developed. The *Framework for Teaching,* the *Framework for School Leaders* and their respective Descriptors of Practice with Levels of Performance are identified as research-based set of criteria for teaching and leadership practice.

The Framework for Teaching
The *Framework for Teaching* (FfT) and its respective Descriptors of Practice with Levels of Performance is identified as a research-based set of criteria for teaching practice. The *Framework* is founded on two significant priorities: cognitive engagement and constructivist teaching and learning. The FfT acknowledges the complexity of teaching and includes five domains that include planning and preparation, the classroom environment, instruction, professional responsibilities, and professional growth. The components within these five domains align with and define the Rhode Island Professional Teaching Standards (RIPTS), and provide descriptors of practice for those standards and levels of performance against which professional practice can be assessed. The use of such criteria ensures that assessments of educator practice are based upon valid criteria that have been shown to improve student achievement. The use of a range of student achievement data will aide in the assessment of an educator's effectiveness, and when used with the FfT criteria and RIPTS, will validate the assessment of an educator's practice. On-going quality training for evaluators and educators will ensure that the evaluation system will be implemented fairly and reliably and fully adhere to the Rhode Island Department of Education Evaluation System Standards (RIESS).

The most current research out of Cincinnati has found a direct correlation between teaching practice that is scored at the effective and highly effective level, as described in the FfT, and positive gains in student achievement (Tyler & Kane, 2010). Additionally, the teaching criteria are aligned to the RIPTS and RIESS, adopted by the Rhode Island Board of Regents in 2009 to ensure that educator effectiveness is measured against research based standards of practice expected of all RI educators. The Levels of Performance have been revised to include the terminology established by the state of ineffective, minimally effective, effective, and highly effective. The incorporation of research-based standards of practice further ensures that this model meets RIESS criteria.

The Framework for School Leaders
The *Framework for School Leaders* (FSL) and its respective Descriptors of Practice and levels of Performance is based upon the national Interstate Leadership Licensure Consortium (ISLLC) and aligned to the Rhode Island Standards for Educational Leadership. The use of such standards and measures of performance ensures that assessments of school leaders' practice are based upon valid criterion. The use of a range of student achievement data will aide in the assessment of a school leader's effectiveness, and when used with the FSL criteria, will validate the assessment of a school leader's practice. On-going quality training for evaluators and school leaders will ensure that the

evaluation system will be implemented fairly and reliably and fully adhere to the Rhode Island Department of Education Evaluation System Standards (RIESS).

The criteria for school leaders are aligned to the Standards for Educational Leadership in Rhode Island, adopted in December 2008 to ensure that Rhode Island school leaders are held to high standards that articulate the knowledge, skills and dispositions necessary to be an effective school leader. In addition to an evaluation of leadership effectiveness against the Standards for Educational Leadership in Rhode Island, criteria is included to assess all evaluators on their effectiveness in:

- Observing practice objectively against FfT criteria
- Interpreting evidence to determine accurate levels of effective practice
- Providing instructive feedback through collaborative conversations to promote professional growth

Differentiated Model of Supervision and Evaluation
In accordance with legislated statutes, the negotiated agreements between the local school districts and their respective union affiliates, the model recognizes and differentiates procedures and practices for non-tenured/first year, tenured professional educators and educators identified in need of intensive supervision. Procedures developed are intended to follow the intent and timelines of current locally negotiated agreements and state statutes as applicable.

Non-tenured educators and first year administrators will participate in a minimum of two formal observation cycles each year for the duration of the probationary period regardless of the area of focus. Educators whose practices are assessed to be less than effective will remain in a formal cycle of observation until their practices are assessed to be effective.

Multiple Measures of Professional Growth
The model is designed to be fair, credible and valid. To ensure a valid assessment of an educator's practice the use of multiple measures aligned with all domains are used to evaluate an educator's practice. The evaluation components that are aligned with the (Rhode Island Professional Teaching Standards) RIPTS and the Rhode Island Leadership Standards include:
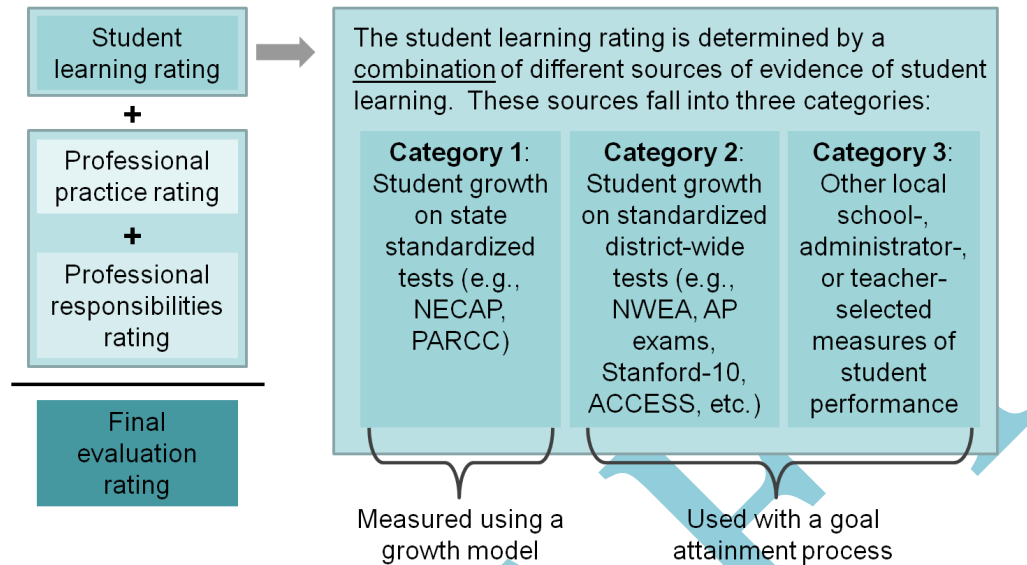
- Impact on student learning (student growth and academic achievement);
- Educator professional practice; and
- Demonstration of professional responsibilities and content knowledge

In addition to the use of multiple measures, the evaluation of educators' professional growth is linked to SMART goals, and areas of growth identified through ongoing feedback processes included in the model.

Multiple Measures of Student Achievement [this area will include the final decision around teacher and administrator expectations as determined by RIDE]
Multiple measures of student achievement, based on the Rhode Island Department of Education (RIDE) Model, will be linked to educator performance. Acceptable measures of student achievement include the following:

- Student growth on state standardized tests (e.g., NECAP, PARCC)
- Student growth on standardized district-wide tests (e.g., NWEA, AP exams, Stanford-10, ACCESS, etc.)
- Other local school-, administrator-, or educator-selected measures of student performance

The student learning rating is determined by a combination of different sources of evidence of student learning. These sources fall into three categories:

| Category 1: Student growth on state standardized tests (e.g., NECAP, PARCC) | Category 2: Student growth on standardized district-wide tests (e.g., NWEA, AP exams, Stanford-10, ACCESS, etc.) | Category 3: Other local school-, administrator-, or teacher-selected measures of student performance |

Student learning rating + Professional practice rating + Professional responsibilities rating = Final evaluation rating

Measured using a growth model

Used with a goal attainment process

Professional Growth through Ongoing Feedback; Formative and Summative Assessments

The Educator Profile of Practice Linked to Student Achievement model promotes both formative assessment and summative evaluation of an educator's practice over a 3-year period during which an evaluation of educator's practice is completed each year.

The objective of formative assessment is to improve professional practice. This is best achieved when professionals take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching and leadership practices, and specific feedback from peers, parents, students, and supervisors. All feedback is based upon the applicable standards of teaching and leadership.

The objective of summative evaluation is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of educator effectiveness, and provides objective, evidence-based judgments about professional practice. A comprehensive evaluation system includes both formative assessment and summative evaluation methods in order to ensure the use of multiple measures of professional growth.

The annual evaluation makes up 49% of the overall rating of teacher effectiveness. The remaining 51% of the annual evaluation is attributed to student achievement using multiple measures in accordance with RIDE guidelines.

SMART Goals

SMART (**S**pecific, **M**easureable, **A**ttainable, **R**esults oriented, **T**ime bound) goals are used in strategic planning by businesses and government and are used in education to

help improve student achievement. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard. Each year educators will develop SMART goals based on information gathered from the self-assessment and the analysis of student data. Educators are expected to formulate a plan for attaining the SMART Goal(s) and will meet with an evaluator to review and approve the goal(s). One end-of year reflection will be written to synthesize the learning that has occurred for both the educator and the students. Each yearly summative evaluation will include an assessment of the SMART Goal(s) using Component 4g as the scoring guide.

E-Portfolio for Evaluation of Non-observed Areas of Professional Practice
Each year both non-tenured/first year, and tenured educators will participate in the development of SMART goals, which will be evaluated annually. The educator will develop an E-Portfolio that includes evidence of the educator's professional growth in the Domain(s) of focus and the relationship to student achievement. The evidence selected for the E-Portfolio should include an analysis of data that demonstrates both educator and student growth. For example, an analysis of student writing from the beginning, middle, and end of the school year could describe the growth students achieved in targeted writing skills. Additionally, an educator might analyze the difference between a self-assessment in FfT Domain 1f or FSL Standard 2d from the fall to the spring and include samples of educator-generated assessments that demonstrate growth in the development of assessments and the student work that resulted.

The purpose of the e-portfolio is to provide tangible evidence of the educator's efforts to improve student achievement through improved professional practice. The e-portfolio should be a carefully constructed collection of artifacts that analyze the various factors that contributed to the improved teaching and learning and the attainment of the educator's SMART Goals. The district will develop a process for the review and evaluation of e-portfolios and will designate who is responsible for the annual evaluation of e-portfolios in the district, such as a Peer Review Panel. The educator will receive feedback on the e-portfolio for future professional development and new SMART Goals.

The following table denotes required documentation as well as other optional measures for each Area of Focus.

Planning for Student Impact	Application In Instruction	Professional Responsibilities
Formative Measures: • Analysis of student data* • Self-Assessment on all 4 Domains of the FfT* or all 6 Standards of the FSL* • SMART Goals* • Student feedback* • Administrative Observation • Coaching/Mentoring • Professional Learning • Parent feedback	**Formative Measures:** • Analysis of student data* • Self-Assessment on all 4 Domains of the FfT* • SMART Goals* • Peer Observation • Coaching/Mentoring • Professional Learning • Student feedback • Parent feedback	**Formative Measures:** • Analysis of student data* • Self-Assessment on all 4 Domains of the FfT* or all 6 Standards of the FSL • SMART Goals* • Peer Collaboration* • Parent Feedback* • Professional Learning* • Administrative Observation • Coaching/Mentoring • Student feedback
Summative Measures: • Evaluation of educators' Planning for Student Impact through documentation in E-portfolio and attainment of Smart Goals)* (Domain 1-FFT; Standard 1-FSL) • Expert peer or administrator observation* • IF non-tenured/first year administrator, 2 formal observation cycles*	**Summative Measures:** • Two formal observation cycles conducted by supervising administrator* • Evaluation of educators' Application in Instruction through formal observation cycles and documentation in E-portfolio and attainment of Smart Goals (Domains 2 & 3-FfT; Standards 2 & 3- FSL)*	**Summative Measures:** • Evaluation of educators' Professional Responsibilities through documentation in E-portfolio and attainment of Smart Goals* (Domain 4-FfT; Standards 4, 5, 6-FSL) • Expert peer or administrator observation • IF non-tenured/first year administrator, 2 formal observation cycles*

Indicates requirements

Incentives and Interventions <mark>NOT NECESSARY FOR YR 1 RIDE APPROVAL</mark>
Each Focus Area of the evaluation process is designed to promote educator growth and student achievement through a different emphasis and in a differentiated manner. Additionally, each Focus Area requires educators be evaluated annually against the criteria of the *Framework for Teaching* or the *Framework for School Leaders*. This evaluation model allows for certified, expert peer review panels and/or internal evaluators to determine support structures as well as incentives based on overall performance levels.

Educators who demonstrate *Effective* and *Highly Effective* performance may be eligible for consideration for leadership roles in the school such as:
• Peer Assistance and Review Consultant or Panel Member (PAR)
• Mentor
• Instructional Coach

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- Model Classroom
- Professional Learning Community Facilitator
- Department/Team Leader
- Assessment Leader
- Other school or district based roles

A district that has determined, through the evaluation process, that an educator's performance is Highly Effective may establish a differentiated approach to the evaluation cycle in subsequent years. If a differentiated approach is established, the student performance of the highly effective educator will still be evaluated each year in accordance with RIDE guidelines. In lieu of the Planning for Student Impact year, the highly effective educator may spend two years in Professional Responsibilities being assessed in the role of a peer evaluator, instructional coach, or other position of professional leadership in the district. All educators will participate in the Application In Instruction observation processes at least once every three years.

Conversely, educators who demonstrate *Minimally Effective* performance will be supported through any of the following systems incorporated into the districts professional growth and support model:
- Peer Assistance and Review (PAR)
- Mentor
- Instructional Coach
- Supervising Administrator
- Targeted Professional Development
- Classroom observations for formative feedback
- Other school or district interventions

A district that has determined, through the evaluation process, that an educator's performance is Minimally Effective or Ineffective, will not serve in a leadership role until such time that s/he is evaluated as Effective or Highly Effective. School leaders who are determined through the evaluation process to be Minimally Effective or Ineffective, will be reassigned by the central office until such time that s/he is evaluated as Effective or Highly Effective.

Teachers or administrators who are assigned to a different position/grade level, etc. will be provided on-going support to grow in the new position.

Educators who demonstrate *Ineffective* performance will be put on an Intensive Assistance and Supervision Plan in accordance with negotiated agreements between the district and individual teacher unions

Educators whose practice has been evaluated as Ineffective will be required to:
- Engage in a professional improvement plan
- Achieve all objectives of the improvement plan within the specified time period
- Demonstrate a level of improved effectiveness at the targeted benchmark level of performance by

- Participate in structured interventions until performance has met the targeted level of performance
- Engage in professional development activities as agreed upon to meet the targeted area(s) of improvement
- Fulfill all requirement of the Intensive Assistance Plan until such time as it has been determined that the performance has achieved the targeted level of improvement.
  - Structured interventions include but are not limited to:
    - Coaching
    - PAR
    - Mentoring
    - Direct supervision of practice

When an educator's practice is assessed as ineffective, supervising evaluators and district administrators have the responsibility to
- Identify specific areas of instructional improvement relative to specific domains and components of the FfT/FSL criteria
- Identify and specify benchmarks, targeted levels of performance that must be achieved as a result of the improvement plan
- Develop specific timelines for improving practice to reach a targeted level of performance
- Engage in multiple informal and formal observations by supervisor, peer, coach, and/or mentor for the purpose of assessing improvement in practice
- Inform the educator of the specific dates on which decisions relative to tenure, continued placement in the Intensive Assistance Plan, removal from the plan, or termination will be made.

Three-year evaluation cycle areas of focus
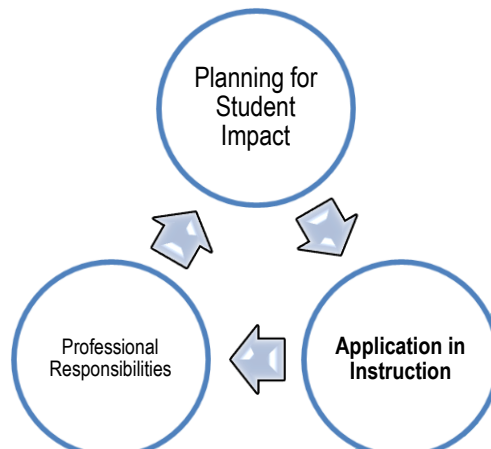
Only after an educator's practice is assessed as *effective* or *highly effective* will he/she be placed in the three-year cycle of evaluation. During this cycle, the educator's yearly evaluation will assess yearly goal setting, and the impact of his/her instruction on student achievement using the RIDE guidelines. In addition, an in-depth, yearly evaluation of the educator's practice in the specific focus area will be completed. The three focus areas are 1) Planning for Student Impact, 2) Application in Instruction, and 3) Professional Responsibilities.

Promoting professional growth
The model promotes a culture that supports professional growth. During each year the educator will engage in a process of self-assessment, goal setting, and professional development planning related to the specific area of focus. Formative assessment practices such as, but not limited to: certified, expert peer and evaluator observations, self-assessment, coaching, mentoring, and student assessments will provide support to professional growth processes.

To further this connection to professional growth and student achievement, educators will connect their professional growth SMART goals to specific instructional strategies that they will identify and incorporate into their daily practice. The strategies will target student needs related to the achievement data, self-assessment of practice, and any school-wide goals for improved student achievement. During the Application In Instruction year, activities may include, but are not limited to formal and informal observations by certified, expert peers and evaluators who will provide the educator with feedback on the degree to which the targeted instructional strategies are being implemented in the classroom, and the students' learning in response to those strategies. An educator could also include observations of practice as part of any yearly goal setting process as a method to receive formative feedback related to his/her instructional adjustments.

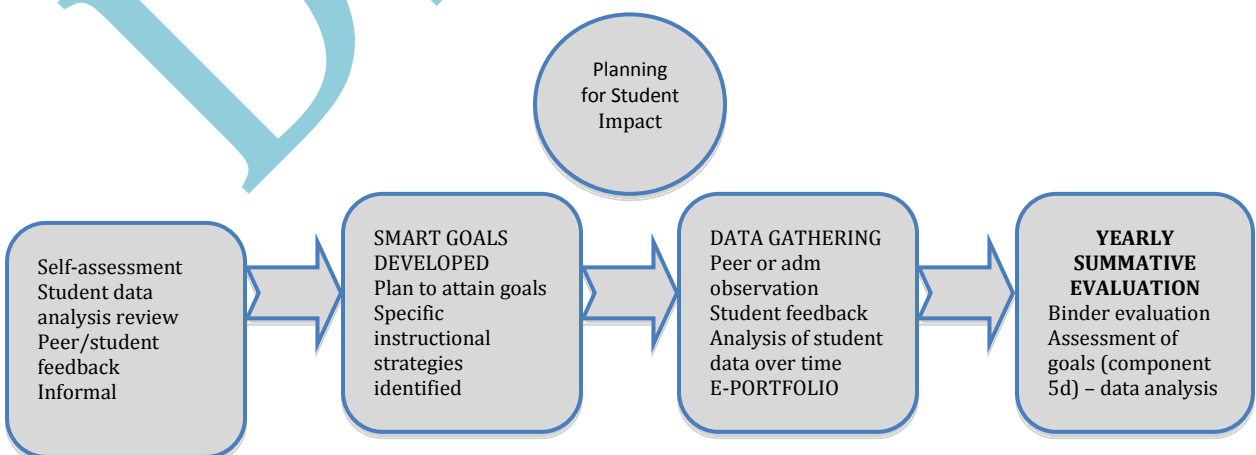***Yearly evaluation of an educator's impact on student achievement***
This model is intricately linked to student achievement. During each year student achievement data, both state student assessments and local district student assessments, will be analyzed as part of the goal-setting process and evaluation, as required by the RIDE. Specific data will be selected to measure student growth over time during the yearly evaluation period, and to provide validation that the educator's goals have impacted student learning, and thus have been attained.

Each year of the cycle, an educator's practice will be assessed as Ineffective, Minimally Effective, Effective, or Highly Effective in this model and a yearly summative evaluation of his / practice will be completed. The yearly cycle determination of effectiveness will be based upon a two point measurement of the educator's total rating as assessed against the components and elements of the FfT or FSL. The educator's total points will be compared against the total possible points that could be attained at the effective level of practice. The two measurement points must fall within the required range determined to represent effective practice. To be determined Effective or Highly Effective 1) the total score must fall within .7 correlation of the master score, and 2) the total score must not be less than +/- 5 points of the effectiveness total.

In accordance with Rhode Island Department of Education (RIDE) regulations, an educator will receive a summative evaluation of his/her practice (relative to the specific area of yearly focus) at the conclusion of each year. This yearly summative rating of an educator's practice will provide the 49% score for the multiple measures of educator's evaluation. This score will be combined with the RIDE 51% assessment of student measures to determine the overall rating of educator effectiveness.

Overviews of the three focus areas

Focusing on Planning for Student Impact – flowchart

Planning for Student Impact

Self-assessment
Student data analysis review
Peer/student feedback
Informal

SMART GOALS DEVELOPED
Plan to attain goals
Specific instructional strategies identified

DATA GATHERING
Peer or adm observation
Student feedback
Analysis of student data over time
E-PORTFOLIO

YEARLY SUMMATIVE EVALUATION
Binder evaluation
Assessment of goals (component 5d) – data analysis

PLANNING FOR STUDENT IMPACT

In this year, the evaluation includes a focus on Planning (Domain 1 of FfT and Standard 1 of FSL). The evaluation will be based on growth in Domain 1 and the degree to which the professional educator has attained the established SMART goals. The SMART Goals will detail how instruction will change to improve student learning based upon student achievement data or other data collection sources. Through observation by and collaboration with certified evaluators, expert peers, mentors, coaches, evaluators, and feedback from peers and students, the professional educator will compile an [E-]portfolio to demonstrate both professional growth and student growth.
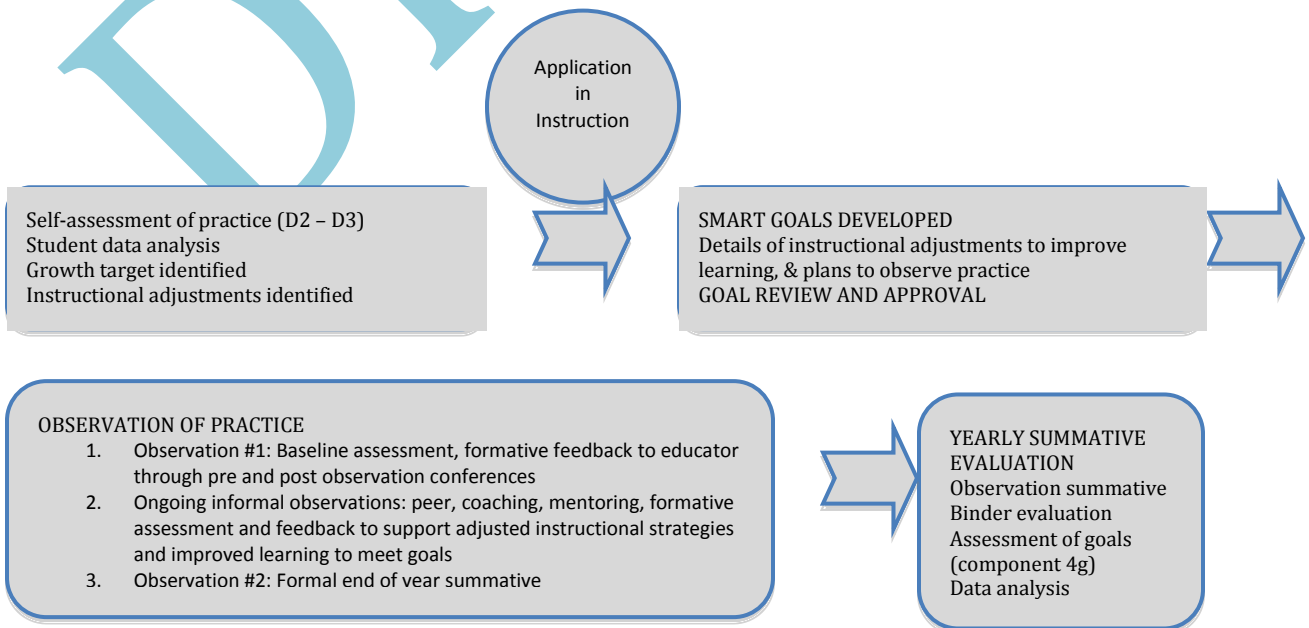
The following formative activities will be included in the PLANNING year:

- Self-assess practice using the Descriptors of Practice for all Domains of the FfT and all Standards of the FSL
- Analyze student data
- Establish targets for educator and student growth based upon the student data, district objectives, and personal improvement goals from previous assessments of practice
- Set SMART goals
- Engage in formal and information observations by certified, expert peers and/or evaluators
- Participate in ongoing conferences to discuss the selected growth goals, measurement of the goals, and feedback on the professional growth plan
- Reflect on SMART Goal progress

The summative evaluation during the Planning year will be conducted through the review of the [E-]portfolio containing the following:

- Analysis of the impact the formative activities had on teacher and student growth

Focus on Application In Instruction - flowchart

Application in Instruction

Self-assessment of practice (D2 – D3)
Student data analysis
Growth target identified
Instructional adjustments identified

SMART GOALS DEVELOPED
Details of instructional adjustments to improve learning, & plans to observe practice
GOAL REVIEW AND APPROVAL

OBSERVATION OF PRACTICE
1. Observation #1: Baseline assessment, formative feedback to educator through pre and post observation conferences
2. Ongoing informal observations: peer, coaching, mentoring, formative assessment and feedback to support adjusted instructional strategies and improved learning to meet goals
3. Observation #2: Formal end of year summative

YEARLY SUMMATIVE EVALUATION
Observation summative
Binder evaluation
Assessment of goals (component 4g)
Data analysis

APPLICATION IN INSTRUCTION

In this year, the professional educator evaluation will be based upon observations of their practice, their Application In Instruction (Domains 2 & 3- FfT and Standards 2 & 3-FSL). The evaluator will assess the degree to which the targeted instructional strategies are impacting student learning and provide feedback to the educator. The evaluator will write a single summative assessment to reflect the growth in teacher practice over the course of the year and the degree to which the professional educator has attained the established SMART goals.

The following formative activities will be included in the APPLICATION year:

- Self-assess practice using the Descriptors of Practice for all Domains of the FfT and all Standards of the FSL
- Analyze student data
- Establish targets for teacher and student growth
- Set SMART goals that detail how instruction will change to improve student learning
- Participate in the observation cycle including both formal and informal observations, pre and post observation conferences

Professional educators will participate in at least two formal observation processes. Each will include:
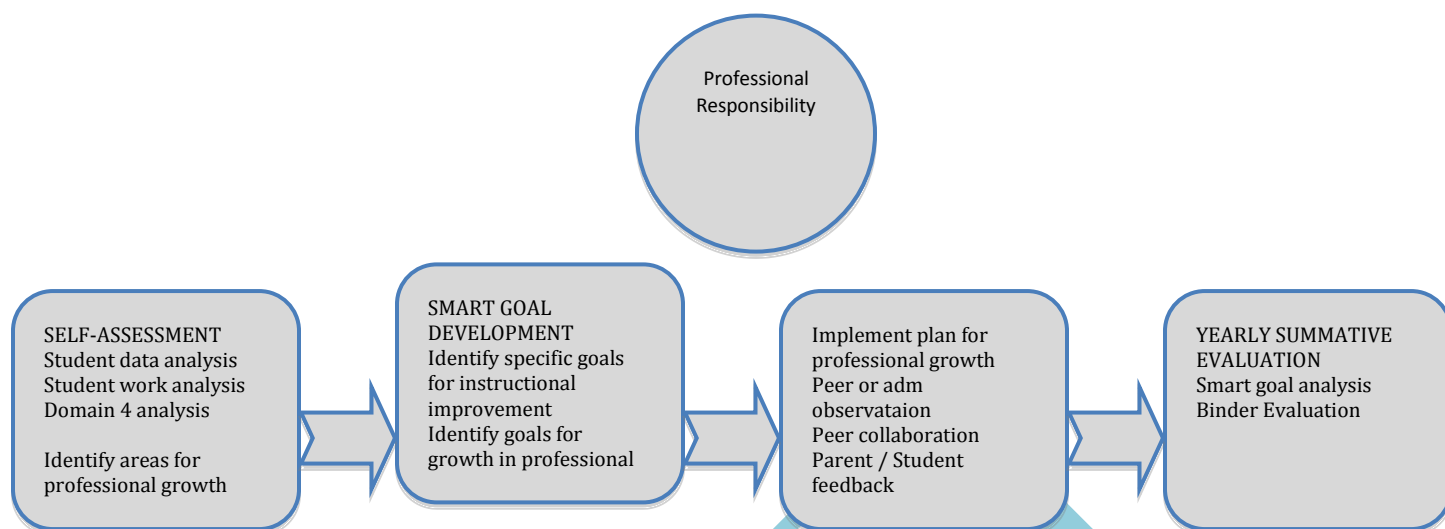- Pre-observations conferences
- Classroom observations or school observations for school leaders
- Post-observation/reflective conferences
- Informal observations by an evaluator

The summative evaluation during the Application in Instruction year will consist of:
- Analysis of the impact the formative activities had on educator and student growth as evidenced in the e-portfolio
- Analysis of the degree to which the targeted instructional strategies are impacting student learning
- Analysis of the educator's practice against the criteria through the formal observation process

The evaluator will write a single summative assessment to reflect the growth in educator practice over the course of the year and the degree to which the professional educator has attained his/her established SMART goals.

Focus on Professional Responsibility - flowchart

Professional
Responsibility

| SELF-ASSESSMENT | SMART GOAL DEVELOPMENT | Implement plan for | YEARLY SUMMATIVE |

SELF-ASSESSMENT
Student data analysis
Student work analysis
Domain 4 analysis

Identify areas for
professional growth

**SMART GOAL
DEVELOPMENT**
Identify specific goals
for instructional
improvement
Identify goals for
growth in professional

Implement plan for
professional growth
Peer or adm
observataion
Peer collaboration
Parent / Student
feedback

**YEARLY SUMMATIVE
EVALUATION**
Smart goal analysis
Binder Evaluation

PROFESSIONAL RESPONSIBILITES
During this year the evaluation of the professional educator will include a focus on
Professional Responsibilities (Domain 4-FfT and Standards 4, 5, 6-FSL) and the degree
to which the professional educator has attained the established SMART goals. The
SMART goals will detail how instruction will change to improve student learning.
Feedback from the summative evaluation will be used to inform professional
development selections and feedback from parents will be used to analyze effective
teaching/leadership practices that meet student needs. The professional educator will
compile an [E-]portfolio to support both professional growth and student growth.

The following formative activities will be included in the PROFESSIONAL
RESPONSIBILITES year:

- Self-assess their practice using the Descriptors of Practice in all Domains of the FfT
  and all Standards of the FSL
- Analyze student data
- Establish targets for teacher and student growth
- Set SMART goals
- Observations by certified, expert peers and/or evaluators
- Compile an [E-]portfolio of practice relative to domains 4 and 5 of the FfT, and 4, 5,
  and 6 of the FSL that provides evidence of professional responsibilities, growth,
  collaboration and leadership
- Reflect on SMART Goals progress

The summative evaluation during the Professional Responsibilities year will be
conducted through the review of the e-portfolio containing the following:
- Analysis of the impact the formative activities throughout the three year cycle has had
  on educator practice and student growth

District Responsibilities

In accordance with the RIDE Evaluation System Standards, school district leaders, in addition to their responsibilities related to the observation and evaluation of the professional educators in their schools, have the responsibility to ensure that structures, policies, protocols and supports are in place to support the comprehensive model of educator evaluation.

Consortium member districts will be responsible to do the following:
- Establish a district evaluation committee representative of teachers, administrators, and para-educator / support personnel evaluated through the use of the comprehensive model.
- Ensure that structures are in place to allow the evaluation committee to meet regularly to carry out the committee's responsibilities.
- Ensure that infrastructure is adequate to support the evaluation committee's work
- Provide technical support related to the gathering and reporting of student achievement data used to assess student growth over time
- Provide technical support related to the development of e-portfolios
- Implement systems necessary to maintain data about teacher, classroom, and course evaluation that can be reported to RIDE
- Develop and present policy for adoption at the school district level to support this model including administrative procedures, roles, and responsibilities
- Establish processes for communicating the evaluation system to all personnel, including a handbook and on-going support for understanding the expectations of the model [e.g. annual orientations, mentoring, etc.]
- Provide training for all evaluators to ensure objective, accurate, and consistent judgments

Responsibilities of the district evaluation committee
- Establish processes for the development of performance goals for all groups within the district, such as departments, teams, schools, etc.
- Analyze student data to determine professional development priorities
- Analyze educator evaluation trends and patterns to determine district-wide professional development activities
- Create a comprehensive professional development plan based on an aggregate data gathered from annual educator evaluations and the review of student data
- Develop and implement procedures to report teacher evaluation results, trends, and patterns to comply with RIDE requirements
- Identify and acknowledge exemplary educators' practices in the district
- Ensure that district support is provided for educators who have been rated as ineffective or minimally effective [e.g. PAR]
- Complete annual assessment of the evaluation system and adjust as appropriate
- Act as a judicial body, establish and communicate a process through which an educator can appeal any decision made by his/her evaluator.

Peer Assistance and Review (PAR)

A peer assistance program will be established as a component of this model. The PAR program will provide internal evaluators, and peer support for non-tenured and teachers in need of assistance. Only teachers whose practice is assessed at the Effective and Highly Effective levels will be elegible to be PAR observers and support providers. The PAR component will be finalized during the baseline year(s), and implemented after all PAR participants are identified, trained, and certified.

Appendices

Procedures for Observation Cycles for Non-tenured and Tenured Professional Educators

Procedures for Observation of Tenured - Professional Educators

Procedures for Intensive Assistance and Supervision

Procedures for the development of SMART Goals

Educator Goal Statement (page)

Educator Goal Progress / Reflection (page)

Professional Growth Plan Summary Report – form (page)

Pre-observation conference agenda (page)

Post-observation conference agenda (page)

Reflection questions for the teacher (page)

Lesson Plan Template (page)

Observation Summary (page)

Yearly Summative Evaluation (page)

Resources for Goal Development: SMART GOALS (pages)

Operational Definitions / Glossary (page)

Framework for Teaching - Element Level Rubrics; Evidence Recording forms

Framework for Teaching – Rubrics for Specialists

Standards for School Leaders (attachment)

Appendix A

Observation Cycles for Non-tenured and Tenured Professional Educators

Procedures for Observations
And
Summative Evaluation Form for the Application in Instruction Cycle

Procedures for Observation Cycles for Non-tenured* and Tenured Professional Educators**

Responsibilities and Timelines

EDUCATOR RESPONSBILITY	Date completed	EVALUATOR RESPONSIBILITY	Date completed
		Notification of Formal Observation Cycle	
Meet to review SMART Goals		Meet to review SMART Goals	
1st Observation cycle			
Participate in pre-observation conference		Facilitate pre-observation conference	
Prepare materials / lesson plans for observation		Complete Formal Observation	
		Complete minimum of two informal (unannounced) observations	
Complete reflection on lesson within 24 hours of observation		Facilitate post-observation conference	
		Complete 1st observation cycle	
2nd Observation cycle			
Participate in pre-observation conference		Facilitate pre-observation conference	
Prepare materials / lesson plans for observation		Complete Formal Observation	
		Complete minimum of two informal (unannounced) observations	
Complete reflection on lesson within 24 hours of observation		Facilitate post-observation conference	
		Complete 2st observation cycle	
Complete SMART goals and E-Portfolio		Complete end of year summative evaluation	

*Non-tenured educators follow this cycle of observation throughout their three year probationary period, or until their practices are assessed as effective.
**Tenured educators whose practices are assessed as effective participate in this cycle during the Application in Instruction year of the cycle.
**Tenured educators whose practices are assessed as less than effective remain in this cycle each year, until their practices are assessed to be effective.

Observation Cycles for Non-tenured and Tenured Professional Educators - Procedures

Observation of non-tenured Professional Educators

Non-tenured professional educators will participate in two complete *formal observation cycles* each year of probationary status. Probationary status will last for three years upon being hired by the district, or until the teacher's practices are assessed to be at the effective level of performance.

Each formal observation cycle will consist of a pre-observation conference, classroom observation of practice (formal and informal), and a post-observation/reflection conference. For non-tenured educators, a summative evaluation report will be filed at the end of each observation cycle.

To prepare for the pre-observation conferences, educators will submit a lesson plan containing information aligned with the *Framework for Teaching/RIPTS* components and elements, demonstrating their knowledge and competencies relative to lesson preparation and planning. Evaluators will facilitate a pre-conference following an established agenda to ensure all educators have equitable opportunities to discuss and explain instructional planning, intended delivery of instruction and assessment, and knowledge of students, including student growth & achievement. The agenda is provided to help educators prepare for the pre-observation conference. At the conclusion of the pre-observation conference the evaluator and educator will establish times and schedules for the classroom observations.

The classroom observation will be completed by the evaluator, during which he/she will observe practice, collect objective evidence of practice, and align the evidence to specific components and elements of the *Framework for Teaching/RIPTS*. The evaluator may identify questions to discuss with the educator during the post-observation conference. Within two days following the classroom observation the evaluator will share the evidence collection with the educator and schedule a post-observation conference to be held with ten (10) school days of the classroom observation.

The post-observation conference will be facilitated by the evaluator and will follow an established agenda. Reflection questions are provided to assist educators in preparing for the post-observation conference, as well as the agenda for the post-conference. During the post-conference the educator will discuss his/her reflection on the lesson's effectiveness and student learning, and the evaluator will seek answers to any questions that were identified during the observation. The educator and evaluator will review the collected evidence of the educator's practice together, including evidence of student growth and achievement / student work samples, and align the evidence with the *Framework for Teaching* rubrics by highlighting descriptors from the rubric that best fit the evidence collected. (The educator and evaluator may do this individually, and then compare alignment, or this may be done collaboratively). They will work to reach agreement on the evidence and level of performance to be used in the observation report, with the evaluator having final determination of the level of performance. The evidence and level of performance will be used to discuss areas of strength and areas for future growth.

In addition to the formal, announced observations of an educator's practice, the assessment of a non-tenured educator's practice will include a minimum of two informal, unannounced observations of practice completed prior to the yearly evaluation completion date.

Following the second post-observation conference and the completion of informal observations the evaluator will prepare a formal, summative Evaluation Report, which will be submitted to the educator for signature and comments, and filed in accordance with district procedures.

Date	Action	Responsibility
September 30	Notification of Formal Observation Cycle	Evaluator
October 15	Meet to Review SMART Goals and processes	Evaluator Educator
January 15	Completion of first Formal Observation Cycle	Evaluator Educator
April 15	Completion of second Formal Observation Cycle	Evaluator Educator
April 15	Completion of Informal Observations	Evaluator
April 30	Completion of Summative Evaluation	Evaluator
June 1	Completion of SMART Goals and E-portfolio	Evaluator Educator

Observation timelines for probationary (non-tenured) professional staff

NOTE: the observation cycle as explained does not prohibit evaluators from conducting informal observations throughout the three year evaluation cycle.

Procedures for Observation of Tenured Professional Educators

Tenured professional educators whose practices are assessed at the effective level of performance will be observed during the Application In Instruction evaluation cycle. Tenured educators whose practices are assess as the less than effective level of performance will remain in the Application in Instruction year of the cycle until their practices are assessed to be at the effective level.

During each year of the cycle tenured educators will participate in the development and completion of SMART Goals aligned with the procedures and priorities of the Planning for Student Impact and Professional Responsibilities areas of focus as appropriate.

During the Application In Instruction year tenured educators will participate in two complete *observation cycles*. Each observation cycle will consist of a pre-observation conference, classroom observation of practice, and a post-observation conference. One summative evaluation report will be filed at the end of year, summarizing the observed growth and results of each formal observation cycle.

To prepare for the pre-observation conference, educators will submit a lesson plan containing information aligned with the *Framework for Teaching/RIPTS* components and elements, demonstrating their knowledge and competencies relative to lesson preparation and planning. Evaluators will facilitate a pre-conference following an established agenda to ensure all educators have equitable opportunities to discuss and explain instructional planning, intended delivery of instruction and assessment, knowledge of students, and knowledge of student growth and achievement. The agenda is provided to help educators prepare for the pre-observation conference. At the conclusion of the pre-observation conference the evaluator and educator will establish times and schedules for the classroom observations.

The classroom observations will be completed by the evaluator, during which he/she will observe practice, collect objective evidence of practice, and align the evidence to specific components and elements of the *Framework for Teaching*. The evaluator may identify questions to discuss with the educator during the post-observation conference. Within two days following the classroom observation the evaluator will share the evidence collection with the educator and schedule a post-observation conference to be held within ten (10) school days of the classroom observation.

The post-observation conference will be facilitated by the evaluator and will follow an established agenda. Reflection questions are provided to assist educators in preparing for the post-observation conference, as well as the agenda for the post-conference. During the post-conference the educator will discuss his/her reflection on the lesson's effectiveness and student learning, and the evaluator will seek answers to any questions that were identified during the observation. The educator and evaluator will review the collected evidence of the educator's practice together, including student work that provides evidence of how the lesson addresses the identified student needs from the review of student achievement data. Evidence will be aligned the components and elements of the *Framework for Teaching/RIPTS* rubrics by highlighting descriptors from the rubric that best fit the evidence collected. (The educator and evaluator may do this individually, and then compare alignment, or this may be done collaboratively). They

will work to reach agreement on the evidence and level of performance to be used in the observation report, with the evaluator having final determination of the level of performance. The evidence and level of performance will be used to discuss areas of strength and areas for future growth.

In addition to the formal, announced observations of an educator's practice, the assessment of a tenured educator's practice will include a minimum of two informal, unannounced observations of practice completed prior to the yearly evaluation completion date.

Following the second post-observation conference and the completion of informal observations the evaluator will prepare a formal, Summative Evaluation Report which will be submitted to the teacher for signature and comments, and filed in accordance with district procedures.

Date	Action	Responsibility
September 30	Notification of Formal Observation Cycle	Evaluator
October 15	Meet to Review SMART Goals and processes	Evaluator Educator
January 15	Completion of first Formal Observation Cycle	Evaluator Educator
May 1	Completion of second Formal Observation Cycle	Evaluator Educator
May 1	Completion of Informal Observations	Evaluator
May 15	Completion of Summative Evaluation	Evaluator
May 15	Completion of SMART Goals and E-portfolio	Evaluator Educator

Observation timelines for tenured professional staff

NOTE: the observation cycle as explained does not prohibit evaluators from conducting informal observations at any time throughout the three year evaluation cycle.

Educator's Name: _____Grade Level/Subject Taught: _____
Evaluator: _____ Date: _____

Agenda and Meeting Notes

Instructional Outcomes

What instructional objectives and learning outcomes are the focus of this lesson?

- Which GLEs & GSEs will be addressed? (Planning and Preparation, 1c)

How has student achievement data informed your instruction, and how does this lesson specifically address the needs identified from a review of the data? (1c, 1f)

What do you want students to learn? (Planning and Preparation, 1c)

How will they demonstrate what they have learned?

- Demonstrate attainment of the GLE / GSE? (Planning and Preparation, 1f)

How does the lesson fit into a sequence of learning? (pre-requisite / post requisite requirements) (Planning and preparation 1c)

How do you plan to engage students in the content? What will you do? What will the students do? (1c, 3c)

What accommodations will be made to address specific student needs? How will you differentiate instruction?

What assessments will be used? (Planning and Preparation, 1f)

How will you use the results of assessment to adjust instruction? (1f)

How will you expect the instructional adjustments you make improve student learning? (1f)

Schedule date / time for the class observation

Observation date: _____   Time: _____

Designing Coherent Instruction (1e)– Review of the Lesson Plan

Discussion: Lesson to be observed (1a: knowledge of Content/Pedagogy; 1c: Setting Instructional Outcomes; 1e: Designing Coherent Instruction; 1f: Designing Student Assessments)
- *General discussion of curriculum unit & lesson to be observed.*
- *Standards being addressed, instructional goals, methods to be employed, assessment methods*
- *Review of the lesson plan, learning activities, materials and resources, assessments, other information.*

Observing Professional Practice in Domain 4.

Review the components in Domain 4 of the FfT, Professional Responsibilities.

Identify opportunities for formal observation of practice in Domain 4
- Grade level team meetings
- Critical Friends Group meetings
- Professional Development involvement / leadership
- Communication with colleagues
- Coaching / Mentoring of colleagues

Domain 4 observation(s): _____   Date(s) _____
Domain 4 evidence will be gathered and assessed using the FfT Descriptors of Practice as used for domains 1, 2, & 3.

Informal observations of practice in Domain 4 are ongoing.

Post-observation Conference

Educator's Name: _____ **Grade Level/Subject Taught:** _____

Evaluator: _____ **Date:** _____

Agenda and Meeting Notes

Review / discuss reflection questions (4a: Reflecting on Teaching; RIPTS 10)
- *Teacher will have the reflection form and evidence to review prior to the conference*
- *Lesson plans and lesson artifacts (materials, assessments, etc.) may be presented by the educator*

Discuss evidence that shows how the students were cognitively engaged in the work. What level of engagement is suggested from the analysis of the evidence? (3b: Questioning and Discussion Techniques, 3c: Engaging Students in Learning, 3d: Assessing Student Learning; RIPTS standard 5)

Discuss steps taken by the teacher to ensure that all students, including students of color, special need students, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson. (3b: Questioning, 3c: Engaging Students in Learning, 3d: Assessing Student Learning; RIPTS 5 & 9)

How do you anticipate your students' achievement data to be impacted as a result of your lesson? (1f: Designing Student Assessments; 3d:Using Assessment in Instruction; RIPTS 9)

Review / discuss evidence collected in the lesson and collaboratively identify levels of performance for the observed lesson.

Review / discuss areas for growth and any applicable recommendations (This may be in reference to the SMART Goals) (4e: Growing and Developing Professionally; RIPTS 10)
Discussion
- *What strategies might help the educator achieve his/her goals?*
- *What strengths were observed in the lesson that present opportunities for additional growth?*
- *What resources or supports would help students achieve or support the teacher's work?*

Other:

Reflection Questions (for educator)

Educator Name: _____ **Date:** _____

Date of Observation: _____

Educator should complete reflection questions prior to the post-observation conference.

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning; RIPTS 5 & 10)

How did you ensure that all students, including culturally and linguistically diverse students, students with special needs, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning; RIPTS 5 & 10)

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals; 1f: Designing Student Assessments; RIPTS 6 & 9)

How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction; RIPTS 2, 3, 4, 5, 6)

What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning; RIPTS 6)

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so how, and for what reason? (3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility & Responsiveness; RIPTS 10)

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching; RIPTS 10)

Are there other thoughts or evidence related to the lesson that you would like to share?

Lesson Planning Template

Educator name _____ **Grade Level** _____
Class to be observed _____ **Date / Time of observation** _____

Describe any unique characteristics of the class, and the students in the class, to be observed. (1b: Knowledge of students)
Consider the following:
- *Unique class or student characteristics / demographics*
- *Special needs consideration / class accommodations / ELL*
- *Any special considerations / information that an observer should know about*
- *Resources used in the class (school support personnel, community resources, etc.)*

State your instructional goals and objectives for this lesson. (1c: Selecting instructional outcomes). What do you expect students to learn, and how will they demonstrate their learning? Consider how your selected goals and plan will engage students cognitively and build understanding.

Outline [provide an outline] your instructional plan. (1e: Designing coherent instruction) How will you facilitate learning that engages the students cognitively throughout the lesson? What activities are designed? What instructional strategies are employed?

Describe your use of instructional groups to facilitate learning. (1e: Designing coherent instruction)

Materials / resources you will use in this lesson. (1e: Designing coherent instruction)

Assessment for and of learning. (1f: Designing assessments of learning) How will you assess student learning throughout the lesson (formative)? Describe any summative assessments to be used if applicable.

Observation Summary

Educator's name _____   School _____

Evaluator's name _____   Date _____

Educator status (check one):   Tenured _____   Non-Tenured _____

Check one: First Observation _____   Second Observation _____   Domain 4 Observation _____
_____

Summary of Observation - Assessment of Teaching Practice (Observations)

Date of observation: _____

Attach Evidence and Artifacts from the observation (e.g. lesson plans, materials, student work, other evidence presented by the teacher or gathered as part of the observation).

Overall assessment of practice:

Domain	IE	ME	E	HE
1: Planning / Preparation				
2: Environment				
3: Instruction				
4: Professional Responsibilities				

Effectiveness Score: _____

Areas of Strength:

Areas for Growth:

Summative Evaluation for <u>Application In Instruction</u> Year

Educator's name _____ School _____

Evaluator's name _____ Date _____

Educator status (check one):   Tenured _____ Non-Tenured _____

Evaluation(s): Observation _____   SMART Goals _____   Student Achievement _____

_____

1. Observations - Assessment of Teaching Practice

Date of first observation: _____

Date of second observation: _____

Date(s) of Domain 4 Observation(s) _____ _____

Overall assessment of practice:

Domain	IE	ME	E	HE
1: Planning / Preparation				
2: Environment				
3: Instruction				
4: Professional Responsibilities				

Effectiveness Score: _____

Areas of Strength:

Areas for Growth:

_____
2. Professional Growth – Assessment of E-Portfolio and Attainment of SMART Goals

Review and **attach** SMART goal(s), e-portfolio, teacher reflection(s) and Domain 5 Component 5c and 5d rubrics.

Overall assessment of e-portfolio:

Domain 5, Component 5c & 5d	IE	ME	E	HE
5c: Growing Professionally				
5d: Professional Development Goals				

Areas of Strength:

Areas for Growth:

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3. Student Achievement – Assessment of Student Achievement Data, Impact of Instruction on Student Learning

This section will be completed with information from RIDE describing how multiple measures will be incorporated into the overall assessment of teaching practice.

Educator signature _____   Date _____

Evaluator signature _____   Date _____

This summative evaluation will be filed in accordance to district policy with the following attachments:

- Descriptors of practice, summaries for Observation 1 and 2
- Descriptors of practice, summaries for Domain 4 observations
- Descriptors of practice, summaries of Domain 4, component 4g
- Teacher reflections
- Educator Goal Statements
- Educator Goal Progress / Reflection
- Yearly Summative Evaluation
- Student achievement data as required by RIDE

Appendix B

Planning for Student Impact Evaluation Cycle

Professional Responsibility Evaluation Cycle

SUMMATIVE EVALUATION FORM FOR

PLANNING FOR STUDENT IMPACT FOCUS YEAR
&
PROFESSIONAL RESPONSIBILITY FOCUS YEAR

Planning for Student Impact &
Professional Responsibilities Focus Evaluations

Responsibilities and Timelines

EDUCATOR RESPONSBILITY	Date completed	EVALUATOR RESPONSIBILITY	Date completed
		Notification of Formal Evaluation Focus Cycle	
Preparing for the evaluation of Planning for Student Impact cycle			
Self-assessment of practice Student data analysis review Gathers peer/student feedback Participates in informal observations		Completes informal / unannounced observations of practice	
DEVELOPMENT OF SMART GOALS Plan to attain goals, a measure progress Specific instructional strategies identified that will be implemented in the classroom			
Meet to review SMART Goals		Meet to review SMART Goals	
DATA GATHERING Peer or adm observation Student feedback Analysis of student data over time E-PORTFOLIO		Supports all teachers by providing professional learning opportunities aligned to goals	
Complete reflection that summarizes: -Goal attainment /professional learning -Learning that occurred, goals development for sub-sequent year		**YEARLY SUMMATIVE EVALUATION** Binder evaluation Assessment of goals (component 5d) – data analysis	
EDUCATOR RESPONSBILITY	Date completed	EVALUATOR RESPONSIBILITY	Date completed
Preparing for the evaluation of Professional Responsibilities cycle			
Ongoing participation in goal development, professional responsibilities		Notification of evaluation focus cycle	
SELF-ASSESSMENT Student data analysis Student work analysis Domain 4 analysis Identify areas for professional growth			
SMART GOAL DEVELOPMENT Identify specific goals for instructional improvement Identify goals for growth in professional		Observe professional practices as needed for domain 4 and 5: -professional collaboration / teams -leadership	
Meet to review SMART Goals		Meet to review SMART Goals	
Implement plan for professional growth Peer or adm observataion Peer collaboration Parent / Student feedback		YEARLY SUMMATIVE EVALUATION Smart goal analysis and evaluaton Binder Evaluation Evaluation of professional responsibilities domain 4	

- Non-tenured educators will not participate in these cycles until they are no longer in probationary status, and until their practices are assessed to be effective.
- Tenured educators whose practices are assessed as effective / highly effective participate in these cycles in two of the three years of the three year cycle.

Summative Evaluation for <u>Planning Student Impact & Professional Responsibility</u> Years

Educator's name _____ School _____

Evaluator's name _____ Date _____

Educator status (check one):   Tenured _____ Non-Tenured _____

Evaluation(s): SMART Goals _____   Student Achievement _____

_____

1. Professional Growth – Assessment of E-portfolio and Attainment of SMART Goals

Review and **attach** SMART goal(s), E-portfolio, teacher reflection(s) and Domain 5 Component 5a and 5d rubrics.

Overall assessment of E-portfolio:

Domain 5, Component 5c & 5d	IE	ME	E	HE
5c: Growing Professionally				
5d: Professional Development Goals				

Areas of Strength:

Areas for Growth:

---

2. Student Achievement – Assessment of Student Achievement Data, Impact of Instruction on Student Learning

This section will be completed with information from RIDE describing how multiple measures will be incorporated into the overall assessment of teaching practice.

Educator signature _____   Date _____

Evaluator signature _____   Date _____

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This summative evaluation will be filed in accordance to district policy with the following attachments:

- Descriptors of practice, summaries for Domain 4 observations (optional)
- Descriptors of practice, summaries of Domain 4, component 4g
- Teacher reflections
- Educator Goal Statements
- Educator Goal Progress / Reflection
- Yearly Summative Evaluation
- Student achievement data as required by RIDE

Appendix C

SMART GOALS

Procedures and forms for the development of yearly SMART Goals

Years 1, 2, & 3

Procedures for the Development and Attainment of yearly SMART Goals

Responsibilities and Timelines

EDUCATOR RESPONSBILITY	Date completed	EVALUATOR RESPONSIBILITY	Date completed

SMART Goals

SMART goals are used in strategic planning by businesses and government and are used in education to help improve student achievement. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.

A **SMART** Goal is as follows:

Strategic and Specific. Think of something to that needs to be improved. Make the objective *specific* by asking and answering the five "W" questions:
- Who – Identify who is involved.
- What – What is the desired outcome?
- Where – Identify the location.
- When – Specify the requirements and constraints.
- Why – List specific reasons why this will improve student learning.

Measurable. The success toward meeting the goals can be measured in student achievement. It answers the question - How?
- How will attainment of the goal be evidenced?
- How much?
- How often?
- How many?

Attainable. An attainable goal represents an objective toward which the professional is willing and able to work. It should push, but not break. These questions need to be asked:
- How will the goal be achieved?
- What are the possible barriers?
- Can the barriers be overcome? How?
- What resources and support are necessary to accomplish the goal?

Results Oriented / Relevant / Rigorous.
- What is the benefit of this goal? Why bother?
- Is this the right time to take on this goal?
- Is the goal related specifically to district/building goals?
- What must be achieved to move students from point A to point B?
- Does the goal represent *substantial* progress?
- Does the goal measure actual results?

Time Bound. Establish a time line for the goal. Make sure the time line is measurable and realistic.

Procedures for the development of SMART Goals

Step One: Completing a Self-Assessment of Practice
The first step in the development of SMART Goals is the completion of a self-assessment of practice using the criteria in the *Framework for Teaching* (FFT) (Danielson, 2007). Tenured and non-tenured educators will review the criteria of the FFT, and self-assess their practice using evidence to support their assessment. The supporting evidence will help to determine areas of strength and areas for growth.

Non-tenured educators will be supported in this process by their mentors, coaches, and evaluators. While they complete their self-assessment and develop their SMART goals, they will meet with their evaluator during the first observation cycle. The evaluator will share observation evidence with the probationary educator to assist the teacher with goal development.

Step Two: Analysis of Assessment Evidence and Student Achievement Data
After completing a self-assessment of practice, educators should analyze their self-assessment against formal observation evidence, as well as feedback from peers, students, and/or parents. Additionally, student achievement data, and school and district-wide goals for student achievement must be included in the analysis to determine precise goals for improved teaching and learning.

Step Three: Developing SMART Goals for Improvement
After the educator completes the self-assessment of practice and review of observation and student data, s/he will develop no more than three SMART goals for professional growth. The SMART goals will be aligned with the FFT indicating the domain, component, and element on which the educator's professional development and growth will focus.

Step Four: Developing a Plan of Action to Achieve the SMART Goal
Once SMART goals are developed, the educator will develop a plan of action to achieve the SMART goal, including methods to measure progress. The educator will describe how instructional practice will be changed or enhanced to increase student learning. The educator should be specific as to the instructional strategies that will be observed to analyze the degree of success and plan for revised implementation. The educator must also include a minimum of two points in time to assess student learning. Mentors, coaches, and evaluators will assist non-tenured educators in this process. Once the plan is completed, the educator will meet with the evaluator to discuss and approve the plan.

Step Five: Implementing the Plan of Action and Documenting Progress through an E-Portfolio
Once the plan is approved, the educator will work to complete the SMART goals, measure progress at a minimum of two points throughout the year, use feedback from various sources, and complete a year-end reflection of the plan. Evidence to support progress of both teacher growth and student growth will be documented in the E-Portfolio. The e-portfolio will be evaluated at the end of the school year using the rubric for component 4g of the Framework for Teaching and recorded on the Summative Evaluation form for the appropriate evaluation year.

EXAMPLES OF SMART GOALS

<u>Not a SMART Goal</u>
Students will improve their writing skills in English 9
<u>SMART Goal</u>
All English 9 students will improve their score on the writing standards rubric by at least one performance level by the end of the second term.

<u>Not a SMART Goal</u>
Communicate better with parents
<u>SMART Goal</u>
Produce a weekly electronic newsletter, with student input, to reach 90% of the parents.

<u>Not a SMART Goal</u>
Improve student scores in mathematics
<u>SMART Goal</u>
Improve students' understanding of geometry as measured by pre and post tests for each unit and the NWEA assessments [given twice during the school year].

<u>Not a SMART Goal</u>
Improve student attendance
<u>SMART Goal</u>
Through the use of Choice Theory as a counseling approach, reduce absenteeism and improve academic performance for ten chronically absent students as measured quarterly through attendance records, classroom assessments, and feedback from classroom teachers.

EXAMPLE of an Action Plan for a SMART Goal (Step 4)
Professional Responsibilities Year

SMART Goal:
By May 2011, all students will improve their writing by at least one level of
performance in the areas of Ideas, Organization, and Voice as measured through the
use of the 6-Traits Writing Rubric

Timeline:

Summer 2010	Attend week-long institute on 6-Traits writing instruction
September 2010	Conduct pre-assessment of student writing Begin implementation of 6-Traits writing instruction
September 2010- June 2011	Monthly meetings with 6-Traits study group
October 2010	Classroom observation, consultation, and feedback from 6-Traits coach Adjust instruction
January 2011	Analyze student writing in Critical Friends group Implement suggestions
March 2011	Classroom observation, consultation, and feedback from 6-Traits coach Adjust instruction
April 2011	Analyze student work in Critical Friends group Implement suggestions
May 2011	Student writing assessment Analysis and review of student writing portfolio Reflect on attainment of SMART Goal Complete E-portfolio
June 2011	Use feedback from evaluation to plan SMART Goal for 2011-2012
August 2011	Attend follow-up training on 6-Traits Instruction

Educator SMART Goal Statement

Educator: _____ School _____ Grade / Subject _____

SMART Goal # ____ of _____ (Educators should identify 1-3 SMART goals per year)

Type of SMART Goal: District _____ Building _____ Personal _____

Length of SMART Goal: One year _____ Two year _____ Three year _____

Documentation: E-portfolio _____ Clock hours / transcript _____ Combination _____
_____

Identify the SMART Goal: What is the area of improvement to be addressed?
Domain _____ Component _____
(Who, what, where, when? What data supports the need for this improvement?)

Identify expected student results. What are the desired results to improve student achievement, and how will these results be measured? (minimum of two points in time)

Identify expected professional growth: How will this goal improve professional understanding, knowledge, and skills / pedagogy? How will the growth be measured / assessed? Use the FfT / FSL when possible.

Identify the specific instructional strategies or techniques that you will implement to improve student learning. How will you measure if the strategies or techniques are effective? How will student data support your measurement?

What steps will be employed to achieve the SMART goal? (examples: conferences, workshops, peer observations, student assessments, collaborative work, action research, book studies, etc)

Timeline for the steps / strategies:
Year 1:

Year 2:

Year 3:

Resources / support necessary to accomplish the SMART goal:

Evidence that will be provided to indicate the SMART goal has been attained: (using evidence from a minimum of two points in time)

_____
This SMART goal has been adequately identified and accepted:

Educator's signature _____ Date _____

Evaluator's signature _____ Date _____

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Educator SMART Goal Progress / Reflection

A reflection is to be completed for each SMART goal prior to the annual summative evaluation meeting. Reflection on the progress of the SMART goal will be discussed with the evaluator and included with the final evaluation documents.

Educator _____ Date of SMART Goal Review Meeting _____

SMART Goal Statement _____

SMART Goal # _____ of _____ Length of goal: 1 year _____ 2 year _____ 3 year _____

Reflection Year # _____

Guiding Questions for Reflection

Describe the progress made during the year including professional development activities.

What new skills/ knowledge did you gain by the steps / strategies you initiated this year?

How did these steps / strategies cause you to change your beliefs about the areas being addressed? Describe the changes.

What evidence have you gathered to document progress toward achieving your SMART goal?

What barriers did you encounter? How did you respond or overcome the barriers?

How will your plan be revised for year 2 (if applicable)?

How has your professional learning impacted student achievement?

Educator's signature _____ Date _____

Evaluator's Signature _____ Date _____

Appendix D

Procedures for Intensive Assistance and Supervision

Procedures for Intensive Assistance and Supervision

Supervising administrators have the responsibility to evaluate educators' practice, and to initiate more intensive and frequent observations of an educator's practice at any time when warranted. The administrator has an obligation to investigate and respond to any concern, and when necessary may observe practice, announce or unannounced, to investigate concerns or to initiate more intensive supervision. A supervising administrator may, at any time during the three year evaluation cycle, place an educator on a plan for intensive assistance and supervision. These procedures are implemented only when the actions and behaviors, while serious, do not warrant immediate dismissal.

When placed on a plan for Intensive Assistance and Supervision, district negotiated agreements provide supervising administrators with the responsibility of providing intensive supervision and intervention to educators whose practice has been identified as ineffective. Any tenured or non-tenured educator whose practice is evaluated as found ineffective in any *Framework for Teaching* component and the corresponding RIPTS will be placed on an intensive assistance and assistance plan. The plan will specify what the educator must do to improve practice immediately, timelines to meet improvement goals, and how improvements in practice will be monitored and evaluated. Educators will remain in this supervised cycle until practice and performance is assessed to be at the targeted level of improvement.

Professional educators placed on an intensive assistance plan by the evaluator will follow all requirements to comply with the respective negotiated agreements between the district and individual teacher unions.

Language about due process and just cause [from AFT]

Placement on a plan for Intensive Assistance and Supervision
- The educator is placed on an intensive assistance and supervision plan as a result of his/her practice being evaluated as ineffective in any component of the FfT, or
- The educator is placed on an intensive assistance and supervision plan as a result of inappropriate, unprofessional, or unethical actions, behaviors, or practice. Placement on an intensive assistance and supervision plan may be the result of an investigation.

Steps of the Intensive Assistance and Supervision plan
- Educator is placed on an intensive assistance and supervision plan by his/her supervising administrator
- The supervising administrator reviews the areas of concern (domains and components of the FfT) or investigation findings.
- The supervising administrator establishes specific timelines at which time the educator's practice must meet targeted levels of performance (benchmarks)
- The educator provides the supervising administrator with specific details about how his/her practice will change to meet the targeted levels of performance

- The supervising administrator work with the educator to develop, as appropriate, processes to support growth in practice; e.g. coaching, mentoring, direct supervision, and other professional development or interventions
  - The educator will be obligated to engage in any intervention. Failure to do so will be considered insubordination.
- The supervising administrator will establish and adhere to specific observation schedules to assess the degree to which practice has improved to meet the targeted levels of performance
  - The supervising administrator will provide the educator with specific timelines when which practice will be observed, evaluated, and decisions made relative to the educator's practice or status of employment.
  - The supervising administrator is allowed to complete informal observations of practice as frequently as needed to ensure that the educator has internalized the desired improvements in instruction.
- The supervising administrator will complete summative evaluations at established decision points in the process. Continued evaluations of practice at the ineffective level of performance will justify grounds for termination.

NOTE: INCLUDE THE FOLLOWING
- From AFT – due process clause / language
- Required forms / processes
- Summative evaluation forms

The districts will develop specific processes and forms to support this process in accordance with their negotiated agreement and to satisfy any legal requirements for communicating and documenting growth or lack thereof.

Appendix D

Operational Definitions / Glossary

Sources of Evidence

<center>**Operational Definitions / Glossary**</center>

Enhancing Professional Practice: A Framework for Teaching – Text written by Charlotte Danielson. This book contains the standards-based criteria on which the evaluation model is based. Cited in the evaluation model as the *Framework for Teaching*. Published by ASCD, 2007.

- **Descriptors of Practice** - Descriptions of professional practice for each domain of the FFT, which includes levels of performance on a continuum from ineffective to highly effective.
- **Domains** - the four domains of the FFT; Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Components** - criteria within the domains, which identify professional practices within a specific domain of the FFT.
- **Elements** - criteria within the components that provide isolated characteristics of teaching within a specific component with descriptors of practice.

Effective/Highly Effective Performance - The FfT has two priorities, cognitive engagement and constructivist learning, that must be evidenced for the teaching practice to be rated as effective or highly effective. In an effective or highly effective classroom the "learning is done by the learner," students are doing the work, and educators are planning and facilitating processes that provide students with multiple opportunities to construct knowledge and engage in complex cognitive and meta-cognitive processes.

Cognitive engagement is defined as higher level thinking; synthesizing, analyzing, evaluating, creating, and building knowledge.
- To be rated as effective or highly effective there must be a preponderance of evidence that students are cognitively engaged, that they demonstrate deep thinking about a subject / topic beyond fact recall and memorization. Typical, such engaging lessons are inquiry based, require problem solving, presentation of work, self / peer assessment of learning, and reflective practice.
- All components of an educator's practice are assessed against this measure of effectiveness, for example:
  - Planning ensures that learning activities are designed to increase cognition and to provide students with opportunities to construct learning.
  - Assessment design helps educators assess where students are in their learning (formative) and engages students in self and peer assessment
  - Grouping promotes differentiation and increased cognitive engagement for students at all levels
  - The use of materials is carefully planned to ensure its support of increased cognition
- To assess engagement in Domain 3, the observer MUST have evidence of student actions, quotes, work / products, discussions, group work, etc that when interpreted, shows the degree to which students are cognitively engaged, and that they are using meta-cognitive processes to increase learning and retention.
  - Time on task, or compliance does not represent engagement.

At the **highly effective** level there is a preponderance of evidence showing that students are thinking, using higher order skills. Further, students create questions, promote and provoke deep discussion, take responsibility for peer involvement in the discussion and questions. Activities and assignments facilitate student thinking. There is evidence of student ownership and responsibility for the lesson, multiple opportunities for in depth problem solving and content application. Assessment is primarily formative requiring students to self /peer assess, and pushes students to revise / correct work to result in more in depth learning and correction of misunderstandings.

Evidence – Evidence observed, collected or provided which can be used to determine the level of performance on the descriptors of practice. Evidence is objective, free of opinion or bias, and consists of actions and statements of teachers and students, observable features of the classroom, quantifiable data (e.g. amount of time spent during a lesson warm-up, number of students with raised hands, etc), and artifacts representing an educator's practice (e.g. lesson plan, instructional materials, student work, etc).

E-portfolio – Documentation collected and organized by the educator to support professional growth and student achievement as it applies to the specific SMART Goals developed by the educator and his/her supervising administrator. The E-portfolio will be evaluated annually.

Formal Observation Cycle – One complete cycle of the observation process, consisting of two observation cycles followed by an evaluation report signed by the educator and evaluator. Each observation cycle consists of a pre-observation conference, observation, and post-observation/reflection conference.

Forms

- **Evaluator Forms**
    - **Descriptors of Practice (Element Level Rubrics)** Observation evidence forms – The Descriptors of Practice (two forms at the Component Level and Element Level) are used for observation / evidence gathering by evaluators to observe practice, collect evidence and interpret educator levels of performance.
    - **Pre-Observation Conference Agenda (form) –** An evaluator agenda and form used to record and document discussion held during the pre-observation conference.
    - **Post-Observation Conference Agenda (form) -** An evaluator agenda and form used to record and document discussion held during the post-observation/reflection conference.
    - **Summative Evaluation Conference Notes (form)** - An evaluator agenda and form used to record and document discussions held during the summative evaluation conference.
    - **Evaluation Master Report** –Form on which the evaluator summarizes all components of the observation cycle.

- **Educator Forms**

- o **Goal Setting Procedures** - Procedures to guide educators in the development of professional growth SMART goals.
- o **Professional Growth Plan** (form) - Educators document their SMART goals and measurement criteria on this form, which is reviewed with the evaluator during the observation conferences.
- o **Professional Growth Plan Summary Report** (form) – Educator form used to summarize how they attained the SMART goals.
- o **Descriptors of Practice (Element Level)** - The Descriptors of Practice (Element Level) will be used by the educator for self-assessment prior to developing SMART goals.
- o **Lesson Plan Template** (form) - Form used by educators to provide information about the lesson that will be observed in any of the formal observations (first and second formal observations). Schools may provide their own lesson planning form for this purpose.
- o **Reflection on the Lesson** (form) - Used by educators after the formal observations to prepare for and share with the evaluator during the post-observation conference, and to document evidence of reflective practice.

Formal Observation – Pre-scheduled observations of an educator's practice, including pre-observation and post-observation conferences, and at least 30 minutes in length per formal observation

Formative Assessment – The process of assessing and providing feedback to promote personal reflection, improve professional practice, and to facilitate goal setting for the purpose of professional growth,

Non-tenured educators–Educators who have not yet attained tenured status. Non-tenured educators usually remain on probationary status for a period of four years.

Pre-Observation Conference – A conference with the educator and evaluator prior to any formal observation for the purpose of reviewing information regarding the lesson to be observed.

Post-Observation/Reflection Conference – A conference with the educator and evaluator after each formal observation for the purpose of providing feedback to the teacher and gathering additional information as necessary.

Reflection – The thoughtful analysis of the various aspects of teaching, with subsequent ideas on how to further improve professional practice. An educator's written reflection should be specific to his/her SMART goals and considered against the criteria from the *Framework for Teaching*.

Roles and Responsibilities – Educator and evaluator responsibilities in the observation, supervision and evaluation process.

Rubric – A scoring guide that includes criteria and performance descriptors at different levels. Rubrics based on the *Framework for Teaching* will be used to assess attainment of

SMART goals, and to assess classroom performance during formal and informal observations.

Self- Assessment – A comprehensive assessment of practice completed by the educator which assesses the educator's level of practice as described by the criteria of the *Framework for Teaching*. The educator will use the observation evidence form to complete the self-assessment.

SMART Goals – Improvement goals for each evaluation cycle developed by the educator and approved by the evaluator. SMART Goals contain the actions the educator will take to attain the goals, and the processes used to measure attainment of the goals.

Summative Evaluation – Summative Evaluation forms coincide with each area of focus in the model, as follows:

Planning for Student Impact

A document completed by the evaluator to record the score of the educator's E-portfolio documenting professional growth in Domain 1 of the FfT and attainment of SMART Goals. The summative evaluation will be written at the conclusion of the Planning for Student Impact cycle for both tenured and non-tenured educators.

 Application in Instruction

A document written by the evaluator that includes a description of performance based on the criteria from the *Framework for Teaching* and a summary of professional growth and development as evidenced by progress towards, or attainment of established SMART goals. The summative evaluation will be written at the conclusion of the formal observation cycle for both non-tenured and tenured educators.

Professional Responsibilities

A document completed by the evaluator to record the score of the educator's E-portfolio documenting professional growth in Domain 4 of the FfT and attainment of SMART Goals. The summative evaluation will be written at the conclusion of the Planning for Student Impact cycle for both tenured and non-tenured educators.

Tenured Teacher – Any educator holding a Professional Educator license and granted tenured status.

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Sources of Evidence

Provided is a list of possible sources of evidence. The list is not designed to be all-inclusive but rather to serve as suggestions for documenting professional growth and student achievement in the E-portfolio.

- Self-Assessment of Practice on each Domain of the FfT
- Written reflection
- Samples of student work
- Projects, papers, etc from courses and seminars
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio tapes of the lesson, observation notes from colleagues, supervisor, mentor, consultant, etc.
- Peer observer provides oral and written feedback directly to the teacher
- Teacher use of feedback for reflection upon the SMART goals.
- Action Research
- Curriculum re-design, implementation
- Classroom instructional strategies (use of graphic organizers, Socratic seminar, etc.)
- Professional Courses and Study
- Participating in formative study group (book talk, research group, team)
- Results of standardized assessments
- Results of classroom assessments (formative and/or summative)
- Examples of students' projects, papers, daily work
- Student portfolios
- Videotapes of students' presentations or activities
- Skill inventories or checklists
- Records of student growth over time on targeted skills/concepts
- Anecdotal notes
- Lesson plans
- Teacher generated assessments (formative and summative, e.g. rubrics, performance tasks, etc)
- Parent contact log
- Reflective journal
- Discipline data
- Attendance data
- Health records/visits to the nurse
- Other…

Appendix E

Descriptors of Practice

The *Framework for Teaching*

Crosswalk Between The RIPTS and The FfT

RIPTS	FfT
S1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live	D1a: Knowledge of Content and Pedagogy; D1b; Knowledge of Students; D1c: Setting Instructional Outcomes D4e: Growing and Developing Professionally
S2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach	D1a: Knowledge of Content and Pedagogy; D1b; Knowledge of Students; D1c: Setting Instructional Outcomes D1d: Knowledge of Resources D1e: Designing Coherent Instruction
S3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	D1a: Knowledge of Content and Pedagogy; D1b; Knowledge of Students; D1c: Setting Instructional Outcomes D1d: Knowledge of Resources D1e: Designing Coherent Instruction D2b: Establishing a Culture for Learning
S4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.	D1a: Knowledge of Content and Pedagogy; D1b; Knowledge of Students; D1c: Setting Instructional Outcomes D1d: Knowledge of Resources D1e: Designing Coherent Instruction D2b: Establishing a Culture for Learning D2e: Organizing Physical Space D3e: Flexibility and Responsiveness
S5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across the content areas.	D1a: Knowledge of Content and Pedagogy; D1b; Knowledge of Students; D1c: Setting Instructional Outcomes D1d: Knowledge of Resources D1e: Designing Coherent Instruction D2a: Respect and Rapport D2b: Establishing a Culture for Learning D3b: Questioning and Discussion Techniques D3c: Engaging Students in Learning D3d: Assessment During Instruction
S6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation	D2a: Respect and Rapport D2b: Culture for Learning D2c: Classroom Procedures D2d: Managing Student Behavior
S7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning, and student achievement	D4c: Communicating with Families D5b: Participating in a Professional Community D5d: Developing Goals for Professional Growth D4c: Showing Professionalism
S8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	D2b: Culture for Learning D3a: Communicating with Students

S9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.	D1f: Designing Student Assessments D2b: Culture for Learning D3d: Assessment In Instruction D4b: Maintaining Accurate Records
S10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.	D5a: Reflection on Teaching D5c: Growing and Developing Professionally D5d: Developing Goals for Professional Growth
S11: Teachers maintain professional standards guided by legal and ethical principles	D4c: Showing Professionalism

Standard 1: Planning and Preparation
Element 1a: Demonstrating Knowledge of Content and Pedagogy
Performance Indicators: Knowledge of Content and the Structure of the Discipline, Knowledge of Prerequisite Relationships, Knowledge of Content-Related Pedagogy

Teachers provide evidence of their knowledge of content and pedagogy through their performance in the classroom. They must have sufficient command of the subject to guide student learning. They must also know how their content fits into a larger context. Since every discipline has its own approach to instruction, teachers need to tailor their pedagogy to their content. Knowledge of content and pedagogy is not stagnant, but evolves over time and requires on-going learning to reflect 21st Century Skills and learners.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Knowledgeable of Content and the Structure of the Discipline	In planning and practice, teacher makes content errors, or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledgeable of Prerequisite Relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate of incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledgeable of Content-Related Pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, appropriate technology and 21st Century Skills.	Teacher's plans and practice reflect a wide range of effective pedagogical approaches in the discipline, use of appropriate media technology, and understanding of 21st Century skills.

Standard 1: Planning and Preparation
Element 1b: Demonstrating Knowledge of Students

Performance Indicators: Knowledge of Child and Adolescent Development; Knowledge of the Learning Process; Knowledge of Students' Skills, Knowledge, and Language Proficiency; Knowledge of Students' Interests and Cultural Heritage; Knowledge of Students' Special Needs
It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st century skills in the planning and preparation of their lessons.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Knowledgeable of Child and Adolescent Development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns and how 21st century skills fit into this knowledge base.
Knowledgeable of the Learning Process	Teacher sees no value in understanding how students learn, and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and how 21st century skills apply, and then applies this knowledge to individual students.
Knowledgeable of Students' Skills, Knowledge, and Language Proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency, does not indicate that such knowledge is valuable.	Teacher recognizes the value of tracking students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of tracking students' skills, knowledge, and language proficiency, and displays this knowledge for groups of students in order to determine growth over time.	Teacher tracks understanding of individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information in order to determine growth over time for each student.
Knowledgeable of Students' Interests and Cultural Heritage	Teacher displays little or no knowledge of students' interests or cultural heritage, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge.
Knowledgeable of Students' Special Needs	Teacher's displays little or no awareness of the importance of knowing students' special	Teacher possesses information about each student's learning and medical needs, collecting such information	Teacher possesses information about each student's learning and medical needs, collecting such information from a	Teacher possesses information about each student's learning and medical needs, collecting such information

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learning or medical needs, and such knowledge may be incomplete or inaccurate.	from a variety of sources.	variety of sources and applies this knowledge to individual students.	from a variety of sources and applies this knowledge to individual students, advocating for those students.

Standard 1: Planning and Preparation
Element 1c: Establishing Instructional Outcomes
Performance Indicators: Value, Sequence, Alignment, Clarity, Balance, Suitability for diverse learners
Teaching is goal directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher describes these purposes. They should be clear and related to what it is that the students are intended to learn as a consequence of instruction. [FFT pg 51] 21st Century outcomes must be included, as students must also learn the essential skills such as critical thinking, problem solving, communication and collaboration.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Determines Value and Sequence	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline nor a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning and align with 21st Century Skills.	All outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines and align with 21st Century Skills.
Establishes Clarity	Outcomes are either not clear or are stated as not as student learning but as activities. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear, or consist of a combination of outcomes and activities. Some outcomes permit viable methods of assessment.	Most of the outcomes are clear, but may include a few activities. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Provides Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination including application of 21st Century Skills.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration including application of 21st Century Skills.
Ensures Suitability for	Outcomes are not suitable for the class, or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student	Most of the outcomes are suitable for all students in the class, and are based on assessment of student proficiency.	Outcomes are based on a comprehensive assessment of student learning and take into

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		learning.		account the varying needs of individual students or groups.
Diverse Learners				

Standard 1: Planning and Preparation
Element 1d: Knowledge of Resources
Performance Indicators: Resources for classroom use, Resources to extend content knowledge and pedagogy, Resources for students

Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire. The persistently search for appropriate 21st century resources that can inform their teaching. They effectively incorporate these tools in varied contexts for a variety of purposes.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Uses Resources for Classroom	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays *some* awareness of resources available for classroom use through the school or district, and some awareness of resources external to the school and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district, and is familiar with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive and informs communication with students, including those available through the school or district, in the community, professional organizations and universities, and on the Internet.
Uses Resources To Extend Content Knowledge and Pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays *some* awareness of resources to enhance content and pedagogical knowledge available through the school or district, and some awareness of resources external to the school and on the Internet.	Teacher is fully aware of resources to enhance content and pedagogical knowledge available through the school or district, and is familiar with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, beyond those available through the school or district, including d professional organizations and universities, and on the Internet.
Uses Resources for Students	Teacher is unaware of resources for students available through the school or district.	Teacher demonstrates *some knowledge* of resources for students available through the school or district, and some awareness of resources external to the school and on the Internet.	Teacher displays awareness of resources for students available through the school or district, and is familiar with resources external to the school and on the Internet.	Teacher demonstrates extensive knowledge of resources and their appropriate use, including those available through the school or district, in the community, and on the Internet.

Standard 1: Planning and Preparation
Element 1e: Designing Coherent Instruction
Performance Indicators: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure

A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Plans Learning Activities	Learning activities are not suitable to students or to instructional purposes, and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, and with some differentiation for different groups of students and awareness of 21st Century Skills.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are designed to engage all students in high-level cognitive activities that reflect 21st Century Skills, and are differentiated, as appropriate, for individual learners.
Prepares Instructional Materials and Resources	Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials, technology, and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology and of student participation in selecting or adapting materials.
Determines Instructional Groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Plans Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs, anticipating student misconceptions, and the needs of 21st century learners. The progression of activities is highly coherent with appropriate time allocations.

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Standard 1: Planning and Preparation
Element 1f: Designing Student Assessment
Performance Indicators: Alignment with Instructional Outcomes, Criteria and Standards, Design of On-going Formative Assessments, Use of Both Formative and Summative Data for Planning

Teachers plan and design lessons that reflect an understanding of their disciplines, including an understanding of instructional standards, concepts, and principles. Teachers value each discipline and the relationships between disciplines and design on-going formative assessments that measure student progress. Teachers use multiple measures to demonstrate student growth over time.

	Ineffective	Developing	Effective	Highly Effective
Aligns with Instructional Outcomes	Assessment procedures are not aligned with instructional outcomes	Some of the instructional outcomes are aligned with the proposed approach, but many are not	All the instructional outcomes are aligned with the approach to assessment; assessment methodologies may have been adapted for groups of students.	The proposed approach to assessment is fully aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.
Establishes Criteria and Standards	The proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Designs Formative Assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Teacher's plan for the use of formative assessment is rudimentary, including only some of the instructional outcomes.	The teacher has a well-developed plan for using formative assessment, as has designed particular approaches to be used.	The teacher's plan for using formative assessment is well designed, and includes student as well as teacher use of the assessment information.
Uses assessment data for Planning	Teacher rarely and ineffectively uses multiple measures of student growth including formative and summative data that may include student work, to demonstrate student learning. Teacher has no plans to use assessment data results in designing future instruction.	Teacher inconsistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher plans to use assessment data results to plan for future instruction for the class as a whole.	Teacher consistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher plans to use assessment data results to plan for future instruction for groups of students.	Teacher consistently uses multiple measures of student growth including both formative and summative data including student work to demonstrate a high level of student learning. Teacher plans to use assessment data results to plan future instruction for individual students.

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Rationale for Standard 2: Classroom Environment

The classroom environment is a critical aspect of a teacher's skill in promoting learning. Students can't concentrate on academic content if they don't feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one – neither students nor teacher – can focus on learning.

Teachers who excel in Standard 2 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Standard 2 are demonstrated through classroom interactions and observations.

[FFT pp. 64, 28, 29]

Standard 2: The Classroom Environment
Element 2a: Creating an Environment of Respect and Rapport
Performance Indicators: Teacher interaction with students; Student interaction with one another

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people. [FFT p. 64]

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect, caring, and cultural understanding, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information and have a mutual respect and open dialogue in a variety of contexts.
Teacher Establishes Student Interactions with One Another	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility.

Standard 2: The Classroom Environment
Element 2b: Establishing a Culture for Learning
Performance Indicators: Importance of the content, Expectations for learning and achievement, Student pride in work

"A culture for learning" refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general "tone" of the class. A culture for learning implies high expectations for all students and classrooms are cognitively busy places. Both students and teacher see the content as important, and students take obvious pride in their work and are eager to share with others.   [FFT p. 67]

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Establishes Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance.
Establishes Expectations for Learning and Achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Expectations for Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail while showing innovation, flexibility, originality, and pride in their work. Students use problem-solving skills to influence and guide others toward a goal.

Standard 2: The Classroom Environment
Element 2c: Managing Classroom Procedures
Performance Indicators: Management of instructional groups, Management of transitions, Management of materials and supplies,
Performance of non-instructional duties, Supervision of volunteers and paraprofessionals

A smoothly functioning classroom is a prerequisite to good instruction. Teachers find that they must develop procedures for the smooth operation of the classroom and the efficient use of time before they can focus on instructional techniques. One of the marks of expert teachers is that they can take the time required to establish their routines and procedures at the outset of the school year. A hallmark of a well-managed classroom is one in which students are able to work independently and where differentiated instruction occurs. Another important aspect of classroom management relates to how a teacher handles transitions between activities. Expert teachers make highly efficient use of time in their management of non-instructional tasks and are familiar with and are successful executing school emergency procedures. [FFT pp. 69-70]

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Manages Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and most students are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to solve problems and accomplish goals.
Manages Transitions	Transitions are chaotic, with much time being lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Manages Materials And Supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for effectively using a variety of tools/media and handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.

Performs Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervises Volunteers And Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Standard 2: The Classroom Environment
Element 2d: Managing Student Behavior
Performance Indicators: Expectations, Monitoring of student behavior, response to student misbehavior

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping bounds. Expert teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain the agree-upon standards of conduct.
[FFT. Pp. 71, 73]

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Establishes Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitors Student Behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Responds to Student	Teacher does not respond to misbehavior, or the response is	Teacher attempts to respond to student misbehavior but with	Teacher response to misbehavior is appropriate and successful and	Teacher response to misbehavior is highly effective and sensitive to

Misbehavior	inconsistent, overly repressive, or does not respect the student's dignity.	uneven results, or infractions of the rules are minor.	respects the student's dignity, or student behavior is generally appropriate.	students' individual needs, or student behavior is entirely appropriate.

Standard 2: The Classroom Environment
Element 2e: Organizing Physical Space
Performance Indicators: Safety and accessibility, Arrangement of furniture and use of physical resources

Use of physical space is important in a total learning environment; the physical surroundings can have a material effect on interactions or the structure of activities. The use of the physical environment will vary depending on context. Organization of space sends signals to the students about how teachers view learning. Performance Indicators of a successful classroom environment include safety and accessibility to learning, arrangement of furniture, and the use of physical resources and technology. When a classroom is a true community of learners, students themselves become involved in the physical environment and take initiative in making it effective.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Provides Safety and Accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.

Arranges furniture and use of physical resources.	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources and technology easily and skillfully, and students adjust the furniture to advance their learning.

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Standard 3: Instruction

Introductory Statement:

Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Instruction is characterized by the following actions: communicating with students, using questioning techniques, engaging students in learning, using assessments in instruction, and demonstrating flexibility and responsiveness. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.

Standard 3: Instruction
Element 3a: Communicating With Students

Performance Indicators: Expectations for learning, Directions and procedures, Explanations of content, Use of oral, written, and visual/graphic communication

The presentation of a lesson potentially impacts the outcome of the lesson. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers will be assessed on their ability to create reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity to explain content, through the effective use of oral and written language.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Establishes Expectations for Learning	The teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose of the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader authentic learning, linking that purpose to student interests.
Establishes Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear, complex, complete, and anticipate possible student misunderstanding.
Explains Content	Teacher's explanation of the content is unclear or confusing, or uses inappropriate language.	Teacher's explanation of the content is uneven: some is done skillfully; other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Uses Oral, Written, Visual/Graphic Communication	Teacher's communication in unintelligible.	Teacher's communication is intelligible, but lacks clarity.	Teacher's communication is clear, correct, and is appropriate to the students' ages, cultures, and interests.	Teacher's communication is correct and expressive, enriches the lesson and extends student learning.

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Standard 3: Instruction
Element 3b: Using Questioning and Discussion Techniques
Performance Indicators: Quality of questions, Discussion techniques, Student participation

Skillful teachers use questions and discussion to promote student participation and learning.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Uses Quality Questions	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response.	Teacher's questions are a combination of open and closed questions. Only some invite a thoughtful response.	Most of teacher's questions are open in nature and engage students in further discussion.	Teacher's questions challenge students to think and invite students to demonstrate reasoning. Students formulate many questions to advance their understanding.
Provides Discussion Techniques	Interaction between teacher and students is characterized by the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion; initiating topics and making thoughtful, unsolicited contributions that demonstrate innovative thinking.
Provides Student Participation Opportunities	The teacher and/or a few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Teacher functions as facilitator. Students themselves ensure that all voices and ideas are heard in the discussion.

Standard 3: Instruction
Element 3c: Engaging Student in Learning
Performance Indicators: Activities and assignments, Grouping of students, Instructional materials and resources, Structure and pacing

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge. The ownership of learning transfers from the teacher to the students. Teachers' effective use of activities and assignments, grouping of students, instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Provides Projects, Activities and Assignments	Projects, activities and assignments lack rigor or appropriateness. Students are not cognitively engaged.	Projects, activities and assignments lack rigor appropriateness for all students, but some students are cognitively engaged.	Most projects, activities and assignments are challenging and appropriate to students, and almost all students are cognitively engaged.	All students are cognitively engaged in the projects, activities and assignments Students assess and evaluate information to enhance their understanding.
Determines Teams of Students	Instructional groups are inappropriate to support student learning towards the instructional outcomes of the lesson.	Instructional groups are partially appropriate to support student learning in advancing towards the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to support students in achieving the instructional outcomes of the lesson.	Students are responsible and accountable for their roles in a team. They self-manage their goals and time. Students interact effectively with team members and support each other in achieving the outcomes of the lesson.
Provides Instructional Materials, and	Instructional materials and technologies are inappropriate for the instructional purposes or do	Instructional materials and technologies are partially appropriate for the instructional	Instructional materials and technologies are appropriate to the instructional purposes and	Instructional materials and technologies represent multiple perspectives that are relevant to

Technologies	not cognitively engage students.	purposes and cognitively engage some students.	cognitively engage students.	the instructional purposes and cognitively engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Ensures Structure and Pacing	The project or lesson has no clearly defined structure, or the pace of the instruction is too slow, rushed, or both.	The project or lesson has a recognizable structure, although it is not uniformly maintained throughout the activities. Pacing of the instruction is inconsistent.	The project or lesson has a clearly defined structure around which the activities are organized. Pacing of the instruction is generally appropriate.	The projects or lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the instruction is appropriate for all students.

Standard 3: Instruction
Element 3d: Using Assessment in Instruction
Performance Indicators: Assessment criteria, Monitoring of student learning, Feedback to students Student self-assessment and monitoring of progress,

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Establishes Assessment Criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitors Student	Teacher does not monitor student learning.	Teacher monitors student learning unevenly.	Teacher monitors the progress of students, making use of assessment	Teacher monitors the progress of individual students and uses a variety

			data.	of formative assessments to adjust and differentiate instruction to meet individual needs.
Learning				
Provides Feedback to Students	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is not consistently timely, frequent and relevant.	Teacher's feedback to students is timely, frequent, and relevant.	Teacher's feedback to students is timely, frequent, and relevant. Students make use of the feedback in their learning.
Provides Student Self-Assessment and Monitors Progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess their progress and results against the assessment criteria and performance standards.	Students frequently assess and monitor the progress and results of their own work against the assessment criteria and performance standards.	Students always assess and monitor their progress and results of their own work against the assessment criteria and performance standards.
Analyzes and Reflects on Instruction	Teacher does not use formative or summative data to inform instruction.	Teacher occasionally uses formative and summative data to immediately inform instruction.	Teacher frequently uses formative and summative data to immediately inform instruction.	Teacher always uses multiple sources of data to immediately inform instruction as well as to analyze and reflect on the process of teaching and to modify and plan instructional approaches.

Standard 3: Instruction
Element 3e: Demonstrating Flexibility and Responsiveness
Performance Indicators: Lesson adjustment, Response to students, Persistence

Effective practitioners demonstrate flexibility and responsiveness in their classroom. They capitalize on opportunities for student learning by making adjustments to lessons, building on students' interests, and employing multiple strategies and resources to meet diverse learning needs.

Performance Indicators	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
Adjusts Project/Lesson	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a project or lesson when needed, with only partially successful results.	Teacher makes a seamless adjustment to a project or lesson that enhances student learning.	Teacher makes a seamless adjustment to a project or lesson that enhances student learning. Teacher reflects on the adjustment

				to inform his/her practice.
Responds to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher successfully accommodates students' questions or interests. Teacher recognizes a teachable moment to enhance learning, building on student interests spontaneously.
Persists	Teacher gives up or places blame on other factors when unable to solve student-learning problems.	Teacher attempts to solve learning problems but effort is ineffective or short sighted.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from colleagues and the community.

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Standard 4: Professional Responsibilities

Standard 4, together with Standards 1 and 5, represents the "behind the scenes" work associated with teaching such as maintaining records, communicating with families and ethical professionalism. .

FFT pp.92-3

Standard 4: Professional Responsibilities
Element 4a: Maintaining Accurate Records
Performance Indicators: Student completion of assignments, Student progress in learning, Non-instructional records

Maintaining accurate instructional and non-instructional records is essential. Accurate records inform interactions with parents, students, and administrators, inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Instructional records would include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records would include field trip permission slips, picture money, supply orders, book orders, lunch records, discipline referrals etc. Teachers should use available technology for record keeping. Efficiency of operation in record keeping is a key to success. Well -designed and implemented systems require very little ongoing maintenance. FFT pp. 94-6

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Monitors Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Monitors Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. Student growth over time is not evident.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. Student growth over time is inconsistent or random.	Teacher's system for maintaining information on student progress in learning is fully effective and allows for tracking student growth over time. Students consistently show growth over time.	Teacher's system for maintaining information on student progress in learning is fully effective and clearly tracks each student's growth over time. Students consistently exceed expectations for growth over time. Students contribute information and interpretation of the records.
Maintains Non-instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Standard 4: Professional Responsibilities
Element 4b: Communicating with Families
Performance Indicators: Information about the instructional program, Information about individual students, Engagement of families in the instructional program

Although parents and guardians vary enormously in how active a part they take in their children's learning, most parents care deeply about the progress of their children and appreciate meaningful participation. Communicating with families involves keeping them informed about how a class is run. Families should not be surprised by information such as rules, how work is assessed, and long and short-term goals for their child. Ideally, moving beyond simple dissemination of information to foster two-way communication can greatly benefit families, students and teachers. FFT pp. 96-9

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Provides Information About the Instructional Program	Teacher provides little or no information about the instructional program to families. Teacher does not utilize available district technology to enhance parent teacher communication.	Teacher participates in the school's activities for parent communication, but offers little additional information. Teacher minimally uses available district technology to enhance parent-teacher communication.	Teacher provides information on a regular basis to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. Both teacher and students to enhance parent-teacher communication use available district technology on a frequent basis.
Provides Information About Individual Students	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	Teacher communicates with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.
Engages Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such	Teacher attempts to engage families in the instructional	Teacher successfully engages families in the instructional	Teacher engages families in the instructional program frequently and successfully. Students

	efforts are inappropriate.	program.	program on a regular basis.	contribute ideas that encourage family participation.

DRAFT

Standard 4: Professional Responsibilities
Element 4c: Showing Professionalism

Performance Indicators: Integrity and ethical conduct, Service to students, Advocacy, Decision making, Compliance with school and district regulations

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.
FFT pp. 106-7

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Displays Integrity And Ethical Conduct in the Work Place	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public,	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and takes a leadership role with colleagues
Provides Service To Students	Teacher is not alert to students' needs	Teacher's attempts to serve students are inconsistent	Teacher is active in serving students	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocates for Students	Teacher contributes to school practices that result in some students being ill served by the school	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Makes Decisions	Teacher makes decisions and recommendations based on self-serving interests	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Complies With School And District Regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Complies with State and Federal Law and	Teacher does not comply with State and Federal Law and Regulations including but not limited to IEP, 504	Teacher complies minimally with school State and Federal Law and Regulations including but not	Teacher complies fully with State and Federal Law and Regulations including but not limited to IEP,	Teacher complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS

Regulations	plans, AIS services, RTI etc.	limited to IEP, 504 plans, AIS services, RTI etc.	504 plans, AIS services, RTI etc	services, RTI etc. and takes a leadership role actively advocating compliance throughout the school.

Standard 5: Professional Growth

Standard 5- Rationale – Professional Growth

Every educator should demonstrate professional growth over time through professional development, reflective practice, lifelong learning and adaptation of practice in response to research and data to improve student learning. (VT, NTSB)

Standard 5: Professional Growth
Element 5a: Reflecting on Teaching
Performance Indicators: Accuracy, Use in future teaching

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect yet it can be continually improved. With practice and experience in reflection, teachers can become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use analysis in future teaching. FFT pp. 92-3

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Is Accurate	Teacher does not know whether a lesson was effective or achieved its goals, *or how to measure a lesson's effectiveness and whether it achieved its goals,* or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and *can measure the extent to which* instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals; can cite *evidence* to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. *Cites specific examples from the lesson and provides rationales for instructional choices.*
Uses in Future Teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes specific suggestions of what could be tried another time the lesson is taught.	Teacher offers specific alternative actions. *Can justify each instructional options and can predict the probable successes of each different approach.*
Integrates Multiple Perspectives	Teacher does not reflect on practice.	Teacher uses some elements of reflective practice such as videotaping, PAR, journaling, or action research in order to strengthen the quality and effectiveness of their practice.	Teacher often analyzes and reflects on their practice using some techniques, which may include videotaping, PAR, journaling, or action research in order to strengthen the quality and effectiveness of their practice.	Teacher continually analyzes and reflects upon their practice using various techniques including videotaping, PAR, journaling, or action research in order to strengthen the quality and effectiveness of their practice.

Standard 5: Professional Growth
Element 5b: Participating in a Professional Community

Performance Indicators: Relationships with colleagues, Involvement in a culture of professional inquiry, Service to the school, Participation in school and district projects

Participation in a professional community requires active involvement in a culture of collaboration and inquiry. Relationships with colleagues are an important Performance Indicators of teachers' participation in a professional community. Professional educators create a culture incorporating systems where expertise, materials, insights and experiences are shared. The goal of the professional community is improving student learning and achievement.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Maintains Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership *roles* among the faculty.
Is Involved in a Culture of Professional Inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Provides Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participates in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Standard 5 Professional Growth
Element 5c: Growing and Developing Professionally

Performance Indicators: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, Service to the profession

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Performance Indicators	Ineffective	Developing	Effective	Highly Effective
Uses Data to Determine Professional Development Needs	Teacher does not use information from self and peer analysis, along with data on student achievement to set priorities for professional development.	Teacher minimally uses information from self and peer analysis, along with data on student achievement to set priorities for professional development.	Teacher regularly uses information from self and peer analysis, along with data on student achievement to set priorities for professional development	Teacher continually uses information from self and peer analysis, along with data on student achievement to set priorities for professional development.
Selects Professional Development to Enhance Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient. Professional development may or may not be aligned with needs.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill that align with teacher needs.	Teacher seeks out opportunities for professional development that align with identified needs and makes a systematic effort to conduct action research.
Uses Technology to obtain Professional Development	Teacher does not seek opportunities to obtain professional development through technology.	Teacher minimally investigates and accesses professional development opportunities through technology.	Teacher regularly investigates and access professional development opportunities through technology as appropriate.	Teacher plays leadership role with peers in promoting professional development opportunities through technology.
Implements Data Analysis and Professional Development	Teacher is unaware of relevance of student assessment data, professional development, self-reflection or peer critique as means to improve practice.	Teacher is minimally aware and shows some evidence of understanding the relevance of student assessment data, professional development, self-reflection or peer critique as means to improve practice.	Teacher regularly uses student assessment data, professional development, self-reflection, and peer critique to improve practice.	Teacher continually improves their practice as a result of student assessment data, professional development, self-reflection, peer critique.
Receptive to Feedback from Colleagues	Teacher does not incorporate feedback on teaching performance, from either supervisors or more experienced colleagues.	Teacher incorporates some feedback on teaching performance, from both supervisors and professional colleagues.	Teacher regularly incorporates feedback from colleagues when made by supervisors or when opportunities arise through	Teacher frequently seeks out and incorporates feedback on teaching, from both supervisors and colleagues.

			professional collaboration.	
Provides Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

Jim Grove, Tom Via, Anne Defiglio, Debra Clinton, Joanna Valente Orr, Maria Cady, Lynda DeLuca, Dawn Sherwood,

Domain 5: Professional Growth

Component 5d: Developing Professional Development Goals and Completing Yearly Professional Growth Assessments

Elements: Selecting domains for improvement - Self Assessment - Supporting Assessment / Data - Drawing Conclusions / Planning Future Goals

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Selecting Domain for Professional Development	No rationale or purpose is apparent in the selection	Some rationale is presented that supports the selection.	Rationale for selection is specific, shows reflection of teaching, and identifies areas in which development will benefit students.	Rationale for selection is detailed and specific, supported by examples of student work and / or assessment results, and demonstrates teacher reflection on instruction, student learning, individual and class achievement.
Self Assessment	Self assessment shows little reflection, is not supported by data, details or evidence (e.g. student work) to support findings.	Self assessment is supported by minimal evidence / examples and data to validate findings, self reflection is minimal.	Self assessment is supported by examples and data, findings are validated, self reflections draw conclusions based on findings.	Self assessment is supported by specific examples and data which connect to identified goals. Findings are validated with specific examples (e.g. student work) and conclusions demonstrate reflection and desire for improvement.
Supporting Assessment / Data Collection	Assessment / data shows little correlation to self assessment or teacher development goals.	Assessment / data is connected to goals, and is related to self assessment. Evidence of some coordination exists.	Assessment / data is well designed, provides detailed data to validate findings, and can be used as a method to document findings and future growth.	Assessment / data is well designed, provides detailed data that validates findings, and contains evidence of professional collaboration with students and peers to further professional development.
Drawing Conclusions, Planning SMART Goals	Conclusions are not supported by assessments / data, there is no connection to the SMART goals.	Conclusions supported by assessment / data findings. SMART Goals provide directions for professional development.	Conclusions supported by assessment / data findings. SMART Goals establish connections to district initiatives, and professional development.	SMART Goals and conclusions connect professional development and school/dsitrict goals, providing exemplars for others, will support professional licensure requirements and chart a course for future development areas.

	Domain 1 for Instructional Specialists: Planning and Preparation			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
1a: **Demonstrating knowledge of current trends in specialty area and professional development**	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: **Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program**	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: **Establishing goals for the instructional support program appropriate to the setting and the teachers served**	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1d: **Demonstrating knowledge of resources, both within and beyond the school and district**	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: **Planning the instructional support program, integrated with the overall school program**	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: **Developing a plan to evaluate the instructional support program**	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist'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.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

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	Domain 2 for Instructional Specialists: The Environment			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a: **Creating an environment of trust and respect**	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b: **Establishing a culture for ongoing instructional improvement**	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: **Establishing clear procedures for teachers to gain access to instructional support**	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

	DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS: THE ENVIRONMENT *(continued)*			
COMPONENT	**L E V E L O F P E R F O R M A N C E**			
	INEFFECTIVE	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
2d: **Establishing and maintaining norms of behavior for professional interactions**	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: **Organizing physical space for workshops or training**	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

	Domain 3 for Instructional Specialists: Delivery of Service			
COMPONENT	**L E V E L O F P E R F O R M A N C E**			
	INEFFECTIVE	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3a: **Collaborating with teachers in the design of instructional units and lessons**	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: **Engaging teachers in learning new instructional skills**	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: **Sharing expertise with staff**	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS: DELIVERY OF SERVICE *(continued)*

	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3d: **Locating resources for teachers to support instructional improvement**	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: **Demonstrating flexibility and responsiveness**	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Instructional Specialists: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a: **Reflecting on practice**	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist'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.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: **Preparing and submitting budgets and reports**	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: **Coordinating work with other instructional specialists**	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

	LEVEL OF PERFORMANCE			
COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4d: **Participating in a professional community**	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: **Engaging in professional development**	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: **Showing professionalism, including integrity and confidentiality**	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

COMPONENT	Domain 1 for Library/Media Specialists: Planning and Preparation			
	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a: **Demonstrating knowledge of literature and current trends in library/media practice and information technology**	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: **Demonstrating knowledge of the school's program and student information needs within that program**	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c: **Establishing goals for the library/media program appropriate to the setting and the students served**	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1d: **Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan**	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: **Planning the library/ media program integrated with the overall school program**	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1f: **Developing a plan to evaluate the library/media program**	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist'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.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

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	Domain 2 for Library/Media Specialists: The Environment			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
2a: **Creating an environment of respect and rapport**	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist 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.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers 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 students in the library.
2b: **Establishing a culture for investigation and love of literature**	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.

2c: **Establishing and maintaining library procedures**	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

	DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT *(continued)*			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
2d: **Managing student behavior**	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: **Organizing physical space to enable smooth flow**	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, 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.

COMPONENT	Domain 3 for Library/Media Specialists: Delivery of Service			
	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a: **Maintaining and extending the library collection in accordance with the school's needs and within budget limitations**	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: **Collaborating with teachers in the design of instructional units and lessons**	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: **Engaging students in enjoying literature and in learning information skills**	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3d: **Assisting students and teachers in the use of technology in the library/media center**	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: **Demonstrating flexibility and responsiveness**	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

COMPONENT	Domain 4 for Library/Media Specialists: Professional Responsibilities			
	LEVEL OF PERFORMANCE			
	UINEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a: **Reflecting on practice**	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist'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.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: **Preparing and submitting reports and budgets**	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: **Communicating with the larger community**	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

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COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4d: **Participating in a professional community**	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

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	Domain 1 for School Nurses: Planning and Preparation			
	LEVEL OF PERFORMANCE			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
1a: **Demonstrating medical knowledge and skill in nursing techniques**	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
1b: **Demonstrating knowledge of child and adolescent development**	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
1c: **Establishing goals for the nursing program appropriate to the setting and the students served**	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL NURSES: PLANNING AND PREPARATION *(continued)*

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
		L E V E L o f P e r f o r m a n c e		
1d: **Demonstrating knowledge of government, community, and district regulations and resources**	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1e: **Planning the nursing program for both individuals and groups of students, integrated with the regular school program**	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: **Developing a plan to evaluate the nursing program**	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse'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.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for School Nurses: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a: **Creating an environment of respect and rapport**	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
2b: **Establishing a culture for health and wellness**	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
2c: **Following health protocols and procedures**	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
2d: **Supervising health associates**	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
2e: **Organizing physical space**	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

COMPONENT	Domain 3 for School Nurses: Delivery of Service			
	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a: **Assessing student needs**	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: **Administering medications to students**	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
3c: **Promoting wellness through classes or classroom presentations**	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE

DOMAIN 3 FOR SCHOOL NURSES: DELIVERY OF SERVICE *(continued)*

COMPONENT	**L E V E L O F P E R F O R M A N C E**			
	INEFFECTIVE	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3d: **Managing emergency situations**	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3e: **Demonstrating flexibility and responsiveness**	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.
3f: **Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs**	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

	Domain 4 for School Nurses: Professional Responsibilities			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
4a: **Reflecting on practice**	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse'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.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
4b: **Maintaining health records in accordance with policy and submitting reports in a timely fashion**	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
4c: **Communicating with families**	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4d: **Participating in a professional community**	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.
4e: **Engaging in professional development**	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

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	Domain 1 for School Counselors: Planning and Preparation			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
1a: **Demonstrating knowledge of counseling theory and techniques**	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: **Demonstrating knowledge of child and adolescent development**	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: **Establishing goals for the counseling program appropriate to the setting and the students served**	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1d: **Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district**	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: **Planning the counseling program, integrated with the regular school program**	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: **Developing a plan to evaluate the counseling program**	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	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's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

	Domain 2 for School Counselors: The Environment			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
2a: **Creating an environment of respect and rapport**	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: **Establishing a culture for productive communication**	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: **Managing routines and procedures**	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2d: **Establishing standards of conduct and contributing to the culture for student behavior throughout the school**	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an 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 contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: **Organizing physical space**	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

	Domain 3 for School Counselors: Delivery of Service			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3a: **Assessing student needs**	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: **Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs**	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: **Using counseling techniques in individual and classroom programs**	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

	DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE *(continued)*			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3d: **Brokering resources** **to meet needs**	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: **Demonstrating flexibility and responsiveness**	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

	Domain 4 for School Counselors: Professional Responsibilities			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
4a: **Reflecting on practice**	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor'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.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: **Maintaining records and submitting them in a timely fashion**	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: **Communicating with families**	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4d: **Participating in a professional community**	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor 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.

COMPONENT	Domain 1 for School Psychologists: Planning and Preparation			
	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a: **Demonstrating knowledge and skill in using psychological instruments to evaluate students**	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: **Demonstrating knowledge of child and adolescent development and psychopathology**	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: **Establishing goals for the psychology program appropriate to the setting and the students served**	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1d: **Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district**	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: **Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention**	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: **Developing a plan to evaluate the psychology program**	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist'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.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

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COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
	Domain 2 for School Psychologists: The Environment			
	LEVEL OF PERFORMANCE			
2a: **Establishing rapport with students**	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: **Establishing a culture for positive mental health throughout the school**	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between 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 partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: **Establishing and maintaining clear procedures for referrals**	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

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	DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT *(continued)*			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
2d: **Establishing standards of conduct in the testing center**	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: **Organizing physical space for testing of students and storage of materials**	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

	Domain 3 for School Psychologists: Delivery of Service			
	LEVEL OF PERFORMANCE			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3a: **Responding to referrals; consulting with teachers and administrators**	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: **Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines**	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c: **Chairing evaluation team**	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3d: **Planning interventions to maximize students' likelihood of success**	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: **Maintaining contact with physicians and community mental health service providers**	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3f: **Demonstrating flexibility and responsiveness**	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

	Domain 4 for School Psychologists: Professional Responsibilities			
	L EVEL OF P ERFORMANCE			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
4a: **Reflecting on practice**	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	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.
4b: **Communicating with families**	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: **Maintaining accurate records**	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	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.

	LEVEL OF PERFORMANCE			

DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4d: **Participating in a professional community**	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	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.

	Domain 1 for Therapeutic Specialists: Planning and Preparation			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
1a: **Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license**	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: **Establishing goals for the therapy program appropriate to the setting and the students served**	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist'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.
1c: **Demonstrating knowledge of district, state, and federal regulations and guidelines**	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1d: **Demonstrating knowledge of resources, both within and beyond the school and district**	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: **Planning the therapy program, integrated with the regular school program, to meet the needs of individual students**	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: **Developing a plan to evaluate the therapy program**	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist'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.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

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	Domain 2 for Therapeutic Specialists: The Environment			
COMPONENT	**L E V E L O F P E R F O R M A N C E**			
	INEFFECTIVE	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
2a: **Establishing rapport with students**	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: **Organizing time effectively**	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: **Establishing and maintaining clear procedures for referrals**	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
2d: **Establishing standards of conduct in the treatment center**	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: **Organizing physical space for testing of students and providing therapy**	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

	Domain 3 for Therapeutic Specialists: Delivery of Service			
	L E V E L O F P E R F O R M A N C E			
COMPONENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3a: **Responding to referrals and evaluating student needs**	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: **Developing and implementing treatment plans to maximize students' success**	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: **Communicating with families**	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
3d: **Collecting information; writing reports**	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist 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.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: **Demonstrating flexibility and responsiveness**	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

COMPONENT	Domain 4 for Therapeutic Specialists: Professional Responsibilities			
	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a: **Reflecting on practice**	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist'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.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: **Collaborating with teachers and administrators**	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: **Maintaining an effective data-management system**	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4d: **Participating in a professional community**	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: **Engaging in professional development**	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism, including integrity, advocacy, and maintaining confidentiality**	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist 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.