

Bay Haven Charter Academy, Inc. Teacher Appraisal System

2014 - 2015

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INTRODUCTION

Empowering Effective Teachers

Teacher supervision and evaluation in the Bay County School District have as their primary purpose the improvement of teaching and student learning. For teaching and student learning to improve, a professional culture must exist in which teachers are engaged in activities that identify areas of strength and areas of growth, and that support efforts to improve practice, pedagogy, and content knowledge to advance student achievement.

The purpose of the teacher evaluation system is to increase student learning growth by improving the quality of instructional, administrative and supervisory service.

Every component of the Bay District Schools Strategic Plan confirms this commitment.

Bay District Schools Strategic Plan

VISION

Bay District Schools will develop high academic achievers in an produce successful, innovative leaders (citizens) for tomorrow's

MISSION

Bay District Schools will deliver a high quality education in a collaborative, safe, and respectful environment. We are passionate in our commitment to inspire students in the acquisition and use of knowledge, skills, and character in preparation for fulfilling life and work in the global economy, and world.

Core Beliefs and Commitments:

We Believe that:

- 1. Belief: Everyone must have a passionate commitment to academic excellence through high standards.**
Commitment: We will set standards for school operations which create schools that are high-performing organizations where everyone is accountable and responsible for maintaining academic excellence and sound operations.
- 2. Belief: Relationships of students and adults must show empathy, care and trust.**
Commitment: We will build relationships which enhance the students' opportunity to excel in a high quality education without regard to place of residence, ethnicity, socio-economic status, native language, or special needs.
- 3. Belief: Compassion, conviction, and intense dedication to student academic success should stand as our hallmark.**

An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it

effort to world.

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Commitment: We will ensure that effective teachers and principals lead the classroom environment with academic excellence and innovative teaching practice as the aspiration.

4. Belief: A professional teaching environment must be collaborative, innovative, and progressive

Commitment: We will foster collaborative teamwork, critical thinking, mastery of content, personal growth and a school-wide learning culture.

5. Belief: Data is revered as a means to provide feedback to students, refine instructional practice, and drive intervention decisions.

Commitment: We will use data and program evaluations to determine student, teachers, school, and district gains in student achievement.

6. Belief: Connections with the community will help to enhance student engagement.

Commitment: We believe that responsible citizens are the foundation of our society and learning must take place at home, in school, and in community through student engagement.

7. Belief: Technology skills are essential in the global economy.

Commitment: We will provide our students with the opportunities to acquire technology skills necessary to compete in the local and global workforce.

8. Belief: Equitable distribution of academic and operational resources will promote student success.

Commitment: We will distribute resources in an equitable manner to ensure the needs and requirements of each facility are provided in support of academic excellence of all students.

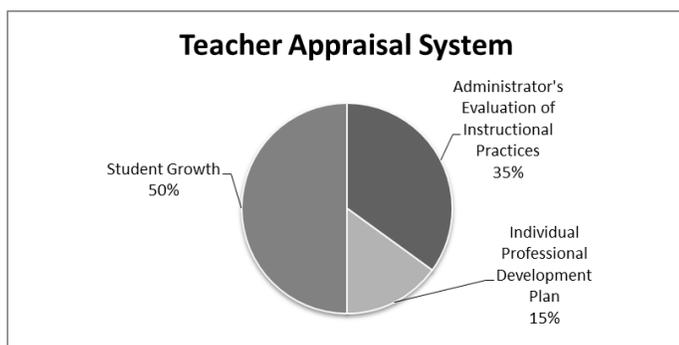
Goals:

1. Advance Academic Achievement for Every Student
2. Integrate Technology into Every Learning Environment
3. Employ Effective Teachers and Principals
4. Ensure Safe, Compassionate, and Respectful Learning Environments
5. Empower Family and Community Advocacy
6. Assure High Quality Support for Schools

Bay District Teacher Appraisal System Overview

Stakeholder participation is important in the Bay District Teacher Appraisal System. Without input from teachers, administrators and district level staff, the system would not meet the needs of those it is designed to serve. From the very beginning, ABCE has had an active role in the establishment and continued modification of Teacher Appraisal System and has provided valuable input during all proceedings. ABCE representatives, along with Principals and district administrators comprise the Oversight Committee. The Oversight Committee meets at least twice yearly to determine modifications/clarifications that need to be made to the Teacher Evaluation System. The Oversight Committee is also charged with resolving issues that may arise in the Teacher Evaluation System process.

The Bay District School Teacher Appraisal System consists of four components: the administrator observation/evaluation of effective instructional practices, the development and evaluation of the Individual Professional Development Plan (IPDP), and student growth/achievement. The agreed upon and FLDOE approved Bay District Teacher Appraisal System is reflected in the pie chart:



Bay District will employ a rating scale for each of the evaluation sections -- Instructional Practice (based on the Danielson Framework for Teaching), Individual Professional Development Plan (IPDP), and Student Growth/Achievement. The section ratings will be combined according to the designated weightings for each section to determine the overall or final summative evaluation rating for the teacher.

As each component is explored, it is important to understand the Guiding Principle that underscores all decision-making in Teacher Evaluation efforts: **by increasing teacher capacity, there will be an improvement in student achievement.** It is the intent of the Bay District Teacher Appraisal System to improve and expand teachers' instructional practices and to assist teachers to grow professionally so that in turn, they can assist their students to achieve to the highest level possible. It is not meant to be a punitive system, but instead one that presents and supports opportunities for teachers.

The outcomes expected as a result of the evaluation system include:

- ❖ Student-centered instruction
- ❖ Open conversations between observers/evaluators and teachers
- ❖ Teachers focused on student learning
- ❖ Principals focused on improvement and support of teaching and learning
- ❖ A common language regarding instructional practices
- ❖ Clear expectations regarding the specific and individualized professional development needed to support the learning of all students
- ❖ Multiple measures of teacher performance
- ❖ Focused, timely and actionable feedback

The components in the teacher evaluation system:

- ❖ Rubric to measure teacher effectiveness
- ❖ Trained observers/evaluators
- ❖ Formal and informal observation tools with feedback
- ❖ Prescriptive professional development
- ❖ Mentors for new teachers/induction program
- ❖ Extensive training program for administrators
- ❖ Student achievement data

Categories for Bay District Teacher Appraisal System

Bay District teachers will be placed in one of four categories based on the number of years of teaching experience, teaching experience in Bay District and previous performance ratings.

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| Category 1 | Beginning teachers with 0-2 years of teaching experience. Category 1 teachers receive two evaluations per year-a formative and summative evaluation. |
| Category 2 | Teachers with 3 or more years of experience, and who are newly hired to Bay District. Newly hired includes those teachers with a “break in service.” Category 1 teachers receive two evaluations per year-a formative and summative evaluation. A category 2 teacher moves from this category with the successful completion of the formative and summative evaluation. |
| Category 3 | Teachers with 3-9 years of teaching experience. Category 3 teachers receive one evaluation. |
| Category 4 | Teachers with 10 or more years of teaching experience. Category 4 teachers receive one evaluation. |

Teacher Appraisal System Timeline

This timeline subject to addendums/additions. Instructional and administrative staff will be notified via email of due dates by the Coordinator of Appraisal Systems, Dawn Capes.

| Appraisal System Item | Dates |  | <p>All steps must be completed by dates listed. This is a responsibility shared by the teacher and evaluating administrator. Complete evaluations are required for pay increases should they be available.</p> <p>Note: School administrators may need to set internal dates to meet dates listed (within reason).</p> |
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| <p>Teacher/therapist hired or transferred after the start of the year will have from date of employment or transfer: 15 school days to complete self-assessment, 30 days to submit IPDP/PLG to administrator and 45 days to begin the observation cycle (Formative for Cat 1 and 2)</p> | | | |
| Appraisal System Training¹ | School-based in-service Prior to student arrival | Aug 12-13 | <ul style="list-style-type: none"> Admin reviews expectations of and modifications to Teacher Appraisal System including IPDP/PLG. |
| Self-Assessment (All Categories) | Aug 14-Aug 25 | | <ul style="list-style-type: none"> Teacher/therapist completes self-assessment in AIMS; therapists paper-copy. |
| | Within 5 days of teacher/therapist /therapist /therapist submission of self-assessment | | <ul style="list-style-type: none"> Administrator accepts the self-assessment in AIMS (“Accept” indicates receipt); initials therapists paper copy and returns. |
| Suggested IPDP Visit (Cat 1/2) |  On or Before (October 2) | | <ul style="list-style-type: none"> Administrator visits classroom, provides feedback to teacher/therapist helpful to IPDP/PLG process. |
| IPDP/PLG (Initial) (All Categories) | Completed on or before End of 1 st 9 weeks (October 24) | | <ul style="list-style-type: none"> Teacher/therapist submits draft IPDP/PLG via IPDP/AIMS or PLG/paper |
| |  On or before (October 31) | | <ul style="list-style-type: none"> Admin reviews IPDP/PLG (IPDP accessed via AIMS/PLG paper). Admin meets face-to-face with teacher/therapist. Admin provides feedback based on IPDP/PLG rubric (Feedback must use language of the rubric). Admin inputs final IPDP/PLG scores for items 1 (Baseline Data) through 4 (PD Objectives) in AIMS/PLG paper copy. |
| |  On or before (November 7) | | <ul style="list-style-type: none"> (Optional) Teacher/therapist uses feedback to improve IPDP/PLG. Resubmits to administrator via AIMS/PLG paper copy. |
| |  On or before (November 14) | | <ul style="list-style-type: none"> (If necessary) Admin inputs revised final IPDP/PLG scores for items 1 (Baseline Data) through 4 (PD Objectives) in AIMS/ PLG paper copy. |
| IPDP/PLG (Updates) (All Categories) | Ongoing | | <ul style="list-style-type: none"> Teacher/therapist updates IPDP/PLG as student impact data emerges. Teacher/therapist informs administrator of major IPDP/PLG modifications. |
| Formative Evaluation Process | On or Before (December 15) | | <ul style="list-style-type: none"> See Formative Evaluation Process Information. |
| Walkthrough #1 of 4 (Option B/C) |  On or Before (December 19) | | <ul style="list-style-type: none"> Admin completes #1 of 4 walkthroughs of Option B/C teacher/therapists. Written rubric-based feedback provided. |

¹ Required by 2011-2014 Teacher Contract (11.1.B)

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| <p>IPDP/PLG (Mid-year review for Cat 3 and 4)</p> | <p>Completed on or before End of 1st Semester (January 16)</p> | | <p>Prior to IPDP/PLG mid-year meeting</p> <ul style="list-style-type: none"> Teacher/therapist updates IPDP/PLG in AIMS/PLG paper (PD, Implementation and an IPDP/PLG mid-year reflection). <p>Administrator meets face to face and individually with teacher/therapist</p> <ul style="list-style-type: none"> Admin and teacher/therapist discuss IPDP/PLG focusing on PD, Implementation, and Reflection as well as progress monitoring, samples, etc. Teacher/therapist and admin use IPDP/PLG and Instructional Practice rubrics to guide discussion and feedback. Admin notes info (i.e. on Steno Pad, on paper copies, in AIMS, etc.). |
| <p>Walkthrough #2 of 4 (Option B/C)</p> |  | <p>On or Before (January 23)</p> | <ul style="list-style-type: none"> Admin completes #2 of 4 walkthroughs of Option B/C teacher/therapists. Written rubric-based feedback provided. |
| <p>Domain 4</p> | <p>On or before (February 6)</p> | | <ul style="list-style-type: none"> Suggestion: Teacher/therapists submit bulleted list of Domain 4 participation/evidence; if additional specific info is required, then admin can request it along with reflection OR Teacher/therapist submits 2 pieces of evidence for each of the Domain 4 components (some may overlap) along with a Domain 4 reflection. Face to face not required unless additional information needed. |
| | <p>On or before (February 13)</p> | | <ul style="list-style-type: none"> Admin reviews Domain 4 bulleted list and/or submitted evidence. Admin provides teacher/therapist with 'preliminary' score for Domain 4 in AIMS/PLG-paper. Face to face not required unless additional information needed. |
| <p>Walkthrough #3 of 4 (Option B/C) (As needed)</p> |  | <p>On or Before (February 20)</p> | <ul style="list-style-type: none"> Admin completes #3 of 4 walkthroughs of Option B/C teacher/therapists. Written rubric-based feedback provided. (As needed) |
| <p>Summative Evaluation (All)</p> | <p>On or before (March 13)</p> | | <ul style="list-style-type: none"> Teacher/therapist prepares Domain 1 summative evidence (final lesson plan long with Domain 1 reflection) and Domain 4 summative evidence. Teacher/therapist updates final IPDP/PLG in AIMS (PD, Implementation, and IPDP/PLG Reflection). Walkthrough #4 (as needed) for Option B and C completed. |
| | <p>Completed on or before End of 3rd nine weeks (April 2)</p> | | <p>IPDP/PLG Final Review</p> <ul style="list-style-type: none"> Admin and teacher/therapist meet for final review of IPDP/PLG and Domain 1. Admin and teacher/therapist discuss evidence and align to rubric. Admin reflects upon Domain 1 trend evidence by component. Admin assigns final ratings to all Domains via AIMS. Admin assigns final IPDP/PLG scores. Admin shares information via AIMS. |
| | <p>Optional</p> | <p>Within 5 days of score receipt (April 9)</p> | <ul style="list-style-type: none"> Teacher/therapist can submit additional documentation (Domain 1 and 4 and IPDP/PLG) to administrator. Teacher/therapists limit themselves to 1 to 2 new pieces of evidence including reflection explaining how the new evidence improves the rating provided. |
| | | <p>On or before (April 16)</p> | <ul style="list-style-type: none"> Admin reflects upon any new evidence using rubrics to guide reflection, adjusts teacher/therapist scores (if necessary), and shares information via AIMS. Printing of documentation not necessary at this time; however, teacher can choose to print documentation and request admin signature. Teacher retains documentation. |

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| Summative Evaluation | Upon Receipt of Student Growth Date (TBA) | <ul style="list-style-type: none">• Student Growth scores applied to Summative Evaluation.• Teacher/therapist prints complete Summative Evaluation.• Admin and teacher/therapist sign.• Copy submitted to HR. |
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| Item | | Dates | | Steps |
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| Formative Evaluation Process (Cat 1 and 2) | Formative Evidence Review | Ongoing | Aug 15- Nov 21 | <ul style="list-style-type: none"> Ongoing administrator formative assessment of regularly submitted teacher/therapist evidence using Instructional Practices rubric guide feedback Domain 1: Teacher/therapist submits at least one lesson plan with reflection for review. Administrator provides Instructional Practice rubric-based feedback (i.e. on paper copies, on Word document using review option, or in AIMS) |
| | Pre-Observation Conference submit | Within 5 days prior to pre- conference | | <ul style="list-style-type: none"> Teacher submits pre-observation conference answers via AIMS |
| | Pre-Observation Conference | Within 3 days prior to observation | | <ul style="list-style-type: none"> Admin holds face to face to review answers and have further discussion about lesson planning |
| | Observation | On or before Nov 21 | | <ul style="list-style-type: none"> Admin completes observation focusing on Domains 2 and 3 |
| | Post-Observation Conference submit | Within 3 days of Walkthrough #2 | | <ul style="list-style-type: none"> Teacher/therapist submits post-observation conference answers via AIMS |
| | IPDP/PLG Updates | Ongoing and Prior to Evidence Review | | <ul style="list-style-type: none"> Teacher/therapist updates IPDP/PLG Implementation and PD Teacher/therapist informs administrator of major IPDP/PLG modifications |
| | Evidence Review | Prior to Post Conference and Formative Evaluation Discussion | | <ul style="list-style-type: none"> Admin reflects upon Domain 1 evidence (Lesson Planning feedback, pre-conference and IPDP/PLG) and Domain 2 and 3 component evidence (seen and heard) Admin submits <i>draft</i> scores of 10 Instructional Practice components and 6 IPDP/PLG components (Optional) Admin shares via AIMS Teacher/therapist prepares 2 pieces of evidence for each of the Domain 4 components (some may overlap). |
| | Post Observation Conference, IPDP/PLG Mid-Year Review and Formative Evaluation discussion | Within 10 days of Observation ² | | <ul style="list-style-type: none"> Administrator and teacher/therapist meet face to face to discuss post observation questions, draft scoring of Instructional Practices (10 components) and IPDP/PLG (6 components) and review Domain 4 evidence Administrator and teacher/therapist review evidence, discuss final formative evaluation rating based on evidence review and using the language of the rubrics Option: Admin and teacher/therapist can review evidence together and admin can assign score alongside teacher/therapist. |
| | Printing of materials | Within 3 days of Post Conference and Formative Evaluation Discussion | On or before Dec 15 | |

² 2011-2014 Teacher Contract (11.3)

| Item | Dates | | Steps | |
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| Evidence Collection (All Categories) | Ongoing | | <ul style="list-style-type: none"> • Ongoing admin formative assessment of regularly submitted teacher/therapist evidence using Instructional Practices rubric as guidance • Domain 1, non-Option B: Teacher/therapist submits at least two lesson plans with reflection for review. Admin provides Instructional Practice rubric-based feedback (i.e. on paper copies or on Word document using review option). • Teacher/therapist uses information to adjust regular daily lesson planning, instructional practice, etc. and in preparation for Summative evidence completion | |
| Formal Observation Process Non-Option B/C Teacher/ therapists 1st Observation for Cat 3/4 2nd Observation for Cat 1/2 | Pre-Observation Conference submit | Within 5 days prior to pre-conference | | <ul style="list-style-type: none"> • Teacher/therapist submits pre-observation conference answers via AIMS |
| | Pre-Observation Conference | Within 3 days prior to observation | | <ul style="list-style-type: none"> • Admin holds face to face conference, reviewing responses to the pre-conference answers and discussing lesson planning |
| | Observation | | <ul style="list-style-type: none"> • Admin completes observation focusing on Domains 2 and 3 | |
| | Post-Observation Conference submit | Within 3 days of observation | | <ul style="list-style-type: none"> • Teacher/therapist submits post-observation conference answers via AIMS |
| | Post Observation Conference Feedback | Within 5-8 days of observation | | <ul style="list-style-type: none"> • Admin reflects upon Domain 2 and 3 using Instructional Practice rubric for guidance • Admin provides <i>draft</i> score in Domains 2 and 3 via AIMS • Option: Admin and teacher/therapist can review evidence together and admin can assign score alongside teacher/therapist. Information then input into AIMS. |
| | Post Conference | Within 10 days of observation ³ | On or before April 2 | <ul style="list-style-type: none"> • Admin and teacher/therapist have face to face post-con. • Teacher/therapist presents additional evidence (if any) • Note: April 2 is also the date the full Eval must be completed and scored. |
| | Optional | | | <ul style="list-style-type: none"> • Another Full Obs. Cycle OR Pop-In Obs. (1-2 components) can be completed. One or the other; not both. • Note: Both options are for additional evidence gathering. The second does not replace previous information. |

³ 2011-2014 Teacher Contract (11.3)

Timeline Notes:

- ★ Teacher/therapists on a full evaluation submit 2 lesson plans/planning documents for formative review. It is suggested that administrators review lesson plans with a focus on 3 components each. Teacher/therapist submits paper or electronically. Administrator provides written feedback using rubric language and guidance for improvement.
- ★ Lesson Plan submissions are the regular lesson planning documents teacher/therapists typically submit. Feedback is designed to improve a teacher/therapist's planning in order to net the highest student achievement. **If it is not the teacher's typical lesson planning information, the administrator should reflect upon prior lesson plans submitted prior to making the final rating in Domain 1.**
- ★ For Domain 4, evidence should be aligned to the rubric when turned in for administrator review. Teacher/therapists limit themselves to 2 quality pieces of evidence per component for a total of no more than 10 items; however, some items may overlap and demonstrate more than 1 component. Evidence is maintained by teacher/therapist.
- ★ **If a teacher is asked to resubmit a lesson plan or Domain 4 evidence, then a reflection should be attached.**
- ★ Administrators must be prepared to defend any score provided to a teacher/therapist using clear rubric language, trend evidence, or specific examples.

Teacher Appraisal System Components

Administrator's Evaluation of Instructional Practices

The Bay District Teacher Appraisal System uses Charlotte Danielson's *Framework for Teaching* to establish a common language for effective teaching. Administrators incorporate the *Framework for Teaching* into teacher observations and conferences to define effective practices, encourage conversations about instruction, and identify areas for professional growth.

Bay District personalized the *Framework for Teaching* by adapting evaluation forms and procedures as well as the rubrics and developing weighting scales/scoring systems used to define and assign the teacher's final evaluation rating.

What is the *Framework for Teaching*?

The *Framework for Teaching* is organized into 4 Domains and 22 Components. Evidence can be gathered for all Components, although only Domains 2 and 3 are usually observed during a classroom lesson. The *Framework for Teaching* with its respective Domains, Components, Elements and levels of Performance is identified as a research-based set of criteria for teaching practice. The *Framework for Teaching* defines a comprehensive set of responsibilities in the teaching profession connected to increased student learning.

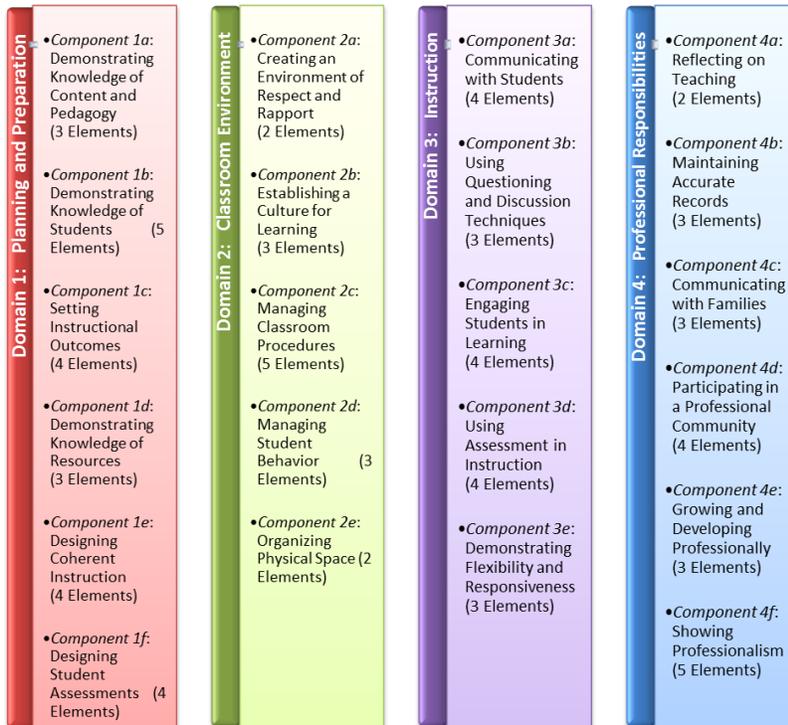
➤ **Domain 1: Planning and Preparation**

Defines how a teacher organizes the content that the students are to learn—how the teacher *designs* instruction. All elements of the instructional design—learning activities, materials, assessments, and strategies—should be appropriate to both the content and the students. The components of Domain 1 are demonstrated through the plans that teachers prepare to guide their teaching. The plan's effects are observable through actions in the classroom.

➤ **Domain 2: The Classroom Environment**

Consists of the non-instructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of Domain 2 are

4 Domains – broad organization of professional practice in the Framework for Teaching
22 Components – distinct, yet inter-related aspects of each domain
76 Elements – specific features of each component



“Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching.”

Charlotte Danielson

The *Framework for Teaching* is organized in a four-square grid, with the Domains displayed in a clockwise order. This design choice is deliberate; it reminds us that planning precedes the work in the classroom, a strong classroom environment must be in place for instruction to occur, and upholding professional responsibilities leads to better planning. Each Domain's Components describe distinct aspects of teaching practice.

Framework for Teaching

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| <p>Domain 1: Planning and Preparation</p> <p>1a Demonstrating knowledge of content and pedagogy</p> <p>1b Demonstrating knowledge of students</p> <p>1c Setting instructional outcomes</p> <p>1d Demonstrating knowledge of resources</p> <p>1e Designing coherent instruction</p> <p>1f Designing student assessment</p> | <p>Domain 2: The Classroom Environment</p> <p>2a Creating an environment of respect and rapport</p> <p>2b Establishing a culture for learning</p> <p>2c Managing classroom procedures</p> <p>2d Managing student behavior</p> <p>2e Organizing physical space</p> |
| <p>Domain 4: Professional Responsibilities</p> <p>4a Reflecting on teaching</p> <p>4b Maintaining accurate records</p> <p>4c Communicating with families</p> <p>4d Participating in a professional community</p> <p>4e Growing and developing professionally</p> <p>4f Demonstrating professionalism</p> | <p>Domain 3: Instruction</p> <p>3a Communicating with students</p> <p>3b Using questioning and discussion techniques</p> <p>3c Engaging students in learning</p> <p>3d Using assessment in instruction</p> <p>3e Demonstrating flexibility and responsiveness</p> |

The Framework for Teaching: More Details

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| <p>Domain One: Planning and Preparation</p> <p>Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design -- learning activities, materials, and strategies -- must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.</p> | <p>Domain Two Classroom Environment</p> <p>Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate. Students are also sensitive to the subtle messages they receive from teachers as to their capabilities. The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment conducive to learning.</p> |
| <p>Domain Four Professional Responsibilities</p> <p>The components in Domain 4 are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession, since they are integral to their work with students. Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement.</p> | <p>Domain Three Instruction</p> <p>Domain 3 contains the components that are at the essential heart of teaching -- the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives. Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking, and serve to extend understanding. They are attentive to different students in the class, and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor mid-course corrections as needed. And above all, they promote the emergence of self-directed learners fully engaged in the work at hand.</p> |

Framework for Teaching Common Themes

Danielson identifies common themes that do not reflect what teachers *do*, but are reflected in the *manner in which teachers do what they do*. She states that these seven themes permeate all the different Components and Elements of the *Framework for Teaching* and serve to define performance at a high level. These themes are described below:

❖ Equity

Implicit in the entire Framework, particularly those Domains relating to interaction with students (2 and 3), is a commitment to equity. Creating an environment of respect and rapport enables all students to feel valued. Danielson states that a commitment to excellence is not complete without a commitment to equity.

❖ Cultural Competence

Although primarily reflected in Domain 1, cultural competence extends far beyond an awareness of the traditions, dress, and foods of a particular culture. Schools have an obligation to help students recognize that in a democracy, no one and no cultural group is marginalized.

❖ High Expectations

The importance of high expectations in promoting high levels of student achievement is reflected in many Components of the Framework. High expectations are grounded in clear and open standards for achievement and embedded in a culture of hard work and perseverance. Teachers must represent the task at hand as important learning.

❖ Developmental Appropriateness

Attention to developmental appropriateness relates to many Components of the Framework, particularly those in Domain 1. Teachers who are sensitive to developmental patterns choose their instructional outcomes, activities and materials, and assessment strategies carefully. They also ask developmentally appropriate questions and provide feedback in ways that stretch but do not intellectually overwhelm students.

❖ Attention to Individual Students, including Those with Special Needs

Attention to individual students has implications throughout the Framework. Attentive teachers' instructional plans and assessment strategies are suitable to the needs of every class member. Interactions with students are appropriate to individuals, and feedback is relatable to where each student is in his learning. Teachers who have students with disabilities must also attend to the instructional, physical, behavioral and environmental needs of each student according to their IEPs or 504 Plans.

❖ **Appropriate Use of Technology**

Using technology to enhance learning is an important responsibility of today's teachers. Such tools can be used in the classrooms with students, to help with records management, and to communicate with families. Moreover, teachers can employ technology to expedite and enhance planning and to pursue opportunities for professional learning/development.

❖ **Student Assumption of Responsibility**

An important aspect of the Framework, and one that is manifest in many of the Components, is student assumption of responsibility – for the work students undertake, for the physical arrangement of the class, and for their participation in a purposeful learning community. This is not to say that the teacher is not in charge, but part of being in charge is to enlist student energy in ensuring the success of the class.

Formative and Summative Aspects of the Framework for Teaching

The formative aspect of the *Framework for Teaching* model promotes professional growth through teacher self-assessment, goal setting and professional reflection. The summative aspect of the model uses classroom observations, teacher conferences with the supervising administrator, and a review of the attainment of individual goals to document professional growth and effective teaching practice.

The objective of the formative aspect is to improve professional practice. This is best achieved when learners take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice.

The purpose of the summative aspect is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of teaching effectiveness and provides evidence-based judgments about professional practice.

“Much education today is monumentally ineffective. All too often we are giving



How a Teacher’s Instructional Practices Will Be Evaluated

The rating labels for the Instructional Practices evaluation component are described below as well as the rubrics and the weighting scales/scoring system.

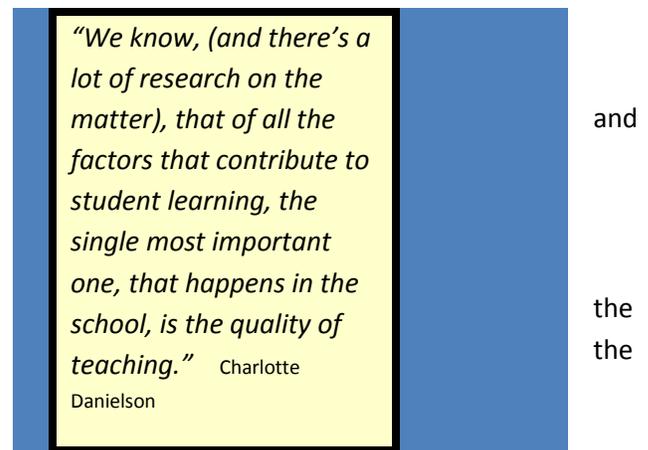
Description of the Four Rating Labels

Highly Effective: Level of performance that shows that the teacher has mastered all the underlying concepts of the Component and the classroom functions as a community of learners with students assuming responsibility for their learning.

Effective: Level of performance that shows that the teacher has a thorough knowledge of the concepts underlying the Component. Students are engaged in learning. This level of performance represents successful, professional, and proficient teaching. Teachers at this level have mastered the work of teaching while working to continually improve their practice.

Needs Improvement or Developing: Level of performance that shows that the teacher understands the concepts underlying the Component attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.

Unsatisfactory: Level of performance that shows that teacher does not understand the concepts underlying Component. This level represents teaching that is below the licensing standard of “do no harm” and requires intervention.



Evaluation Rubric

The evaluation rubric has been adapted from the Danielson *Framework for Teaching* model and consists of the four Domains:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Each of the twenty-two Components is graded on four proficiency levels: Highly Effective, Effective, Needs Improvement or Developing (teachers with 0-2 years of experience and teachers newly hired to the district) and Unsatisfactory. Teachers will be evaluated at the Component level; the Critical Attributes and the Element Rubric (located in the Appendix) help define the Component and give both teacher and administrator more information for rating and for improving instructional practice. Additionally, the 2013 Framework for Teaching rubric will also be used to provide additional background information to deepen teacher and administrator understanding of the different rating labels. The 2013 Framework Instrument can be found at <http://danielsongroup.org/framework/> You must register (free) to ensure download to

individuals only. These rubrics do not define every role that a teacher plays each day, but provide information to aid the teacher and administrator in accurately understanding the level of effectiveness.

A Framework for Teaching: Components of Professional Practice

“The Placemat”

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> ▪ <i>knowledge of content and the structure of the discipline</i> ▪ <i>knowledge of prerequisite relationships</i> ▪ <i>knowledge of content-related pedagogy</i> <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> ▪ <i>knowledge of child and adolescent development</i> ▪ <i>knowledge of the learning process</i> ▪ <i>knowledge of students’ skills, knowledge and language proficiency</i> ▪ <i>knowledge of students’ interests and cultural heritage</i> ▪ <i>knowledge of students’ special needs</i> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> ▪ <i>value, sequence and alignment</i> ▪ <i>clarity</i> ▪ <i>balance</i> ▪ <i>suitability for diverse learners</i> <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> ▪ <i>resources for classroom use</i> ▪ <i>resources to extend content knowledge and pedagogy</i> ▪ <i>resources for students</i> <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> ▪ <i>learning activities</i> ▪ <i>instructional materials and resources</i> ▪ <i>instructional groups</i> ▪ <i>lesson and unit structure</i> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> ▪ <i>congruence with instructional outcomes</i> ▪ <i>criteria and standards</i> ▪ <i>design of formative assessments</i> ▪ <i>use for planning</i> | <p style="text-align: center;">Domain 2: Classroom Environment</p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> ▪ <i>teacher interaction with students</i> ▪ <i>student interactions with one another</i> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> ▪ <i>importance of the content</i> ▪ <i>expectations for learning and achievement</i> ▪ <i>student pride in work</i> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> ▪ <i>management of instructional groups</i> ▪ <i>management of transitions</i> ▪ <i>management of materials and supplies</i> ▪ <i>performance of non-instructional duties</i> ▪ <i>supervision of volunteers and paraprofessionals</i> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> ▪ <i>expectations</i> ▪ <i>monitoring of student behavior</i> ▪ <i>responses to student misbehavior</i> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> ▪ <i>safety and accessibility</i> ▪ <i>arrangement of furniture and use of physical resources</i> |
| <p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> ▪ <i>accuracy</i> ▪ <i>use in future teaching</i> <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> ▪ <i>student completion of assignments</i> ▪ <i>student progress in learning</i> ▪ <i>non-instructional records</i> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> ▪ <i>information about the instructional program</i> ▪ <i>information about individual students</i> ▪ <i>engagement of families in the instructional program</i> <p>4d. Participating in a professional community</p> <ul style="list-style-type: none"> ▪ <i>relationships with colleagues</i> ▪ <i>involvement in a culture of professional inquiry</i> ▪ <i>service to school</i> ▪ <i>participation in school and district projects</i> <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> ▪ <i>enhancement of content knowledge and pedagogical skill</i> ▪ <i>receptivity to feedback from colleagues</i> ▪ <i>service to profession</i> <p>4f. Demonstrating professionalism</p> <ul style="list-style-type: none"> ▪ <i>integrity and ethical conduct</i> ▪ <i>service to students</i> ▪ <i>advocacy</i> ▪ <i>decision making</i> ▪ <i>compliance with school and district regulations</i> | <p style="text-align: center;">Domain 3: Instruction</p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> ▪ <i>expectations for learning</i> ▪ <i>directions and procedures</i> ▪ <i>explanations of content</i> ▪ <i>use of oral and written language</i> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> ▪ <i>quality of questions</i> ▪ <i>discussion techniques</i> ▪ <i>student participation</i> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> ▪ <i>activities and assignments</i> ▪ <i>grouping of students</i> ▪ <i>instructional materials and resources</i> ▪ <i>structure and pacing</i> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> ▪ <i>assessment criteria</i> ▪ <i>monitoring of student learning</i> ▪ <i>feedback to students</i> ▪ <i>student self-assessment and monitoring of progress</i> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> • <i>lesson adjustment</i> ▪ <i>response to students</i> ▪ <i>persistence</i> |

**BAY DISTRICT
FRAMEWORK FOR TEACHING RUBRIC
(Classroom Teacher Rubric)**

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Domain 1: Planning and Preparation

| Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a: Demonstrating knowledge of content and pedagogy [FEAPs (a)1.a.; (a)3.e.] | Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding |
| 1b: Demonstrating knowledge of students [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.] | Teacher demonstrates little or no knowledge of or respect for students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding and respecting students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| 1c: Setting instructional outcomes [FEAPs (a)1.a.,b.; (a)3.e.] | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration of curricula. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination of curricula. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration of curricula, and take into account of the needs of individual students. |

**Domain 1: Planning and Preparation
Continued**

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| Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1d: Demonstrating knowledge of resources and technology [FEAPs (a)2.g.; (a)3.e.]</p> | <p>Teacher demonstrates little or no familiarity with resources, including appropriate technology (i.e. current and emerging assistive technology) to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.</p> | <p>Teacher demonstrates some familiarity with resources, including appropriate technology (i.e. current and emerging assistive technology) available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge</p> | <p>Teacher is aware of the resources, including appropriate technology (i.e. current and emerging assistive technology) available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p> | <p>Teacher seeks out resources, including appropriate technology (i.e. current and emerging assistive technology) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p> |
| <p>1e: Designing coherent instruction Use of appropriate data [FEAPs (a)1.b.c.f.; (a)3.e.g.]</p> | <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. It is suitable for only some students.</p> | <p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p> | <p>Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p> | <p>Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p> |
| <p>1f: Designing student assessment [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.]</p> | <p>Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction. Teacher does not use technology to organize and integrate assessment information</p> | <p>Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole. Teacher infrequently uses technology to organize and integrate assessment information</p> | <p>Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students. Teacher uses technology to organize and integrate assessment information.</p> | <p>Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students. Teacher consistently applies technology to the organization and integration of assessment information.</p> |

Domain 2: The Classroom Environment

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| Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2a: Creating an environment of respect and rapport [FEAPs (a)2.d.f.h.; (a)3.e.]</p> | <p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p> | <p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students</p> | <p>Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p> | <p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p> |
| <p>2b: Establishing a culture for learning [FEAPs (a)2.c.d.f.h.; (a)3.e.]</p> | <p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little respect for or knowledge of students' diverse cultures and little or no student pride in work.</p> | <p>Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, some respect for or knowledge of students' diverse cultures and little student pride in work.</p> | <p>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, and respect for and knowledge of students' diverse cultures, with students demonstrating pride in their work.</p> | <p>High levels of student engagement and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. Teacher and students demonstrate high levels of respect for and knowledge of diverse student cultures.*</p> |
| <p>2c: Managing classroom procedures [FEAPs (a)2.a.h.; (a)3.e.]</p> | <p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p> | <p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p> | <p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p> | <p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p> |

**It should be noted that when speaking of "student culture," culture is not restricted to the ethnicity of students within the classroom.*

**Domain 2: The Classroom Environment
Continued**

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| Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2d: Managing student behavior [FEAPs (a)2.b.h.; (a)3.e.]</p> | <p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p> | <p>The teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> | <p>Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p> | <p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p> |
| <p>2e: Organizing physical space [FEAPs (a)2.a.h.; (a)3.e.]</p> | <p>Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or and the lesson activities or a significant mismatch between the physical arrangement.</p> | <p>Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.</p> | <p>Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology (when applicable).</p> | <p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p> |

Domain 3: Instruction

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| Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3a: Communicating with students . [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.]</p> | <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' diverse cultures or levels of development.</p> | <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' diverse cultures or levels of development.</p> | <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' diverse cultures and levels of development.</p> | <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communications are clear and expressive, appropriate to students' diverse cultures and levels of development, and anticipate possible student misconceptions.</p> |
| <p>3b: Using questioning and discussion techniques [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.]</p> | <p>Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p> | <p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.</p> | <p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p> | <p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p> |
| <p>3c: Engaging students in learning . [FEAPs (a)3.a.b.c.d.e.f.g; (a)4.a.]</p> | <p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. Activities, assignments, and materials are not appropriate for diverse cultures</p> | <p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Activities, assignments, and materials are partially appropriate for diverse cultures.</p> | <p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. Activities, assignments, and materials are fully appropriate for diverse cultures.</p> | <p>Students are highly intellectually engaged throughout the lesson in higher order learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. Students assist in ensuring that activities, assignments and materials are fully appropriate for diverse cultures.</p> |

Domain 3: Instruction

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| Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3d: Using Assessment in Instruction*</p> <p>[FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]</p> | <p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p> | <p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p> | <p>Assessment is regularly used in instruction, through self-assessment by students,* monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p> | <p>Multiple assessments are used in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p> |
| <p>3e: Demonstrating flexibility and responsiveness</p> <p>[FEAPs (a)3.a.b.c.d.e.j; (a)4.a.d.]</p> | <p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.</p> | <p>Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.</p> | <p>Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.</p> | <p>Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students</p> |

Domain 4: Professional Responsibilities

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| Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4a: Reflecting on Teaching [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]</p> | <p>Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.</p> | <p>Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.</p> | <p>Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.</p> | <p>Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.</p> |
| <p>4b: Maintaining Accurate Records [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]</p> | <p>Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion.</p> | <p>Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.</p> | <p>Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective.</p> | <p>Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.</p> |
| <p>4c: Communicating with Families* [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]</p> | <p>Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p> | <p>Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. Communications are not always appropriate to the cultures of some families.</p> | <p>Teacher communicates frequently and successfully engages most families in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p> | <p>Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program, as appropriate.</p> |
| <p>4d: Participating in a Professional Community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]</p> | <p>Teacher avoids participating in the job embedded professional community or in school and district events and projects, relationships with colleagues are negative or self-serving and teacher is resistant to feedback from colleagues.</p> | <p>Teacher becomes involved in the job embedded professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. Teacher accepts, with some reluctance, feedback from colleagues.</p> | <p>Teacher participates actively in the job embedded professional community and maintains positive and productive relationships with colleagues. In addition, teacher welcomes feedback from colleagues.</p> | <p>Teacher makes a substantial contribution to the job-embedded professional community, and assumes a leadership role with colleagues. In addition, teacher seeks out feedback from colleagues.</p> |

Domain 4: Professional Responsibilities

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| Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4e: Growing and Developing Professionally [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]</p> | Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills. | Teacher’s participation in job embedded professional development activities is limited to those that are convenient or are required. | Teacher engages in opportunities for job embedded professional development that is based on a self-assessment of need. | Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers. |
| <p>4f: Demonstrating Professionalism [FEAPs (a)1.e.; (b)2]</p> | Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines. | Teacher is honest and well-intentioned in serving students and contributing to child centered decisions in the school. Teacher complies minimally with school and district regulations, doing just enough to “get by.” | Teacher displays a high level of ethics and professionalism in interactions with both students and the school community, and complies fully with school and district regulations. | Teacher assumes a leadership role in ensuring that school practices, decisions and procedures address all the students’ interests. Teacher displays the highest standards of ethical conduct. |

NOTE: The complete *Framework for Teaching* Rubric that includes Domains, Components, and Elements and Critical Attributes that further define Components can be found in the Appendix. The 2013 Framework for Teaching Evaluation Instrument will be used to further define component level language. The Instrument can be found at <http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf>

Frameworks/Rubrics for Non-Classroom Teachers

Danielson’s *Framework for Teaching* is just that – a framework for **classroom teaching**; it is not a framework for non-classroom teachers. For non-classroom teachers, Danielson developed specialized frameworks that closely follow the *Framework for Teaching*. Each has 4 Domains and 22 Components that have the same emphasis as the *Framework for Teaching* – Planning and Preparation, The Environment, Delivery of Service, and Professional Responsibilities. Bay District will utilize these frameworks with some adaptations. It is the goal of Bay District to align rubrics to job codes in order to streamline the process of providing an appropriate appraisal system to an individual. The following chart depicts the adapted rubrics and the types of teachers who will use them. This chart does not display all of the different positions within Bay District Schools, but provides an overview of many.

| | |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Framework for Teaching Rubric | 1. Classroom Teachers including Music, Art, PE, ESE Pre-K ESE, and ESE teachers |
| Non-Classroom Teacher Rubrics aligned to job expectations | 2. TOSAs, Resource Teachers (21st Century Grant Personnel) Literacy Coaches, Staff Training Specialists, Title I Resource Teachers |
| | 3. ESE Resource Teachers, DJJ Liaison |
| | 4. Media Specialists |
| | 5. Guidance Counselors |
| | 6. Speech Teachers |
| | 7. Social Workers, Behavioral/Counseling Resource Teacher/Crisis Intervention Teachers |
| | 8. School Psychologists |
| | 9. Teachers of Visually Impaired Students (not in AIMS) |
| | 10. Occupational Therapists, Speech/Language Pathologists and Physical Therapists |
| | Rubrics can be found in the Appendix. |

Evaluators of Non-Classroom Teachers

The observer/evaluators of non-classroom teachers are summarized in the chart below:

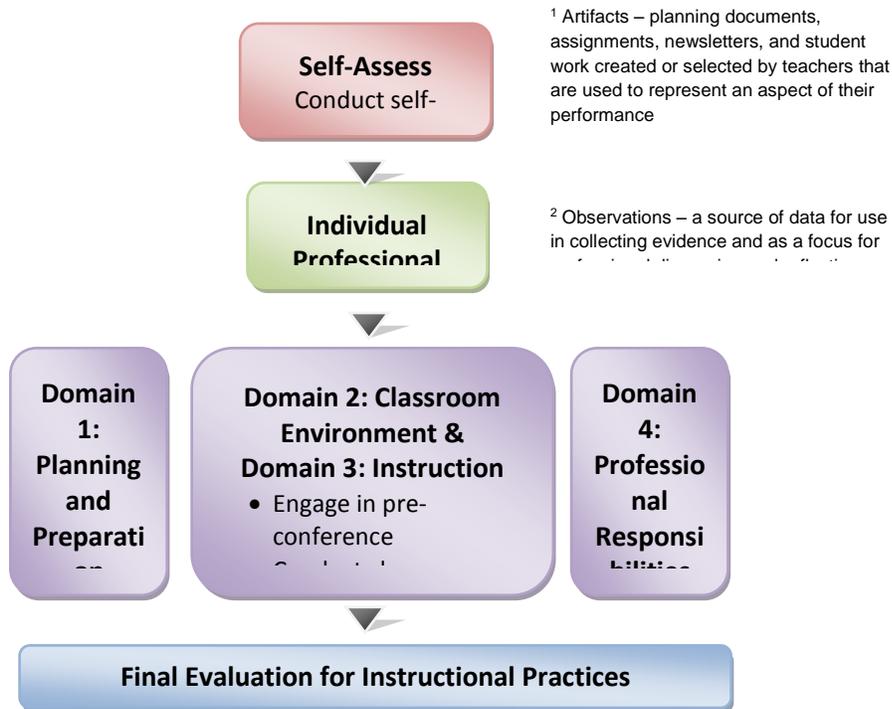
| | |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Media Specialists, Guidance Counselors, Speech Teachers | The principal (AP or AA if designated by the principal) for the site where these positions are housed. |
| Literacy Coaches | The Instructional Specialist for Reading or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation. |
| TOSAs | Supervisor of Technology, Media Services and eLearning or a designee of the Superintendent will be the evaluator. |
| ESE Resource Teachers | Director of ESE or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation. |
| Staff Training Specialists | Coordinator for Staff Development or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation. |
| RtI Staff Training Specialists, School Psychologists, Social Workers | Director of Student Services or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation. |
| Title I Resource Teachers | Supervisor of Title I or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation. |
| ESE Pre-K | The Coordinator of ESE Pre-K services or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation. |

Note: Not all positions and evaluators are specified. The chart demonstrates that a variety of evaluators will be used to evaluate non-classroom positions. The Principal of the school should be provided the opportunity to provide evidence to be considered with the evaluator's evidence, but this is not mandatory. Assigning the rating level for each component will remain as the Evaluator/District Program Director's responsibility.



The Collaborative Process

The *Framework for Teaching* empowers teachers to affect their own summative Instructional Practices and IPDP evaluation results through a highly collaborative process aligned to the four foundational domains.



Evaluation of Instructional Practices Step by Step

1. Teacher Conducts Self-Assessment

Teachers conduct a self-assessment against the four Domains of the *Framework for Teaching* using the rubric for their particular area.

Teachers are not required to present artifacts to support their self-assessment rubric scores; however, a teacher may want to add comments to the self-assessment in order to provide support for a particular rating. This self-assessment is designed to assist the teacher in identifying areas of strength and areas that should be targeted for enhancement or growth. This information will be used later in the formation of the teacher's Individual Professional Development Plan (IPDP).



2. Pre-observation Conference

The pre-observation conference is a brief (15-20 minutes) meeting between the teacher and the observing administrator a few days (no more than three days is recommended) before the scheduled observation. Administrators are reminded that the Formal Observation must be scheduled a minimum of 24 hours in advance. Although the teacher may request that the administrator observe a particular class or subject, it is the administrator's decision as to what class or subject will be observed.

It is recommended that the pre-observation conference be held in the teacher's classroom. The Bay District Schools Pre-Observation Conference Interview questions should be completed in AIMS by the teacher prior to this conference. The teacher could also present available artifacts relating to the lesson at this meeting.

There are 8 questions the classroom teacher answers prior to the Pre-observation Conference

1. To which part of your curriculum does this lesson relate? (1A)
2. How does this learning fit in the sequence of learning for this class? (1C)
3. Briefly describe the students in this class, including those with special needs. (1B)
4. What are your learning outcomes for this lesson? What do you want the students to understand? (1C)
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using. (1D, 1E)
6. How will you differentiate instruction for different individuals or groups of students in the

class? (1B, 1C, 1E)

7. How and when will you know whether the students have learned what you intend? (1F)

8. Is there anything that you would like me to specifically observe during the lesson?

There are 8 questions the non-classroom teacher answers prior to the Pre-observation Conference

1. To which of your job responsibilities does this activity relate? (1A)

2. How does this activity support the teaching/learning process at your school? (1C)

3. If you will be working with students during this activity, briefly describe the students with whom you will have contact, including those with special needs. (1B)

4. What are your goals for this activity and how will you know if they are achieved? (1C)

5. How will you engage students and/or peers in this activity? What will you do? What will the students/peers do? Provide any specific materials that you will use. (1D, 1E)

6. How will you differentiate instruction for different individuals or groups of students in the class if the activity is conducted with students? (1B, 1C, 1E)

7. How will this activity support the overall school improvement goals of our school? (1F)

8. Is there anything that you would like me to specifically observe during the activity?

3. Administrator Observes the Lesson (Domains 2 and 3)

The administrator should arrive in the classroom or designated place at the agreed upon time that was scheduled with the teacher a minimum of 24 hours in advance. It is recommended that the observation occur no more than 3 days after the Pre-Observation Conference. The formal observation of Domains 2 and 3 consists of an observation for a class period (**minimum of 30 minutes**). During the observation, the administrator takes notes throughout the lesson or activity, scripting what the teacher and students say, and recording what goes on (e.g. number of students writing, amount of wait time teacher uses, and the landscape of the classroom). This concrete evidence (what the administrator **sees** and **hears**) gives specificity to the administrator's feedback during the post-conference.

TIPS: Ten components make up Domains 2 and 3. An administrator and teacher have a few options that may help the gathering of evidence for these Domains go more smoothly.

- ❖ During the pre-observation, the administrator and teacher may decide to split the actual observation into 2 sessions that are closely related. For example, if on Monday, the teacher will be establishing a lesson's assessment and setting background, but on Thursday, the students will be leading discussions, then the administrator may come to both to gather closely related

evidence.

- ❖ During the pre-observation when the lesson is being discussed, the administrator and teacher specify **which** components will be observed and **how** they will be observed. This way the administrator walks into the observation knowing exactly what to look for.

If the administrator, due to illness or emergency, is unable to observe the teacher's lesson that was discussed in the pre-conference, another pre-conference and observation must be scheduled. If the observation is cancelled due to teacher illness or emergency, the administrator can establish a new observation time with the teacher to observe the lesson that was discussed at the original pre-conference or set a new pre-conference date and observation time to observe a different lesson.

What Will Administrators Record? -- *Evidence of Teaching*

Charlotte Danielson refers to the collection of the evidence of a teacher's instructional practices as the "**harvest of the work of teaching.**"

The *Framework for Teaching* guides the collection of evidence of practice...

- that is grounded in events, actions, statements, and artifacts of teaching and learning.
- that serves as a basis for decision-making.
- that promotes reliability and consistency in teacher supervision and evaluation.

Evidence is a **factual** reporting of events. It may include:

- ❖ **verbal comments** from teacher or student
- ❖ teacher and student **actions and behaviors**
- ❖ **artifacts** prepared by the teacher, students or others

When an administrator is conducting a formal observation of a teacher, the objective will be to collect quality evidence relating to the Components in Domains 2 and 3. Types of observation evidence include:

1. **Verbatim scripting of teacher or student comments**

Example: "In today's science lesson, we are going to learn how to measure the hardness of a rock using Moh's Scale."

2. **Non-evaluative statements of observed teacher or student behavior**

Example: The teacher stands by the door, greeting students as they enter.

3. **Numeric information about time, student participation, resources use, etc.**

Example: Three of the twenty-five students participated in the discussion.

4. **An observed aspect of the environment**

Example: Desks are arranged in groups of four.

Opinion versus Evidence

The *Framework for Teaching* requires administrators to quantify what they see and hear in the classroom rather than generalize their thoughts, which can easily be misconstrued as opinion.

Below are a few examples of the difference between opinion and evidence.

| Component | Opinion | Evidence |
|-----------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2a | The classroom was welcoming. | T stood by the door and welcomed each student by name as he/she came into the classroom. |
| 2b | Teacher has low expectations for students. | T "This is easy stuff...If you don't understand, it's okay, you won't have to know it for the test." |
| 2c | Very little instructional time was lost. | Transition to pre-set groups took less than one minute. |
| 2d | The classroom was out of control. | 4 students played cards during silent reading time; 2 students sharpened pencils while other students were addressing class; 1 student drummed loudly on desk |
| 2e | The teacher did the best she could with limited space and materials. | Desks were arranged so all students could see and hear the teacher. Pathways were clear. |
| 3a | Teacher repeated the directions over and over. | Teacher repeated the directions three times |
| 3b | Teacher asked higher order thinking questions. | T "Does the earth move around the sun?" S answered. "How do we know that the earth moves around the sun?" |
| 3c | Students were engaged in the lesson. | All students had their eyes on the teacher as she modeled their next activity. |
| 3d | Teacher assessed students informally. | T "Give me a 'thumbs up' if you're ready to move on." T quickly walked around classroom to monitor progress of science project. |
| 3e | Teacher used a question as a teachable moment. | "Interesting thought, what does everyone else think? How do YOU think those two animals get along in the wild?" |

The forms on the following pages can be used to record evidence during the observation. Electronic versions of these forms and more available at <http://www.bay.k12.fl.us/rttt/AppraisalSystems.aspx>

Bay District Schools

ADMINISTRATOR'S NOTES FROM CLASSROOM OBSERVATION

Teacher: _____ Date: _____

Administrator: _____

Domain 2 – The Classroom Environment

Domain 3 -- Instruction

| | |
|--|--|
| | |
|--|--|

Gathering evidence is the key to using the Framework for Teaching!

| Communication | Observation Notes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 2a. Creating an environment of respect and rapport <input type="checkbox"/> teacher interaction with students <input type="checkbox"/> student interactions with one another | |
| 2b. Establishing a culture for learning <input type="checkbox"/> importance of the content <input type="checkbox"/> expectations for learning and achievement <input type="checkbox"/> student pride in work | |
| 3a. Communicating with students <input type="checkbox"/> expectations for learning directions and procedures <input type="checkbox"/> explanations of content <input type="checkbox"/> use of oral and written language | |
| Management | Observation Notes |
| 2c. Managing classroom procedures <input type="checkbox"/> management of instructional groups <input type="checkbox"/> management of transitions <input type="checkbox"/> management of materials and supplies <input type="checkbox"/> performance of non-instructional duties <input type="checkbox"/> supervision of volunteers and paraprofessionals | |
| 2d. Managing student behavior <input type="checkbox"/> expectations <input type="checkbox"/> monitoring of student behavior <input type="checkbox"/> responses to student misbehavior | |
| 2e. Organizing physical space <input type="checkbox"/> safety and accessibility <input type="checkbox"/> arrangement of furniture/use of physical resources | |
| Engagement | Observation Notes |
| 3b. Using questioning and discussion techniques <input type="checkbox"/> quality of questions <input type="checkbox"/> discussion techniques <input type="checkbox"/> student participation | |
| 3c. Engaging students in learning <input type="checkbox"/> activities and assignments <input type="checkbox"/> grouping of students <input type="checkbox"/> instructional materials and resources <input type="checkbox"/> structure and pacing | |
| 3d. Using assessment in instruction <input type="checkbox"/> assessment criteria <input type="checkbox"/> monitoring of student learning <input type="checkbox"/> feedback to students <input type="checkbox"/> student self-assessment | |
| 3e. Demonstrating flexibility and responsiveness <input type="checkbox"/> lesson adjustment <input type="checkbox"/> response to students <input type="checkbox"/> persistence | |
| <i>L. Kibler, October 2013</i> | |

Other Evidence Examples

Evidence is all the work a teacher produces in the completion of job responsibilities. Evidence is not to be uploaded into AIMS or put into the personnel file. **All** evidence feedback uses the language of the rubric (IPDP or Instructional Practice).

If an administrator gathers evidence sufficient for scoring, then the teacher does not need to supply additional evidence. For example, if the administrator observes Domain 4 evidence during the observation, he/she can then discuss and share with the teacher. The teacher does not then supply additional Domain 4 evidence, unless he/she feels additional evidence will help the administrator make a more accurate rating.

| General Evidence Information (See also page 46) | | |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Formative Evidence | Summative |
| 1 | Teacher submits and Admin provides feedback: <ul style="list-style-type: none"> • TWO lesson Plans (ex.#1 review of a, b, c and then #2 review of d, e, f) along with reflection (See Appendix for Lesson Plan Review Guidance) • Pre-Post Observation • IPDP (initial and mid-year) | Teacher submits: <ul style="list-style-type: none"> • 1 to 2 Summative Lesson Plan samples with reflection Administrator rates based on: <ul style="list-style-type: none"> • Pre-Post Observation conversation • IPDP (Baseline Data, Expected Student Achievement Goal, Related Professional Training and Learning Activities, Classroom Implementation) |
| 2 and 3 | Classroom visit | <ul style="list-style-type: none"> • Pre-Post Conference • Observation |
| Formative Evidence Examples | | |
| 4a | Regularly completed teacher evidence, for example: Lesson plan, pre-observation, post observation, IPDP (Needs Based Question, Reflection, Classroom Implementation) (mid-year or formative and final), etc. | <ul style="list-style-type: none"> • Suggestion: Teachers submit bulleted list of Domain 4 participation/evidence; if additional specific information is required, <u>then</u> administrator can request it. • Once rating is completed by administrator, teacher and administrator can discuss what additional evidence is needed. • Suggestion: Teacher submits 2 pieces of evidence for each of the Domain 4 components (some may overlap) along with a Domain 4 reflection • Face to face meeting not required unless additional information needed • Administrator rates based on: <ul style="list-style-type: none"> • Evidence submitted |
| 4b | Regularly completed teacher evidence, for example: systems for recording and maintaining MTSS, attendance, gradebook, ESE compliance, progress monitoring, field trip forms, etc. | |
| 4c | Regularly completed teacher evidence, for example: Newsletters, email, phone log, parent portal, Open House handouts, Reading Logs or planners w/ parent signature, Awards Ceremonies for parents, parent conferences, etc. | |
| 4D | Regularly completed teacher evidence, for example: Leadership roles and/or active participation in Grade Level, Department, Leadership, etc. | |
| 4E | Regularly completed teacher evidence, for example: IPDP (reflection demonstrating student performance impact, samples of implementation provided during midyear review/formative evaluation and/or final IPDP), etc. | |
| 4f | Regularly completed teacher evidence, for example: Maintenance and confidentiality of records, does n/betray confidences, volunteers, contributes upon request and/or leads in decision making, etc. | |
| IPDP | Formative Evidence | Summative |
| | IPDP initial rubric-based feedback provided (on paper copies printed from AIMS or in AIMS-IPDP section). | IPDP mid-year (Cat 3 or 4) or formative feedback (Cat 1 or 2) |

4. Post-Observation Conference

After the observation, the administrator will reflect on what was observed in the classroom or during the activity. The administrator will utilize the applicable *Framework for Teaching* Rubric housed in AIMS and will begin to align the evidence to the Framework Components. Once the administrator's evidence is posted and aligned, it can be made available for the teacher's review prior to the Post-Observation Conference. The teacher will complete the Post-Observation questions and submit to their administrator via AIMS. The Post-Observation Conference should occur as soon as possible after the observation and it is required that it be held within ten (10) workdays.

At the Post-Observation Conference, the administrator will share and review with the teacher the evidence collected. The teacher is invited to supply additional artifacts or evidences from the lesson (Domains 2 and 3) as well as artifacts and evidences for Domains 4, if available.

It should be remembered that the levels of performance for the Framework for Teaching are a rubric, not a checklist. The rubric evaluates the consistency, frequency and quality of work. Evidence and artifacts demonstrate how the practice is done **over time**. While the pre-conference, observation and post-conference cycle capture one piece of information, artifacts and other evidence gathered over time represent different pieces of information. A good explanation of the Levels of Performance can be found in [Enhancing Professional Practice](#) by Charlotte Danielson (pages 38-42).

There are 6 post-conference questions [the classroom teacher will answer in AIMS prior to the meeting](#).

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

There are 6 post-conference questions the non-classroom teacher will answer in AIMS prior to the meeting.

1. In general, how successful was the activity? Did you accomplish what you intended to do?
How do you know?
2. In reflecting on the success of the activity, how would you modify it in the future?
3. Comment on your procedures and your use of physical space. To what extent did these contribute to the success of the activity?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your performance during the activity (e.g., activities, grouping of students/peers, materials, and resources). To what extent were they effective?
6. If you had an opportunity to conduct this activity again with the same group, what would you do differently?

Tips:

- ❖ During the post observation, the administrator and teacher may discover that 1-2 components were not evidenced during the observation. The administrator and teacher may schedule a pop-in during which the administrator can collect the remaining evidence.
- ❖ During the post-observation, the administrator and teacher may discover that an additional piece of evidence in the teacher's possession helps the teacher prove a more effective rating. The teacher may then share that information.

Feedback, Guidance and Coaching

Administrators must consider a continuum of support when conversing with teachers based on the teacher's developmental level of instructional practice. In some instances, the administrator must be more direct with the teacher. However, most teachers are reflective of their instructional practices and will collaborate with the administrator to generate ideas for growth. In some cases administrators can assume a non-directive support role allowing the teacher to develop their own ideas, alternatives and solutions. Definitions and examples of feedback, guidance and coaching follow.

- **Feedback:** Specific comments regarding observed behaviors
Three students responded during the discussion.
- **Guidance:** Suggestion(s) on how to better meet expectations or improve performance
You might consider allowing more wait time in order to engage more students in the discussion.
- **Coaching:** Questions and/or paraphrased responses to clarify, reinforce, and cause reflection
How might you vary your questioning strategy to increase student participation during discussions?

Domain 4

Sample Reflection Questions

In the event that a piece of evidence from Domain 4 requires feedback and/or additional information, the following samples may be helpful.

| Component | Reflection Question Samples | Component Elements Samples | Administrator “look-fors” provided in teacher lesson plan and reflection responses (<i>List provides samples only</i>) |
|-----------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4a | What evidence have you provided for 4a? How does it demonstrate your reflection on teaching? | Accuracy, use in future teaching | <ul style="list-style-type: none"> • Reflection on effectiveness of instructional groups by noting students’ participation, conversations, behavior. • Use of journal to reflect on student behavior. • IPDP reflection on implementation success or failure. • Based on reflection, teacher identifies ways to improve instruction. <p>How does HE differ from E? HE key words and activities include: teacher reflects on use of students to assist in data collection and monitoring, student reflection activities, specific examples cited, IPDP reflection (reflection is highly accurate and perceptive, cites specific implementation examples that were or were not effective, how instruction and/or student performance was or was not impacted by the implementation)</p> |
| 4b | What evidence have you provided for 4b? How does it demonstrate your maintenance of accurate records? | Student completion of assignments, student progress in learning, non-instructional records | <ul style="list-style-type: none"> • U-to-date list of assignments students have not turned in, posted for student use. • Web site where students can check on missing assignments. • Use of online grade book to record attendance, grades, comments, etc. • Use of spreadsheet listing outcomes and competencies where student progress recorded. • Class list used to keep track of information turned in. • Use of program to take attendance. <p>How does HE differ from E? HE key words and activities include: students maintain list of missing assignments, calendar provides monthly assignments where student’s record when assignment turned in, students participate in student progress monitoring, student participation/responsibility in attendance taking.</p> |

| Component | Reflection Question Samples | Component Elements Samples | Administrator “look-fors” provided in teacher lesson plan and reflection responses (List provides <i>samples only</i>) |
|-----------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4c | What evidence have you provided for 4c? How does it demonstrate your communication with families? | Information about the instructional program, information about individual students, engagement of families in the instructional program | <ul style="list-style-type: none"> • Handout provided with syllabus, units of study, handouts, homework, grading procedures, contact information for teacher, etc. • Weekly or monthly newsletter to parents. • Web page for class including calendar and updates on class activities. • Form letter to provide parents with student information. • Monthly progress report generated by software program to all parents. • Survey that includes question for both student and family. • Parents invited to attend student presentations at science fairs, class plays, etc. <p>How does HE differ from E? HE key words and activities include: student participation in preparing handouts, newsletters, web pages; students complete progress report listing missing assignments, etc., students maintain reflection log, teacher arranges twice yearly conferences- students lead conferences, students host and invite parents to student presentations, etc.</p> |
| 4d | What evidence have you provided for 4d? How does it demonstrate your participation in a professional community? | Relationships with colleagues, involvement in a culture of professional inquiry, service to the school, participation in school and district projects | <ul style="list-style-type: none"> • Interacting, sharing, working, and participating with grade-level, department, etc. on regular basis, discussing how to improve instruction for all students. • Participation with group to discuss test data to determine appropriate strategies for struggling students. • Conducts action research (IPDP) with fidelity. • Participates and assists in back to school night, school carnival, Family Math Night. • Mentors new teachers. • Member of school-based and district-wide committees. <p>How does HE differ from E? HE key words and activities include: teacher hosts, encourages others, initiates, and leads discussions; develops materials to determine PD needs for self and school; discusses action research findings with others, brainstorming additional strategies to adjust instruction; coordinates activities, serves as club sponsor; facilitates, leads.</p> |

| Component | Reflection Question Samples | Component Elements Samples | Administrator “look-fors” provided in teacher lesson plan and reflection responses (List provides <i>samples only</i>) |
|-----------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4e | What evidence have you provided for 4e? How does it demonstrate how you have grown and developed professionally? | Enhancement of content knowledge and pedagogical skill, receptivity to feedback from colleagues, service to the profession | <ul style="list-style-type: none"> • Attends relevant and current PD related to subject area or grade level; applies knowledge to instructional activities. • Offers PD for colleagues at school. • Visits colleagues’ classrooms to enhance own instructional skills. • Responds to observation feedback in order to improve instruction. • Serves as cooperating teacher for student teachers. • Hosts grade level or department planning meetings. <p>How does HE differ from E? HE key words and activities include: leads study group, develops schedule for colleagues in a team or department to visit each other’s classrooms; invites supervisor and colleagues into classroom to observe and provide feedback; provides training sessions and discussion groups for cooperating teachers.</p> |
| 4f | What evidence have you provided for 4f? How does it demonstrate how you show professionalism? | Integrity and ethical conduct, service to students, advocacy | <ul style="list-style-type: none"> • Maintains scrupulous records for the collection of money from students. • Implements methods that ensure student records are kept private and confidential. • Volunteers to participate in before-or after school homework support club. • Refers students in need to appropriate programs. • Arranges meetings in order to explain how staff can work successfully with students in need. • Upon request, contributes ideas and data needed to make decisions relevant to student needs. <p>How does HE differ from E? HE key words and activities include: Takes leadership role in developing school-wide system for collecting funds from students; develops after school homework club, organizes activities to assist students in need; leads decision making process.</p> |

5. Determine Level of Teacher’s Performance

During the summative review, administrator and teacher examine the evidence and artifacts **together** and use the collection of evidence from the lesson and that provided by the teacher to identify which rubric language best characterizes the evidence. Based on the evidence, they will determine what level of performance would be indicated for each component evaluated. For Category 1 and Category 2 Teachers, Observation 1 and the subsequent Formative Evaluation of Instructional Practices will only focus on the ten Key Components of the Danielson *Framework for Teaching* (**1C, 1F, 2A, 2B, 2D, 3B, 3C, 4A, 4B, and 4C**). For SLP/OT/PT the components are (**1A, 1C, 1F, 2A, 2E, 3A, 3C, 4B, 4C, 4F**). For Category 3 and Category 4 Teachers and for the second observation/evaluation for Category 1 and Category 2 Teachers, all 22 Components of the Danielson Framework of Teaching will be assessed. The Formative Evaluation Form, the Interim Summative Evaluation Form, and the Final Summative Evaluation Form will be downloaded from AIMS.

Rubric Weighting Scale for Formative and Summative Instructional Practices Evaluation

Each *Framework for Teaching* Component is rated separately and all 22 Components are weighted equally.

| Levels | 0 | 1 | 2 | 3 |
|----------------------------------------|--------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|
| Ratings Used for Each Domain Component | Unsatisfactory | Needs Improvement/Developing | Effective | Highly Effective |
| All categories | Greater than or equal to 50% at Level 1 and/or Level 0 | If not meeting He, E or NI/U, then Developing | At least 75% at Level 3 and/or Level 2 and 0% at Level 0 | At least 80% at Level 3 and 0% at Level 1 and/or Level 0 |

Please note that for the Formative evaluation, ten components are evaluated. For the Interim and Summative, all 22 components are evaluated.

Managing the Assessment of Instructional Practices

The chart below depicts the Components of the *Framework for Teaching* and the evidence regarding a teacher's Instructional Practices. The table also illustrates how the *Framework for Teaching* Components relate to the Florida Educator Accomplished Practices (FEAPs).

| Framework | FEAPs | Lesson Planning | Pre-Conference | IPDP | Post-Conference | Full Observation | Domain 4 Artifacts |
|----------------------------------|----------------------|-----------------|----------------|------|-----------------|------------------|--------------------|
| 1a-Content | A: 1a, 3e | ✓ | (Q1) | ✓ | | | |
| 1b-Students | A: 1e, 2ah, 3eh, 4a | ✓ | (Q3, Q6) | ✓ | | | |
| 1c-Outcomes | A: 1ab, 3e | ✓ | (Q2, Q4, Q6) | ✓ | | | |
| 1d-Resources | A: 2g, 3e | ✓ | (Q5) | ✓ | ✓ (Q5) | | |
| 1e-Coherent Inst. | A: 1bcf, 3eg | ✓ | (Q5) | ✓ | ✓ (Q5) | | |
| 1f-Assessment | A: 1d, 3e, 4bcdf | ✓ | (Q7) | | | | |
| 2a-Respect | A: 2dfh, 3e | | | | | ✓ | |
| 2b-Culture | A: 2cdfh, 3e | | | | | ✓ | |
| 2c-Procedures | A: 2ah, 3e | | | | ✓ (Q3) (Q5) | ✓ | |
| 2d-Managing | A: 2bh, 3e | | | | ✓ (Q3) | ✓ | |
| 2e-Organizing | A: 2ah, 3e | | | | ✓ (Q3) | ✓ | |
| 3a-Comm. Stu. | A: 2e, 3abcdei, 4a | | | | | ✓ | |
| 3b-Quest. Tech. | A: 3abcdef, 4a | | | | | ✓ | |
| 3c-Engaging Stu. | A: 3abcdefg, 4a | | | | ✓ (Q2) (Q5) | ✓ | |
| 3d-Using Assess. | A: 3abcdehij, 4abde | | | | ✓ (Q1) (Q2) | ✓ | |
| 3e-Flexibility | A: 3abcdej, 4ad | | | | ✓ (Q4) (Q5) | ✓ | |
| 4a-Reflecting on Teaching | A: 1e, B: 1abcde | | (Q2) (Q6) | | ✓ (Q1) (Q6) | | ✓ |
| 4b-Accurate records | A: 1e, B: 1abcde | | | | | | ✓ |
| 4c-Comm.w/ Families | A: 1e, 4e, B: 1abcde | | | | | | ✓ |
| 4d-Profes. Comm. | A: 1e, B: 1abcde | | | | | | ✓ |
| 4e-Growing Professionally | A: 1e, B: 1abcde | | (Q4) (Q5) | | | | ✓ |
| 4f-Demonstrating Professionalism | A: 1e, B: 2 | | | | | | ✓ |

AIMS will house all forms, records, files and professional development.



Individual Professional Development Plan (2014-15 Modifications)

According to the teachers' contract, all teachers shall select goals for their Individual Professional Development Plan (IPDP) that meet their **individual** needs in the area of student performance and professional development. The goals will be developed in collaboration with the administrator. It is recommended that teachers draw from their Self-Assessment of Instructional Practice based on the *Framework for Teaching* and /or their previous year's evaluation. Both the teacher and administrator shall mutually agree to the goal and resulting strategies for continued professional development. In the event of a disagreement, administrators have the right to assign goals and strategies for Category 1 and Category 2 Teachers. For Category 3 and 4 teachers, if the administrator perceives a requirement for professional growth or need not addressed in the IPDP, that need may be addressed through the steps of a Corrective Action Plan.

The IPDP is a very specific process tied directly to the teacher's student data and self-assessment. This process does not support the development of *identical* IPDPs for a group of teachers. IPDPs for a collaborative group may focus on the same SIP goal, but the data and subsequent strategies for each teacher will differ.

IPDP supportive documentation is the responsibility of the teacher. This documentation will be used by the teacher and administrator as they review the rubric and assign the evaluation rating for the teacher's IPDP. **The teacher must maintain the IPDP documentation for a period of three (3) years.**

The following pages depict the Individual Professional Development Plans (IPDPs) rubrics and supporting for both classroom and non-classroom teachers that will be used by the teacher and administrator to measure success. It should be noted that a teacher's level of performance will not be affected if the teacher implements all components of the IPDP and the expected student achievement was not attained. It is understood that action research does not yield the anticipated outcome in all situations.

Important items to note:

- The **Appendix** contains a Fill-In-In-The-Blank example that might help guide the teacher through the process.
- All IPDPs will be completed and housed in AIMS.
- Focus or Priority schools (those schools with a school grade of D or F) must target subgroups and include PD that addresses the needs of subgroups not making AMO targets.

General Guidelines:

- Prior to providing the IPDP to the administrator for feedback, a teacher should use a collaborative team or peer or similar to provide feedback on the IPDP using the rubric and hints and guidelines for assistance. The goal is not identical IPDPs; the goal is to allow an opportunity for feedback prior to the administrator's review. While it is important that the administrator provide feedback to the teacher, the teacher is the one writing the IPDP and is ultimately responsible for its content. In most cases (i.e. new teachers or new hires), the administrator should provide one round of feedback to the teacher.
- All IPDPs and DPs should tie back to the core academic areas of the School Improvement Plan so that benchmark assessments and DEA probes and classroom assessments can gather useful information to suit the needs of many things and not just one. This includes IPDPs for special area and school-based non-classroom teachers (guidance counselors, media specialists, etc.).

- In the case of a Special Area/Elective (i.e. PE, Music) or Non-Classroom teacher (i.e. Guidance Counselor), the IPDP will tie to the Core area based on the data driven needs of the targeted group. A PE teacher might tie to the Math goal; a music teacher to reading. Language for the skills is embedded in the course descriptions.
- There should be appropriate and embedded uses of the special area content to address the need (Elementary PE combines content of circulatory system, target heart rate and reading strategies. Students read the content at different stations using reading strategies, do the physical activity explained, and assess the target heart rate.)
- It is important that special area/elective and non-classroom teachers incorporate the common language being used in the School Improvement Plan.
- While discipline may be a part of the data study, it should not be the goal.
- When considering the targeted group, it is important for the teacher to identify the student's in need. The individuals may or may not be level 1 readers, from the lowest 25%, or even the upper 25%. It is important that the teacher find a group in need and work to address that need.
- The IPDP process is one designed to be monitored throughout implementation. If it is not working or the target group changes, then these should be readily apparent and acted upon.
- Those teachers teaching semester class have options to consider before deciding upon the Target Group. The goal is for the teacher to experience a high quality action research process but it must be a focused, reflective process as well. These options are not exclusive and provided here for example purposes only-
 - Focus on 1st semester students. The IPDP must be decided upon swiftly in order to get the required Action Research process in before semester change.
 - Target the group early from BOTH semesters who share a common need show. Implement an action research process using the same strategy.

Non-Classroom Teacher Guidelines

All teachers, including non-classroom teachers, are to be focused on student achievement. Non-classroom teachers may also focus on how to assist administrators, teachers and/or students to impact student achievement. It is important for non-classroom teachers to consider with whom they directly work. They must ask the question, "What is my job description? What do I directly impact? What is my impact area?" The intent is to include student achievement. It is not meant to imply that non-classroom teachers go collect work of individual students if that is not their **impact area**. It is expected that non-classroom personnel will use Student Achievement data but they may not work directly with students. A non-classroom teacher may work with teachers to ultimately impact student achievement.

Bay District Schools
Classroom Teacher
Individual Professional Development Plan Guidance

| IPDP Item | Guiding Question/Thoughts | Additional Considerations | Sentence Stem (To be entered in to AIMS) |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Baseline Data | What specific student achievement information indicates the need for improvement? | Examine self-assessment information and classroom level data. Remember to look at a variety of assessments. What weakness is noted by the group? Narrow the focus to the weakness noted by individuals within the group. | My targeted group is My targeted students are... Remember that Effective is focused on the group. Highly Effective identifies individuals within the group. |
| Needs-based Question | In reflecting on this student achievement data, what instructional question comes to mind? | Considering this specific student data and the results of the self-assessment, formulate a question that will help you improve your practice and student performance. | Will implementing (name the specific strategy) enable my students to achieve (name what you want to achieve as it relates to student performance) |
| Expected Student Achievement Goal(s) | What is your expectation of student achievement as a result of your professional development? | Indicate a SMART goal on a specific assessment. | My targeted students will.... |
| Related Professional Development Objective(s) | What practice(s) will you need to enhance/develop in order to answer your question and meet your stated student achievement goals? | Indicate what you need to know. | In order to meet my goals, I will need to enhance/develop |
| Related Professional Training & Learning Activities | What research-based knowledge and strategies will you review or learn to help you achieve your stated professional development objective(s)? | List diverse research-based activities that you have planned for your personal professional learning, and indicate the documentation you will provide for each activity. | I will |
| Classroom Implementation | What new or enhanced practices have you implemented in your classroom as a result of your professional development? | (Record new strategies as you implement in your classroom, and indicate the documentation you will gather for each strategy listed.) | I have implemented.... |

**Bay District Schools
Classroom Teacher**

Individual Professional Development Plan Rubric

| | | Unsatisfactory | Needs Improvement | Effective | Highly Effective | | | | |
|----------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | 0 points | 1 point | 2 points | 3 points | | | | |
| | | <p>Includes:</p> <ul style="list-style-type: none"> No evidence indicating use of disaggregation to identify targeted group. No data sources used to identify specific weakness of targeted group No documentation of analysis of specific weakness provided | <p>Includes:</p> <ul style="list-style-type: none"> Limited use of disaggregation to identify targeted group. Limited data sources (1 source) used to identify specific weakness of targeted group Limited documentation of analysis of specific weakness provided | <p>Includes:</p> <ul style="list-style-type: none"> Adequate use of disaggregation to identify targeted group. Adequate data sources (2 sources) used to identify specific weakness of targeted group Adequate documentation of analysis of specific weakness provided | <p>Includes:</p> <ul style="list-style-type: none"> Extensive use of disaggregation to identify the individuals within the targeted group. Extensive data sources (3 sources) used to identify specific weakness of targeted group Extensive documentation of analysis of specific weakness provided | | | | |
| Baseline Data | | <p>Multiple data source examples:</p> <ul style="list-style-type: none"> FSA (district, school, classroom, cohort, year, subject, trends, proficiency in categories, individual students) DEA (district, school, classroom, cohort, year, subject, trends, proficiency in categories, individual students) <table border="0"> <tr> <td> <ul style="list-style-type: none"> ECHOS SAT10 PERT TABE AP </td> <td> <ul style="list-style-type: none"> SAT/ACT CELLA ASVAB Discipline Attendance Suspension </td> <td> <ul style="list-style-type: none"> Sub-groups <ul style="list-style-type: none"> ESE Ethnicity Gender ELL Free/Reduced Lunch </td> <td> <ul style="list-style-type: none"> Classroom data <ul style="list-style-type: none"> Product based {journals, worksheets, quizzes, tests, projects, etc.} Observational {running records, group work, demonstrations, experiments, etc.} Conversational {Student-teacher conferences, oral presentations, group work, etc.} Standards based school, team, or teacher assessments </td> </tr> </table> | | | | <ul style="list-style-type: none"> ECHOS SAT10 PERT TABE AP | <ul style="list-style-type: none"> SAT/ACT CELLA ASVAB Discipline Attendance Suspension | <ul style="list-style-type: none"> Sub-groups <ul style="list-style-type: none"> ESE Ethnicity Gender ELL Free/Reduced Lunch | <ul style="list-style-type: none"> Classroom data <ul style="list-style-type: none"> Product based {journals, worksheets, quizzes, tests, projects, etc.} Observational {running records, group work, demonstrations, experiments, etc.} Conversational {Student-teacher conferences, oral presentations, group work, etc.} Standards based school, team, or teacher assessments |
| | <ul style="list-style-type: none"> ECHOS SAT10 PERT TABE AP | <ul style="list-style-type: none"> SAT/ACT CELLA ASVAB Discipline Attendance Suspension | <ul style="list-style-type: none"> Sub-groups <ul style="list-style-type: none"> ESE Ethnicity Gender ELL Free/Reduced Lunch | <ul style="list-style-type: none"> Classroom data <ul style="list-style-type: none"> Product based {journals, worksheets, quizzes, tests, projects, etc.} Observational {running records, group work, demonstrations, experiments, etc.} Conversational {Student-teacher conferences, oral presentations, group work, etc.} Standards based school, team, or teacher assessments | | | | | |
| | | <p>Hints and Guidance:</p> <ul style="list-style-type: none"> It is acceptable to use one piece of data multiple ways (Effective) or multiple pieces of data (Highly Effective). Reflections occur twice: once at mid-year (cat 3/4) and formative evaluation (cat 1/2) AND for the final IPDP review. Teachers use standardized data for which they are accountable (FSA, EOC, etc.) For teachers in circumstances without standardized data, use the most authentic and relevant data such as College and Readiness information. When examining data, teachers should consider current and previous data sources in order to track trends. Data examination should also include assessments that will drive the Student Growth portion of a teacher's evaluation. A rule of thumb for the target group size is 10% of a secondary teacher's students served and 25% of self-contained classrooms. If the Target Group changes significantly, the teacher includes this information in the reflection(s). Adjustments are made based on new students' data. The new target group may exhibit the same weaknesses as the original group; therefore, the teacher can continue action research on the strategy selected for improving the weakness. It is suggested that a brief Targeted Group statement be in the Baseline Data box on AIMS. Longer explanations should be uploaded as an attachment in the Baseline Data supporting documentation file. The attachment might include data sources and the process for deriving the Targeted Group. Limited – looks at 1 subgroup to identify target group with greatest need; uses 1 data source; documentation includes a chart <u>or</u> graph and broad weakness area (i.e. reading comprehension, vocabulary, number sense, geometry, etc.) Adequate – looks at 2 subgroups to identify target group with greatest need; uses 2 distinct data sources (DEA, CFA, etc.); documentation includes a chart and graph <u>or</u> narrative and broad weakness area | | | | | | | |
| | <p>Also 1b: Knowledge</p> | | | | | | | | |

- | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Extensive – looks at 3 or more subgroups to identify target group with greatest need; uses 3 distinct data sources (DEA, FSA, CFA, etc); documentation includes a chart, graph and narrative and specific weakness (decoding multisyllabic words, multiplying fractions, etc.) |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | Unsatisfactory | Needs Improvement | Effective | Highly Effective |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 0 points | 1 point | 2 points | 3 points |
| Needs-based Question | Includes: <ul style="list-style-type: none"> no evidence of reflection on baseline data no relationship to student performance no identified instructional/professional strategy and/or practice | Includes: <ul style="list-style-type: none"> little evidence of reflection on baseline data an ambiguous relationship to student performance instructional/professional strategy and/or practice that are not research-based | Includes: <ul style="list-style-type: none"> reflection on baseline data an understandable relationship to student performance researched-based instructional/professional strategy and/or practice | Includes: <ul style="list-style-type: none"> purposeful and investigative reflection on the meaning of baseline data a clear and distinct relationship to student performance specific research-based instructional/professional strategy and/or practice that visibly relate to identified student needs |
| Also 1a: | Hints and Guidance: | | | |
| | Needs Improvement | Effective | Highly Effective | |
| | Only CRISS is included, but there is an ambiguous relationship to student data requiring this usage and is not specific enough to determine if the actual strategy is research-based to impact the identified area of need. | CRISS-Anticipation Guide- is included, but perhaps the targeted area's need is vocabulary. This is an understandable way to use the strategy, but not researched based nor a clear and distinct relationship to student performance. | CRISS-Anticipation Guide is included AND the targeted group's area of need is literary analysis. | |
| Expected Student Achievement Goal | Includes: <ul style="list-style-type: none"> no identified results no relationship to needs-based question no identification of students affected by the goal | Includes: <ul style="list-style-type: none"> results that are not specific nor measurable little relationship to the needs-based question insufficient identification of the students affected by the goal | Includes: <ul style="list-style-type: none"> specific and measurable results a relationship to the needs-based question an identification of the group of students affected by the goal | Includes: <ul style="list-style-type: none"> SMART results (specific, measurable, attainable, reasonable, timely) A clear and distinct relationship to the needs-based question an identification of individuals within the targeted group of students affected by the goal |
| | Result source examples: <ul style="list-style-type: none"> FSA (use cautiously) | <ul style="list-style-type: none"> DEA (use cautiously) and DEA Probes PERT | <ul style="list-style-type: none"> SM5 Standards-based classroom assessments | <ul style="list-style-type: none"> FSA Explorer EOC Common Assessments Brigance Classworks |
| Also 1c: Settin | Hints and Guidance: | | | |
| | <ul style="list-style-type: none"> Results can be gains or proficiency as appropriate for the targeted group. It is not expected that HE must set individual goals for each student in the targeted group. HE might then be that the "targeted group" will increase by a certain amount. Effective would then be that a group (i.e. 3rd period) will increase by a certain amount. While growth and proficiency are the desired outcomes, they are not the measure of Highly Effective. Note: When establishing the goal, consider when data is available in order to meet the timeline for IPDP completion. | | | |

| | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Related Professional Development Objectives Also 1a: Knowledge | Unsatisfactory 0 points | Needs Improvement 1 point | Effective 2 points | Highly Effective 3 points |
| | Include: <ul style="list-style-type: none"> no substantive teacher behaviors or strategies no relationship to the student achievement goal and teacher self-assessment | Include: <ul style="list-style-type: none"> teacher behaviors and strategies that are not founded in research an insignificant relationship to the student achievement goal and teacher self-assessment | Include: <ul style="list-style-type: none"> research-based teacher behaviors and strategies to develop or enhance a relationship to the student achievement goal and teacher self-assessment | Include: <ul style="list-style-type: none"> appropriately detailed and research-based teacher behaviors and strategies to develop or enhance a clear and distinct relationship to the expected student achievement goal and teacher self-assessment |
| | Hints and Guidance: <ul style="list-style-type: none"> If a teacher rates himself/herself as less than Highly Effective in the Self-Assessment, the expectation is not that each item he/she feel needs improvement will be reflected in the PD Objectives. It is expected that 1-2 items that intersect with the student achievement needs will be reflected in the PD Objective. | | | |
| Related Professional Training and Learning Activities Also 1a: Knowledge of content and pedagogy | Include: <ul style="list-style-type: none"> an insufficient or incomplete list of trainings and activities with no relationship to research no relationship to student achievement goal and/or teacher self-assessment no documentation provided | Include: <ul style="list-style-type: none"> a minimal list of trainings and activities that are not research-based trainings and activities that are not related to the stated student achievement goal and/or teacher self-assessment documentation provided for each activity | Include: <ul style="list-style-type: none"> research-based professional training and learning activities a relationship to the stated student achievement goal and/or teacher self-assessment documentation provided for each activity | Include: <ul style="list-style-type: none"> diverse formats of research-based professional training and learning activities a clear and distinct relationship to the stated student achievement goal and/or teacher self-assessment documentation provided for each activity |
| | Documentation Examples: <ul style="list-style-type: none"> Sign-In sheets Summary paragraph of book study Certificates | Professional Training and Learning Activities continued: <ul style="list-style-type: none"> Workshops Lesson Study Summer Workshops Moodle School-based or district-based offered PD Beacon Courses (if available) | | |
| | Professional Training and Learning Activities include: <ul style="list-style-type: none"> Online Learning Tutorials Book Study | | | |
| Hints and Guidance: <ul style="list-style-type: none"> Diverse is defined as more than one format. PD activities do not have to be “new”. They can be a review of previous professional development with new implementation. If a teacher rates himself/herself as less than Highly Effective in the Self-Assessment, the expectation is not that each item he/she feels needs improvement will be reflected in the PD Objectives. It is expected that 1-2 items that intersect with the student achievement needs will be reflected in the PD Objective. | | | | |

| | Unsatisfactory | Needs Improvement | Effective | Highly Effective |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 0 points | 1 point | 2 points | 3 points |
| Classroom Also 1e: Coherent instruction; use of appropriate data | Includes: <ul style="list-style-type: none"> no documentation of data-related and appropriate instructional strategies or practices no relationship to the professional development activities no data regarding effect on student performance no analysis no reflection | Includes: <ul style="list-style-type: none"> little documentation of data-related and appropriate instructional strategies or practices limited relationship to the professional development activities insufficient data regarding effect on student performance little or no data analysis reflection reads as summary rather than insightful reflection of the strategy/process | Includes: <ul style="list-style-type: none"> documentation of implementation of instructional strategy or practice a relationship to the accomplished professional development activities data indicating the effect on student performance data organized by individual or group reflection an accurate and objective description of how implementation was or was not successful, may include mid- course correction | Includes: <ul style="list-style-type: none"> comprehensive and significant documentation of the implementation of the instructional strategy or practice formative/interim student achievement data indicating the effect on student performance or promotion-retention information compiles data into graphs/charts, by individual and group, for analysis and comparison of targeted group impact a clear and distinct relationship to the needs based question reflection is highly accurate and perceptive, cites specific implementation examples that were or were not effective, how instruction and/or student performance was or was not impacted by the implementation, and includes any mid-course corrections |
| | Documentation examples: <ul style="list-style-type: none"> Lesson plans indicating use Student samples Sign-In sheets Student pictures or video (as appropriate and as allowable) Spreadsheets, charts, graphs (Excel, Microsoft Word, handwritten) | | Formative/Interim Assessment Examples: <ul style="list-style-type: none"> Classroom standards-based formative assessments Mid-year DEA Storytown Assessments FSA Explorer FOCUS Common Assessments | |
| | Hints and Guidance: <ul style="list-style-type: none"> If using DEA, consider creating a Targeted Group Class in DEA for tracking purposes. The purpose of the collection is for data analysis, the effect on the targeted group, and for making course corrections. Changes are based on data and needs of the targeted group. Data collection should tie back to the needs-based question and should be collected in ‘real time’ (as they happen). Going back after the fact is a burdensome process and does not allow the most meaningful analysis. Strategies may be implemented with more students than the Targeted Group. The Targeted Group is for data collection and impact study purposes. Student samples are collected from the Targeted Group. Tie sample collection to the targeted strategies. When collecting samples from a lesson where a strategy was implemented, collect samples for all targeted students. Three-four sample sets are sufficient for data analysis. Consider collecting samples for the beginning, middle, and end. The strategy will be implemented more than 3-4 times, but the sample sets are for analysis of the strategy’s’ impact. | | | |

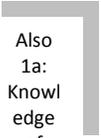
- When collecting samples, also collect corresponding data (DEA, classroom, etc.) to summarize what was observed in the sample set (trends, impact, etc.)
- Have at least 2 sample sets to show administrator during mid-year review or formative evaluation.
- Student samples are **NOT** expected to be uploaded into AIMS. The samples along with summaries will be available during the mid-year review or formative evaluation.
- A reflection must be completed prior to the mid-year review or formative evaluation AND final IPDP review and must include the analysis of graphs/charts of student data.
- Reflection considerations:
 - It is a reflection; it is not a summary.
 - Consider the 4 phases of reflection
 - Identify the situation.
 - What happened?
 - So what?
 - What next?
 - Cite implementation examples that were or were not effective.
 - How was instruction and/or student performance impacted (or not) by the implementation?

Bay District Schools
Non-Classroom Teachers
Individual Professional Development Plan Guidance

| IPDP Item | Guiding Question/Thoughts | Additional Considerations | Sentence Stem (To be input into AIMS) |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student, Teacher or Impact Area Baseline Data | What student, teacher, or impact data indicates the need for improvement? | Examine data (student, teacher, impact area) that is related to your professional responsibilities. What weakness is noted by the group? Narrow the focus to what weakness is noted in individuals within the group (students, teachers, or the impact area)? | My targeted group is My targeted students are... Remember that Effective focuses on the group. Highly Effective identifies individuals within the group. |
| Needs-based Question | In reflecting on this data, what instructional/performance question comes to mind? | Considering this specific data and the results of the self-assessment, formulate a question that will help you improve your professional practice and impact area performance (student, teacher, parent, impact area, etc.) | Will implementing (name the specific strategy) enable my (area of impact-(teachers, admins, parents, etc) to achieve (name what you want to achieve as it relates to student achievement)? |
| Expected Student, Teacher or Impact Area Achievement Goal(s) | What is your expectation of student, teacher, or impact area achievement/performance as a result of your professional development? | Indicate a measurable result on a specific assessment. | My (area of impact students/teachers/parents, etc.) will.... (need to be student achievement related) |
| Related Professional Development Objective(s) | What practice(s) will you need to enhance/develop in order to answer your question and meet your stated student, teacher or impact area achievement/performance goals? | Indicate what you need to know. | In order to meet my goals, I will need to enhance/develop |
| Related Professional Training & Learning Activities | What research-based knowledge and strategies will you review or learn to help you achieve your stated professional development objective(s)? | List diverse research-based activities that you have planned for your personal professional learning, and indicate the documentation you will provide for each activity. | I will need to |
| Professional Practices Implementation | What new or enhanced strategy have you implemented in your professional practice as a result of your professional development? | (Record the new strategy as you implement it in your professional practice, and indicate the documentation you will gathered.) | |

| <p align="center">2014-2015 Bay District Schools Non-Classroom Teacher Individual Professional Development Plan Rubric</p> | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | Unsatisfactory | Needs Improvement | Effective | Highly Effective | |
| | 0 points | 1 point | 2 points | 3 points | |
| Student, Teacher Or Impact Area Baseline Data | Includes: <ul style="list-style-type: none"> No evidence indicating use of disaggregation to identify targeted group. No data sources used to identify specific weakness of targeted group No documentation of analysis of specific weakness provided | Includes: <ul style="list-style-type: none"> Limited use of disaggregation to identify targeted group. Limited data sources (1 source) used to identify specific weakness of targeted group Limited documentation of analysis of specific weakness provided | Includes: <ul style="list-style-type: none"> Adequate use of disaggregation to identify targeted group. Adequate data sources (2 sources) used to identify specific weakness of targeted group Adequate documentation of analysis of specific weakness provided | Includes: <ul style="list-style-type: none"> Extensive use of disaggregation to identify the individuals within the targeted group. Extensive data sources (3 sources) used to identify specific weakness of targeted group Extensive documentation of analysis of specific weakness provided | |
| | <p>Multiple data source examples (see also the list provided on the Classroom Teacher rubric)</p> <ul style="list-style-type: none"> Discipline referrals, SESIR data, PBS data (school, classroom, cohort, year, trends: time of day, locations, subgroups, individual students) Climate Survey (Student, Teacher, Parent) Audit information Random samples of school IEP forms Classroom data: Observational {Teacher, paraprofessional, parent, etc.} Conversational {Student-teacher conferences, Parent-Teacher conferences, etc.} | | | | |
| | <p>In addition to Hints and Guidance in the Classroom Teacher rubric:</p> <ul style="list-style-type: none"> Start with appropriate data to identify trends or needs | | | <ul style="list-style-type: none"> Survey admins or teachers and examine teacher, student, or school data to identify needs Consider the IPDP or DP of teachers or admins served; who has the most need? | |
| Needs-based Question | Includes: <ul style="list-style-type: none"> no evidence of reflection on student, teacher or impact area achievement/performance data no relationship to student, teacher or impact area performance no identified instructional/professional strategy and/or practice | Includes: <ul style="list-style-type: none"> little evidence of reflection on student, teacher or impact area achievement/performance data an ambiguous relationship to student, teacher or impact area performance instructional/professional strategy and/or practice that are not research-based | Includes: <ul style="list-style-type: none"> reflection on student, teacher or impact area achievement/ performance data an understandable relationship to student, teacher or impact area performance researched-based instructional/professional strategy and/or practice | Includes: <ul style="list-style-type: none"> purposeful and investigative reflection on the meaning of student, teacher or impact area achievement/ performance data a clear and distinct relationship to student, teacher or impact area performance specific research-based instructional/professional strategy and/or practice that visibly relates to identified student, teacher or impact area need | |
| | Hints and Guidance: | | | | |

In addition to the Hints and Guidance provided in the Classroom Teacher Section:
 Consider writing the Needs-based question so that it considers, “Will (strategy X) impact student achievement data (Y).”

| | Unsatisfactory | Needs Improvement | Effective | Highly Effective | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | 0 points | 1 point | 2 points | 3 points | |
| Expected Student, Teacher Or Impact Area Achievement/ Performance Goal  | Includes: <ul style="list-style-type: none"> no identified results no relationship to needs-based question no identification of students, teachers or impact area affected by the goal | Includes: <ul style="list-style-type: none"> results that are not specific nor measurable little relationship to the needs-based question insufficient identification of the students, teachers or impact area affected by the goal | Includes: <ul style="list-style-type: none"> specific and measurable results a relationship to the needs-based question an identification of the targeted group of students, teachers or impact area affected by the goal | Includes: <ul style="list-style-type: none"> SMART results (specific, measurable, attainable, reasonable, timely) a clear and distinct relationship to the needs-based question an identification of the individuals within the targeted group of students, teachers or impact area affected by the goal | |
| | Result source examples: <ul style="list-style-type: none"> Internal audits Checklists Sign-In sheets Observational records Mid-year school based bullying discipline referrals | | | <ul style="list-style-type: none"> Mid-year PBS Mid-year Student self-assessment Mid-year Classroom data <ul style="list-style-type: none"> Observational {Teacher, paraprofessional, parent, etc.} Conversational {Student-teacher conferences, Parent-Teacher conferences, etc.} | |
| | Hints and Guidance: In addition to the Hints and Guidance provided in the Classroom Teacher Section: <ul style="list-style-type: none"> The outcome should be about Student Achievement based on the Baseline Data. | | | | |
| Related Professional Development Objectives  | Include: <ul style="list-style-type: none"> no substantive behaviors or strategies no relationship to the student, teacher or impact area achievement goal/performance goal and teacher self-assessment | Include: <ul style="list-style-type: none"> behaviors and strategies that are not founded in research an insignificant relationship to the student, teacher or impact area achievement goal/performance goal and teacher self-assessment | Include: <ul style="list-style-type: none"> research-based behaviors and strategies to develop or enhance a relationship to the student, teacher or impact area achievement goal/performance goal and teacher self-assessment | Include: <ul style="list-style-type: none"> appropriately detailed and research-based behaviors and strategies to develop or enhance a clear and distinct relationship to the expected student, teacher or impact area achievement goal/performance goal and teacher self-assessment | |
| | Hints and Guidance: In addition to the Hints and Guidance provided in the Classroom Teacher Section: <ul style="list-style-type: none"> A non-classroom teacher may seek to build their capacity for having critical conversations with teachers. Clinical Educational Training | | | | |

| | Unsatisfactory | Needs Improvement | Effective | Highly Effective |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 0 points | 1 point | 2 points | 3 points |
| Related Professional Training and Learning Activities | Include: <ul style="list-style-type: none"> an insufficient or incomplete list of trainings and activities with no relationship to research no relationship to trainings and activities for stated achievement levels (student, teacher or impact area) and/or teacher self-assessment no documentation provided | Include: <ul style="list-style-type: none"> a minimal list of trainings and activities that are not research-based trainings and activities that are not related to the stated achievement levels (student, teacher or impact area) and/or teacher self-assessment documentation provided for each activity | Include: <ul style="list-style-type: none"> research-based professional training and learning activities a relationship to the stated achievement levels (student, teacher or pro impact area) and/or teacher self-assessment documentation provided for each activity | Include: <ul style="list-style-type: none"> diverse, research-based professional training and learning activities a clear and distinct relationship to the stated achievement levels (student, teacher or impact area) and/or teacher self-assessment documentation provided for each activity |
| | <p>Documentation Examples:</p> <ul style="list-style-type: none"> Sign-In sheets, meeting minutes, conference notes Behavior checklist, student behavior self-assessment Summary paragraph of book study or research findings Certificates, handouts, etc. <p>Professional Training and Learning Activities include:</p> <ul style="list-style-type: none"> Conferences Online Learning Tutorials Book Study Workshops Lesson Study Summer Workshops Moodle School-based or district-based offered PD Beacon Courses (if available) <p>(Note: PD activities do not have to be “new”. They can be a review and appropriate new implementation of previous PD.)</p> <p>Hints and Guidance:</p> <ul style="list-style-type: none"> Diverse is defined as more than one format. PD activities do not have to be “new”. They can be a review of previous professional development with new implementation. If a teacher rates themselves as less than Highly Effective in the Self-Assessment, the expectation is not that each item he/she feel needs improvement will be reflected in the PD Objectives. It is expected that 1-2 items that intersect with the student achievement needs will be reflected in the PD Objective. | | | |

Also

1a:
Knowledge of content and pedagogy

| | Unsatisfactory | Needs Improvement | Effective | Highly Effective |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 0 points | 1 point | 2 points | 3 points |
| | Implementation | <p>Includes:</p> <ul style="list-style-type: none"> no documentation of data-related and appropriate professional strategies or practices no relationship to the professional development activities no data regarding effect on student, teacher or impact area performance no analysis no reflection | <p>Includes:</p> <ul style="list-style-type: none"> little documentation of data-related and appropriate professional strategies or practices limited relationship to the professional development activities insufficient data regarding effect on student, teacher or impact area performance little or no data analysis reflection reads as summary rather than insightful reflection of the strategy/ impact area | <p>Includes:</p> <ul style="list-style-type: none"> documentation of implementation of instructional strategy or practice a relationship to the accomplished professional development activities data indicating the effect on student, teacher or impact area performance data organized by individual or group reflection an accurate and objective description of how implementation was or was not successful may include mid-course correction |
| <p>Documentation examples:</p> <ul style="list-style-type: none"> Lesson plans, behavior plans, guidance plans Student pictures or videos (as appropriate and as allowable) Student samples Agendas Samples Sign-In sheets Observational checklists Reflections | | <p>Formative/Interim Assessment Example</p> <ul style="list-style-type: none"> Climate Survey Student self-assessment Classroom data <ul style="list-style-type: none"> Observational {Teacher, paraprofessional, parent, etc.} Conversational {Student-teacher conferences, Parent-Teacher conferences, etc.} Classroom standards-based formative assessments Survey Monkey {Survey classroom teachers on program effectiveness} | | |
| <p>Hints and Guidance: In addition to the Hints and Guidance in the Classroom Teacher rubric:</p> <ul style="list-style-type: none"> Key implementation processes might include: provide professional development in teaching techniques, model implementation, observe implementation and follow up on implementation. Other key implementations might include: provide PD in writing an IEP or improve parental involvement; provide training to teachers, parents or admins in the group impacted, provide resources, provide strategies for parents, teachers, admins that focus on school or teacher needs, facilitate parental meetings (note: student achievement data could come from those parents who attended the meeting). | | | | |

The Individual Professional Development Plan (IPDP) Rubrics will be housed in the Appraisal Information Management System (AIMS) and the system will automatically configure the teacher’s IPDP rating level based on the rubric data submitted by the administrator and according to the established “rules” for the teacher’s Category.

Rubric for Individual Professional Development Plan Evaluation

The rubric is based on the six components of the IPDP.

| Levels | 0 | 1 | 2 | 3 |
|---------------------------------------------|---------------------------------------|-------------------------------------------------------------|-----------------------------------------|-----------------------------------|
| Ratings Used for Each IPDP Component | Unsatisfactory | Needs Improvement/ Developing | Effective | Highly Effective |
| Category 1, 2, 3, and 4 Teachers | 1 or more rated 0 (Unsatisfactory) | 1 or more meeting rated 1 (Needs Improvement/Developing) | If not meeting HE, D or U, Effective | 6/6 rated 3 (Highly Effective) |



Student Growth/Achievement Component

Measurements for Instructional Staff for grades PK-12

According to Senate Bill 736 (Student Success Act), the evaluation of all instructional staff is required to have a measurement of student growth/achievement. There are four general classifications of this measurement:

- **Direct:** An assessment is tied **directly** to a course. For example, a student is in a reading course and takes the FSA Reading assessment.
- **Indirect:** There is an assessment tied **indirectly** to a course. For example, a student is in a Social Studies course which does not have a direct assessment; however, the student takes the FSA. Therefore, the FSA Reading is tied indirectly to the Social Studies class.
- **School:** Instructional staff serves the school and are responsible for students at the school. As such, staff receives the growth/achievement of the students at the school.
- **District:** Instructional staff that serve the district are responsible for students in the district and as such receive the growth/achievement of students in the district.

Currently, teachers are participating in PLCs during which they create and administer assessments that measure course standards. For high school, students will continue to participate in teacher-created semester exams. For elementary and middle school, we will continue to give assessments throughout the year to monitor and support student progress. A school board policy regarding this process is pending. These evaluations are not necessarily for use in teacher evaluations.

The following measurements are the approved measurements for use in the 14/15 Teacher Evaluation System.

Approved Measurements

State Assessments (Required use)

- FSA Math/Reading VAM
- Algebra 1 VAM
- Biology (if VAM approved*)
- American History (if VAM approved*)
- Geometry (if VAM approved*)
- Civics (if VAM approved*)

**In the event a VAM is not approved by the State Board and the Commissioner, then the district will use the passing results of the assessment and the Achievement rubric.*

District Assessments

- SAT 10
- Industry Certifications
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Advanced International Certificate of Education (AICE)
- Dual Enrollment (DE)
- Brigrance
- Adult General Education
- FSA (3rd grade)
- Florida Alternate Assessment

There are many different classifications of teachers, courses, and assessments that cannot be easily captured in one easy to read table. The table below represents the bulk of grades, assessments and rubrics. *It is not an all-inclusive list and it should be recognized that “gaps” may occur.* In the event that an issue or question arises about the evaluation system and specifically the student growth/achievement section, either the Oversight Committee charged with monitoring the system, the Coordinator of Appraisal Systems, the Director of HR, and/or the Superintendent of Schools will make modification decisions. Every effort will be made to comply with the law, but be as fair as possible given the situation.

Note: In order to comply with the law, every effort will be made to apply a student growth/achievement measurement based on the students that the teacher serves.

| Grade | Measurement | Explanation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K-2 | SAT 10-Reading (Direct) | Teachers receive a direct measurement based on the reading achievement of assigned students. The district will use a BDS VAM model as an attempt to account for ESE, ELL, attendance, 504 and mobility. The rating then for each teacher will be based upon the VAM Rubric. |
| 3 | FSA-Reading and/or math (Direct) | Teachers receive a direct measurement based on the reading and/or math achievement of assigned students. The district will use the BDS VAM model as an attempt to account for ESE, ELL, attendance, 504 and mobility. The rating then for each teacher will be based upon the VAM Rubric. |
| <ul style="list-style-type: none"> For 2014-2015 for 1st – 3rd grade, if there is a prior SAT 10 score for a student, then the student’s growth will be included as a growth model for the teacher’s measurement. Similar to the FSA VAM, students without a prior score will not be included. For 2014-2015 for Kindergarten, the BDS VAM model used for SAT10 and FCAT 3rd grade in the 2013-2014 school year that took into consideration ESE, ESOL, 504, attendance and mobility will be used to measure the 2014-2015 student achievement. | | |
| 4-5 | FSA Combined (reading and/or math) (Direct VAM) | Teachers receive a direct measurement based on courses taught matched to FSA and the students in those courses. The measurement is based on a reading VAM <u>or</u> math VAM <u>or</u> reading/math VAM aggregate. For example, if the teacher teaches a reading class- the VAM is based on just reading. If the teacher teaches reading and math classes, then the VAM is based on a reading/math aggregate. See VAM rubric. |
| 5 | FCAT Science | Teachers receive a direct measurement based on courses taught matched to FCAT-Science and the students in those courses. The district will use the BDS VAM model as an attempt to account for ESE, ELL, attendance, 504 and mobility. The rating then for each teacher will be based upon the VAM Rubric. |
| K-5 Elective (PE, Music, Art) | FSA-Reading VAM (Indirect) SAT 10 Reading | Teachers receive an indirect measurement based on the measurements of students assigned to them. Examples include: FSA-Reading and SAT-10. Measurements are combined and weighted based on the number of students. See appropriate rubric. |
| Indirect Informational Note: The state will no longer submit an Indirect VAM score to districts for teachers not receiving | | |

a direct VAM. Bay District Schools will now use the following guidelines for this scoring:

- A comparison will be made of students' predicted score versus actual score.
- This information will then use the Achievement Rubric to derive the teacher's Indirect Rating and will be based on students' served.

| | | |
|------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6-8 | FSA VAM (Direct) | Teachers receive a direct VAM based on courses matched to FSA reading or math or reading/math aggregate and the students assigned to them. See VAM rubric. |
| | FSA VAM-Reading (Indirect) | Teachers receive an indirect measurement based on the FSA VAM-Reading of students assigned to them. See Achievement rubric and Indirect Informational Note above. |
| | Algebra I VAM | Teachers receive a direct measurement based on Algebra 1 VAM of assigned students taking the Algebra 1 course. If approved by the SGIC, see VAM rubric. If a VAM is not approved by the SGIC, then the Achievement rubric will be used. |
| | Other State Required Assessments | For Civics AND FCAT (8 th grade) Science, the district will use the data as provided by DOE. If a VAM approved by the SGIC, see VAM rubric. If VAM is not approved by the SGIC, then see the Achievement rubric. |
| 9-12 | FSA VAM (Direct) | Teachers receive a direct measurement based on reading or math or reading/math aggregate of the students assigned to them. See VAM rubric. |
| | FSA VAM (Indirect) | Teachers receive an indirect measurement based on the FSA VAM-Reading of students assigned to them. See Achievement rubric and Indirect Informational Note above. |
| | Alg I VAM (Direct) | Teachers receive a direct measurement based on Algebra 1 VAM of assigned students taking the Algebra 1 course. The Grade 9 VAM has been approved for use for Grade 9; therefore it must be used. If a VAM is not approved by the SGIC nor the Commissioner, then the Achievement rubric will be used. For example, if the 8 th grade VAM is not approved, then the Achievement rubric will be used based on the students scoring proficiency on the Algebra I exam. |
| | AICE, IB, AP | Teachers receive a direct measurement based on students enrolled in the advanced academic course. Students are required to take the corresponding course examination. A minimum of 90% of the students enrolled at the beginning of the second semester in a course are tested. When threshold met: Total passed ÷ total tested When threshold not met: Total passed ÷ Total enrollment See Achievement rubric. |
| | Industry Certifications (Direct) | Teachers receive a direct measurement based on the number of assigned students taking the test. See achievement rubric. |
| | Dual Enrollment | Teachers receive a direct measurement based on Dual Enrolled (DE) students assessed using Gulf Coast State College (GCSC) approved exams for the course taken (Spring/Fall). The teacher level student growth proficiency level for this percentage group will be based on students' completion rate (final grade of A, B or C) as compared to GCSC students' completion rate for the same |

| | | |
|-----------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | course. See DE Rubric. |
| | PERT Reading and Math (Direct) | The PERT will be included in a teacher's measurement as a direct measurement for the following courses (and the students assigned to them) using the Achievement Rubric: <ul style="list-style-type: none"> • Liberal Arts I (1207300) and Alg I Credit Recovery (1200315) (Concordant score =97) • Math for College Readiness (1200700) (Math pass score= 114) • English IV College Prep (1001405) (PERT-Reading pass score= 106) |
| | PERT Reading (Indirect) | If a 9-12 teacher does not have a direct measurement of any kind (PERT, IB, AICE, etc.), then the Reading pass score (106) of the student's assigned to them will be used applying the Achievement Rubric. |
| | FCAT/FSA Retakes | For 11 th and 12 th grade reading courses, FCAT and/or FSA retakes of assigned students will be included as a teacher's direct measurement. Either the BDS VAM Model used for the SAT10 and FSA 3 rd grade will be applied here which takes into account a student's ESE, ESOL, 504, attendance and mobility. The achievement rubric will also be examined to determine which is the more appropriate model to use. |
| | Other State Required Assessments | For Biology, US History, Geometry, Algebra II and FSA 11 th grade, the district will use the data as provided by DOE. If a VAM approved by the SGIC, see VAM rubric. If VAM is not approved by the SGIC, then see the Achievement rubric. |
| Instructional staff assigned to students (non-classroom) | Individual growth/achievement based on assigned students | If an instructional staff member (i.e. guidance counselor) is not assigned to students in a course, but serves a particular grade or group of students, the student growth/achievement will be based on state or district approved assessment(s) of assigned students. |
| Instructional staff not assigned to students (non-classroom/school-based) | School Growth/Achievement | Staff members not assigned to a particular group of students and serve one school and the students at that school, then the student growth/achievement scores of those students will be used. Examples include- Media Specialists, Resource Teachers, Inclusion Teachers, etc. |
| Instructional staff not assigned to students (non-classroom) | Multi-school growth/achievement | Staff members not assigned students, serve multiple-schools and therefore, the students at those multiple schools, then the student growth/achievement scores of those students at those schools will be used. Examples include- Resource Teachers, etc. |
| Instructional staff not assigned to students (non-classroom/district based) | District Growth/Achievement | Staff members not assigned students, serves all district schools and the students in the district, then the student growth/achievement scores of students in the district will be used. Examples include- Resource Teachers, etc. |

Rubrics for State and District Approved Measurements

VAM Rubric: (i.e. FSA VAM direct, Algebra I VAM, SAT10, FSA 3rd grade, and other VAM scores as released by DOE)

| Ratings Used for Each Student Growth Component | Unsatisfactory | Needs Improvement/ Developing | Effective | Highly Effective |
|------------------------------------------------|----------------|-------------------------------|------------|------------------|
| Levels | 0 | 1 | 2 | 3 |
| Category 1-4 Teachers | -.25 and below | -.24 to -.01 | 0.0 to .10 | .11 and above |

****Note:** It is expected that DOE will begin standardizing the VAM scores for the state in the near future. FSA VAM scores are expected to receive this standardization first.

Achievement Rubric: (i.e. AICE, IB, AP, PERT, Industry Certifications, FSA Indirect)

| Ratings Used for Each Student Growth Component | Unsatisfactory | Needs Improvement/ Developing | Effective | Highly Effective |
|------------------------------------------------|----------------------------------------|-----------------------------------------|-----------------------------------------|--------------------------------------|
| Levels | 0 | 1 | 2 | 3 |
| Category 1-4 Teachers | 0% or greater students passed the exam | 15% or greater students passed the exam | 30% or greater students passed the exam | 50% greater students passed the exam |

Dual Enrollment Rubric

| Ratings Used for Each Student Growth Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------|
| Levels | 0 | 1 | 2 | 3 |
| Category 1-4 Teachers | Students' Completion Rate 5% or More Below GCSC Rate | Students' Completion Rate Equal to the GCSC Rate Plus or Minus 4% | Students' Completion Rate 5% - 9% Above the GCSC Rate | Students' Completion Rate 10% or More Above the GCSC Rate |

Considerations: Scores of 100% are considered Highly Effective; Scores of less than 100% with no comparable completion rate are Effective.

Occupational Therapists and Physical Therapists

(From the therapist's caseload relating to therapy related goals)

| Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 0 | 1 | 2 | 3 |
| 0-40.9% of quarterly progress reports on student's therapy related IEP goals show satisfactory progress. | 41-64.9% of quarterly progress reports on student's therapy related IEP goals show satisfactory progress. | 65-93.9% of quarterly progress reports on student's therapy related IEP goals show satisfactory progress. | 94-100% of quarterly progress reports on student's therapy related IEP goals show satisfactory progress. |

Measurements for teachers of Special Diploma Students/Access Point Course Students (K-12 and Post Graduate Young Adults 18-22 Years) and ESE PK Students

- Students in Grades 4-10 that are enrolled in a Special Diploma/Access Point Course curricular track will be assessed using the Reading and Math Florida Alternate Assessment (FAA).
- Kindergarten through Grade 3, Grades 11-12, and Post Graduate Young Adult Students 18-22 years that are enrolled in a Special Diploma/Access Point Course curricular track will be assessed using the appropriate level of the Brigance inventories (Brigance Inventory of Early Development II, Brigance Comprehensive Inventory of Basic Skills II, or the Brigance Transition Skills Inventory).
- ESE PK students will be assessed using the appropriate level of Brigance Inventory.

Class Attendance Criteria

Teachers of students on Brigance or FAA may remove from the roster during the roster verification period:

- *Students who are not in attendance 75% of the instructional days (days assigned to teacher)*
- *Students who are enrolled in a Hospital/Homebound program for 50% of the instructional days (days assigned to teacher)*
- *Students who are not enrolled in a Pre-K ESE class by April 24, 2015*

Florida Alternate Assessment Eligible Students (FAA)

****Note this measurement is completed at the District Level.**

The Individual Teacher Level Student Growth Component for teachers of FAA eligible students (teachers of special diploma track students grades 4-10) will be based on the percentage of eligible students who made learning gains on the FAA. Learning gains are defined as:

- Levels 1, 2, 3
 - Student moves up a level.
 - Raw Score increases or stays the same.
 - Clarification: If the raw score is decreased, but remains the same level, that is not growth (i.e. Raw score moves from 46-45, not considered growth even though levels stay the same.)
- Levels 4-9
 - Student moves up a level.
 - Score does not drop more than one level within the (4, 5, 6) or (7, 8, 9) ranges (i.e. 9-7 is still growth, 9-6 is not).
 - If the level remains the same, but the raw score decreases, then it is considered growth because those levels meet the state's criteria for proficiency.
- Note: If no previous year's score, the score does not count.

Florida Alternate Assessment rubric

| Ratings Used for Each Student Growth Component | Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|------------------------------------------------|-------------------------------------------------|--------------------------------------------------|--------------------------------------------------|-------------------------------------------------|
| Levels | 0 | 1 | 2 | 3 |
| Category 1-4 Teachers | 0-40.9% of the students achieved learning gains | 41-64.9% of the students achieved learning gains | 65-93.9% of the students achieved learning gains | 94-100% of the students achieved learning gains |

Brigance Inventory Eligible Students

Note: This is the last year that learning targets may be used for the Brigance measurement. A district work group will be convened to address this issue.

The Individual Teacher Level Student Growth Component for teachers of Special Diploma track/Access Point course students enrolled in grades K – 3, Grades 11-12, and young adults (returning graduates) and ESE PK will be based on the level of student achievement of learning targets. Teachers will use the Brigance Inventory of Early Development II, the Brigance Comprehensive Inventory of Basic Skills II, or the Brigance Transition Skills Inventory to assess students and develop appropriate learning targets in the areas of reading and math or reading and math readiness/related skills.

- a. Teacher will assess each student's reading and math skill level (referring to grade level access points) on the appropriate Brigance Inventory according to the student's cognitive/developmental level ***no later than September 30, 2014***
- b. Teacher will establish learning targets in reading and math for each student that will define the student's expected developmental/grade level learning gains ***no later than October 10, 2014***.
- c. A team of professionals to include the teacher, school administrator, and a district-level administrator if requested by the school administrator will review, modify if needed, and approve the teacher's math and reading learning targets for each student and submit names of those teachers completing a Brigance learning target to Teri Kyle ***no later than October 17, 2014***.
- d. Learning targets should be established for students added to classes after September 30 within two weeks of their enrollment. Targets should be challenging but realistic. The number of instructional days a teacher has with the student is a definite factor in this determination. A student who enrolls in a teacher's class in March should not be expected to make the same amount of progress as someone taught since August. Two targets are acceptable in this case.
- e. Under extenuating circumstances (illness, excessive absences, targets set before student's functioning level is known to the teacher), learning targets may be adjusted according to documentation/portfolio information provided by teacher. If needed, a mid-year interim meeting of the team of professionals may be held to review student progress data and learning targets ***no later than 2 weeks after the completion of the 1st semester (Jan. 30, 2015)***.
- f. ***No earlier than May 1st and no later than 2 weeks prior to the last student attendance day of the school year (May 19, 2015)***, the teacher will reassess students and determine the total percent of reading and math learning targets that were met for each student.
- g. The individual student averages for attendance eligible students will be added and then divided by the number of eligible students to determine the overall class average for Brigance Inventories/learning targeted student growth.

- h. ***Prior to post-school (June 5, 2015)***, the teacher will meet with school and/or district administrators, complete the required forms and obtain the necessary signatures on the appropriate **Teacher Level Student Growth Learning Targets 2014-15 form and on the Class Compilation form.**

- i. ***No later than the 1st day of post-school (June 9, 2015)***, the administrator will gather **Class Compilation forms for the school and submitted completed forms to Dawn Capes, Division of Teaching and Learning, 3rd Floor Nelson Building.**

Brigance Rubric

| Unsatisfactory | Needs Improvement or Developing | Effective | Highly Effective |
|---------------------------------------------------|----------------------------------------------------|----------------------------------------------------|---------------------------------------------------|
| 0 | 1 | 2 | 3 |
| Average % of learning targets achieved is 0-40.9% | Average % of learning targets achieved is 41-64.9% | Average % of learning targets achieved is 65-93.9% | Average % of learning targets achieved is 94-100% |

Measurement for Teachers of Students Enrolled in Adult General Education

| Adult Basic Education (ABE) | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Adult Student Goal | Measurement for Success | Growth Measurement | Score for Teacher |
| <ul style="list-style-type: none"> Improve basic skills (reading, mathematics, language) for CTE program completion (remediation) | <ul style="list-style-type: none"> TABE Math TABE Language TABE Reading | <ul style="list-style-type: none"> Pre-Post TABE Literacy Completion Points (LCP) | <ul style="list-style-type: none"> HE/E/NI/U is based on percent of students that earn an LCP on TABE* |
| General Education Development (GED) | | | |
| <ul style="list-style-type: none"> GED High School Diploma | <ul style="list-style-type: none"> GED Diploma | <ul style="list-style-type: none"> Diploma received | <ul style="list-style-type: none"> HE/E/NI/U based on percent of students receiving GED or HS Diploma* |
| English Speakers of Other Languages (ESOL) | | | |
| <ul style="list-style-type: none"> Improve reading and/or writing the English language | <ul style="list-style-type: none"> CASAS | <ul style="list-style-type: none"> LCPs | <ul style="list-style-type: none"> HE/E/NI/U based on percent of students that earn an LCP |

Measurement for Teachers of Students Enrolled in Career and Technical Education

| Career and Technical Education (CTE) Non-Licensure | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adult Student Goal | Measurement for Success | Growth Measurement | Score for Teacher |
| <ul style="list-style-type: none"> Attain knowledge and skills in the Career and Technical program of study | <ul style="list-style-type: none"> Program Completion Certificate Industry Certification Certificate | <ul style="list-style-type: none"> Occupational Completion Points (OCP) Retention Measurement (courses that do not end with an OCP) | <ul style="list-style-type: none"> HE/E/NI/U based on percent of students completing program, Job-Related Employment, Military, Further Education, Industry Certification |
| Career and Technical Education (CTE) Licensure | | | |
| <ul style="list-style-type: none"> Attain knowledge and skills in the Career and Technical program of study leading to state and/or national licensure | <ul style="list-style-type: none"> State/National Licensure Industry Certification | <ul style="list-style-type: none"> Licensure Occupational Completion Points (OCP) Retention Measurement (courses that do not end with an OCP) | <ul style="list-style-type: none"> HE/E/NI/U based on percent of students receiving licensure* |

*Percentages derived from district, state, and national comparisons

Non-Classroom Instructional

| Guidance Counselors, Career Specialist, Media Specialist, Resource Teacher, and etc. | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Adult Student Goal | Measurement for Success | Growth Measurement | Score for Non-Instructional Teachers |
| <ul style="list-style-type: none"> • Attain knowledge and skills in Career and Technical program • Improve basic skills • Prepare for GED/Diploma • Prepare for Industry Certification | <ul style="list-style-type: none"> • Program Completion Certification • Industry Certification • Licensure • GED/Diploma • TABE Testing • CASAS Testing | <ul style="list-style-type: none"> • Literacy Completion Points (LCP) • GED/Diploma attainment • Occupational Completion Point (OCP) • Industry Certification • Licensure • Retention | <ul style="list-style-type: none"> • HE/E/NI/U based on aggregate score of all teachers |

Rubrics Weighting Scores

Adult Basic Education: TABE Remediation
Levels of Proficiency

| Levels | | 1 | 2 | 3 | |
|------------------------------------------------|------------------------------------------------------------------------------------|-------------------|--------------------------------|--------------------|-------------------------|
| Ratings used for each student growth component | | UNSATISFACTORY | NEEDS IMPROVEMENT – DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Category 1-4 Teachers | Literacy Completion Points (LCP) chart 0.0-1.9 2.0-3.9 4.0-5.9 6.0-8.9 | 0-39% earn an LCP | 40-60% earn an LCP | 61-80% earn an LCP | 81% or more earn an LCP |

Adult Basic Education: GED
Levels of Proficiency

| Levels | | 1 | 2 | 3 | |
|------------------------------------------------|--|------------------------------|--------------------------------|-------------------------------|-------------------------------|
| Ratings used for each student growth component | | UNSATISFACTORY | NEEDS IMPROVEMENT – DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Category 1-4 Teachers | | 0-39% earn GED or HS Diploma | 40-60% earn GED or HS Diploma | 61-80% earn GED or HS Diploma | 81% or more GED or HS Diploma |

Adult Basic Education: ESOL
Levels of Proficiency

| Levels | | 1 | | 2 | | 3 | | | |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------|--|--------------------------------|--|--------------------|--|-------------------------|--|
| Ratings used for each student growth component | | UNSATISFACTORY | | NEEDS IMPROVEMENT – DEVELOPING | | EFFECTIVE | | HIGHLY EFFECTIVE | |
| Category 1-4 Teachers | Learning Gain Chart (based on CASAS Reading scores) <180 181-190 191-200 201-210 211-220 221-235 | 0-39% earn an LCP | | 40-60% earn an LCP | | 61-80% earn an LCP | | 81% or more earn an LCP | |

Career and Technical Education Teacher: Non-Licensure
Levels of Proficiency

| Levels | | 1 | | 2 | | 3 | | | |
|------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------|--|
| Ratings used for each student growth component | | UNSATISFACTORY | | NEEDS IMPROVEMENT – DEVELOPING | | EFFECTIVE | | HIGHLY EFFECTIVE | |
| Category 1-4 Teachers | Completion of Occupational Completion Points (OCP) based on adequate student progress | 0-39% students earn OCPs based on student enrollment hours compared to average program OCP hours | | 40-60% students earn OCPs based on program OCP and student enrollment hours compared to average program OCP hours | | 61-80% students earn OCPs based on student enrollment hours compared to average program OCP hours | | 81% students earn OCPs based on student enrollment hours compared to average program OCP hours | |

- Programs with multiple teachers within the same classroom/labs will be evaluated separately
- Students who are awarded prior credit will be evaluated based upon actual OCPs earned while enrolled
- Students entering a program with intent to gain personal knowledge only will not be included in the calculation
- Secondary students are not included in the calculations
- Retention measures the total number of students who complete the course divided by the total number of students enrolled in the course
- Adequate student progress is a measurement of the average program OCP hours divided by the total student enrollment hours

Career and Technical Education Teacher: Licensure

Levels of Proficiency

| Levels | 1 | | 2 | 3 |
|------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------|
| Ratings used for each student growth component | UNSATISFACTORY | NEEDS IMPROVEMENT – DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Category 1-4 Teachers | 0-39% earn at least one OCP or continue to next course | 40-60% earn at least one OCP or continue to next course | 61-80% earn at least one OCP or continue to next course | 81% or more earn at least one OCP or continue to next course |

- Retention measures the total number of students who complete the course divided by the total number of students enrolled in the course

Non-Classroom Instructional: Guidance Counselors, Career Specialist, Media Specialist, Resource Teacher, Etc.

Levels of Proficiency

| Levels | 1 | | 2 | 3 |
|------------------------------------------------|-----------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Ratings used for each student growth component | UNSATISFACTORY | NEEDS IMPROVEMENT – DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Category 1-4 Teachers | 0-39% aggregate of teacher scores | 40-60% aggregate of teacher scores | 61-80% aggregate of teacher scores | 81% aggregate of teacher scores |

Student Growth/Achievement Considerations

- The district is required to include direct student growth/achievement data when available for up to 3 years. A teacher's total student growth/achievement will be based on an aggregate score comprised of all available direct/indirect data for up to 3 years.
- For those staff members serving students of a school, schools or district, the student growth/achievement measurement will be comprised of the assessments approved for use in the evaluation process.
- A teacher with multiple direct/indirect measurements will have a score based on the composite growth of each of the groups of students commensurate with the percentage of each group in the teacher's overall student enrollment.
- FSA and Algebra I retakes are not included in the value added measurement.
- As new state assessments come on board (i.e. EOCs), it is expected that once the 2nd years' test is administered, a VAM will be created and submitted to the SGIC. If it is approved by the SGIC, it must be used in a teacher's growth/achievement. In the event that it is not, then EOCs will use the Achievement rubric versus the VAM rubric.
- In the event that a teacher receives a direct measurement comprised only of the FSA, an indirect measurement is not supplied by DOE; therefore, the direct measurement must be used as the total of the evaluation.
- In the event that a teacher receives a direct measurement NOT FSA, an indirect measurement will be supplied by DOE; therefore, the indirect measurement will be used as a portion of the evaluation along with the direct.
- If a measurement's rating or application is adjusted for a school year, the prior year score remains "as is." The adjustment is not applied to prior years. It only applies to the current year.
- For teachers and/or administrators moving from positions such as classroom teacher, multi-school resource teacher, district resource teacher and/or administrator, the student growth starts over as there are difficulties combining these different types of student growth/achievement measurements.

Value Added Information

The value added process is a covariate adjustment model that uses student level prior test scores and other measured characteristics to predict student achievement. It compares a student's success to other students like them to create a predicted score. These comparisons are created based on certain characteristics. Some of these characteristics are as follows:

- Prior year achievement
- Prior two year's achievement
- Attendance (days present)
- Language impaired
- Specific Learning Disability

- ELL indicator
- Intellectual Disability
- Mobility
- Deaf or hard of hearing
- Autism
- Gifted
- Visually Impaired
- Retention

Essentially, the achievement of a student is compared to other students like them. It takes students with similar characteristics (see list above) and finds their average growth on FSA. Then, one student is removed from the group and their score is compared to the group. Was the score above? The same? Below? If it is the same, it meets the state average. If it is below, then it is below the state average. If it is above, then it above the state average.

BDS Value Added Model

Students assessed using measurements such as the SAT10 and FSA 3rd grade do not have a VAM calculation created by DOE. As a result, BDS has created a BDS Value Added Model based in part on the Value Added Model produced by the state. Slight variations exist in the model for two reasons—missing prior year or two prior year test scores and student population sizes. Since the DOE VAM can include students from across the state while the BDS VAM typically includes students from within the district. Where possible, national or state data is included. Also, where possible, prior year test scores are included.

Roster Verification process

Twice yearly teachers are asked to complete a roster verification process. During the survey periods in October and February (generally), the district provides to the state the names of students assigned to teachers. The state then creates a roster for the teacher. The teacher can then go online and verify the names of students assigned to them. This process is important because the names of students assigned to teachers during these survey times are the students that will construct a teacher's value added score.

- If a student is not on the teacher's roster because they enrolled in March, for example, but the student takes FSA, that student is not in the teacher's value added score.
- If a student is on the October roster, but not the February roster, the student will be on the roster along with the roster of the teacher to whom they are assigned in February (assuming this person is in Florida.) It is important for all students taught by the teacher to be included in the value added. If there are scoring outliers, these will cancel each other out.
- It is imperative that teachers check their roster using the Roster Verification tool and considers carefully the criteria for adding or removing students. Teachers without a roster and/or students assigned to them may be subject to an incomplete evaluation thus ineligible for a pay increase (if one is given.)

Formative Teacher Evaluation

The Formative Teacher Evaluation is completed prior to December 14th for Category 1 (Years 0-2) and Category 2 (new to District) Teachers. The teacher and administrator review the collected evidence, artifacts and data regarding the ten Key Components of the Danielson *Framework for Teaching* (1c, 1f, 2a, 2b, 2d, 3b, 3c, 4a, 4b, 4c) and determine a formative Instructional Practices rating for the teacher according to the Formative Instructional Practices Rubric. The teacher and administrator also review the teacher’s progress relative to the IPDP and assign a formative IPDP rating according to the IPDP Rubric. The section ratings are combined according to the designated weightings for each section and a formative overall rating is assigned based on the Formative Evaluation Rubric.

The rating rubrics for the Formative Teacher Evaluation are illustrated below. Although several trained observers/administrators may be involved throughout the teacher evaluation process, the school principal will assign the Formative Teacher Evaluation rating.

Formative Teacher Evaluation

1. Instructional Practice Formative Assessment (Based on the 10 Key Components – 1c; 1f; 2a; 2b; 2d 3b; 3c; 4a; 4b; 4c):

Rubric

| Levels | 0 | 1 | 2 | 3 |
|----------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|
| Ratings Used for Each Domain Component | Unsatisfactory | Developing | Effective | Highly Effective |
| Category 1 Teachers (Years 0-2) and Category 2 Teachers (new to District) | Greater than or equal to 50% at Level 1 and/or Level 0 | If not meeting He, E or U, then Developing | At least 75% at Level 3 and/or Level 2 and 0% AT Level 0 | At least 80% at Level 3 and 0% at Level 1 and/or Level 0 |

2. Individual Professional Development Plan (IPDP) Formative Assessment:

Rubric

| Levels | 0 | 1 | 2 | 3 |
|----------------------------------------------------------------------------------|------------------------------------|----------------------------------------|--------------------------------------|--------------------------------|
| Ratings Used for Each IPDP Component | Unsatisfactory | Developing | Effective | Highly Effective |
| Category 1 Teachers (Years 0-2) and Category 2 Teachers (new to District) | 1 or more rated 0 (Unsatisfactory) | 1 or more meeting rated 1 (Developing) | If not meeting HE, D or U, Effective | 6/6 rated 3 (Highly Effective) |

3. Formative Evaluation Section Levels:

- Instructional Practice Level _____ X 70%= _____
 - IPDP Level _____ X 30%= _____
- Total Evaluation Level _____

Formative Rubric

| Levels | 0 | 1 | 2 | 3 |
|---------------------------------------------------------------------------|---------------------------|------------------|------------------------------|-------------------------------|
| Ratings Used for Each Section | Unsatisfactory | Developing | Effective | Highly Effective |
| Category 1 Teachers (Years 0-2) and Category 2 Teachers (new to District) | Less than or equal to 1.0 | Greater than 1.0 | Greater than or equal to 1.5 | Greater than or equal to 2.40 |

Teachers print their Formative Evaluation in AIMS. The teacher and evaluating administrator sign and maintain a copy at the school level. This information is reported to DOE for monitoring purposes.

Final Summative Teacher Evaluation

Individual Teacher Level and School Level Student Growth data will not be made available until Survey 5 (Fall). Therefore, the District will not be able to determine Teacher Level and School Level Student Growth Evaluation Ratings according to FLDOE and District adopted growth models until this data becomes available.

The Final Summative Teacher Evaluation is completed when Student Growth data becomes available.

The Final Summative Evaluation for Category 1, 2, 3, and 4 Teachers will be based on the teacher's Instructional Practices and IPDP performance as previously determined. When available, the Student Growth Ratings are then combined with the previously determined Instructional Practices and IPDP Ratings according to the designated weightings for each section and a Final Summative Evaluation rating is assigned based on the Final Summative Evaluation Rubric. If a teacher has transferred to another school site, the Final Summative Evaluation will be reviewed with the teacher at the new school site by the current administrator. If a teacher is no longer employed by Bay District Schools, every effort will be made to inform the teacher of the Final Summative Evaluation results.

The Final Summative Evaluation will become a part of the teacher's District personnel file and performance evaluation results for all teachers and administrators will be reported to the Florida Department of Education (SB 736).

The rating labels and weighting scales/scoring system for the Final Summative Teacher Evaluation are illustrated below. Although several trained observers/administrators may be involved throughout the teacher evaluation process, the school principal will assign the Final Summative Evaluation rating.

Final Summative Teacher Evaluation

1. Instructional Practice:

| Levels | 0 | 1 | 2 | 3 |
|----------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|
| Ratings Used for Each Domain Component | Unsatisfactory | Needs Improvement/ Developing | Effective | Highly Effective |
| Category 1, 2, 3, and 4 Teachers | Greater than or equal to 50% at Level 1 and/or Level 0 | If not meeting HE, E or U, then Needs Improvement or Developing | At least 75% at Level 3 and/or Level 2 and 0% at Level 0 | At least 80% at Level 3 and 0% at Level 1 and/or Level 0 |

2. Individual Professional Development Plan (IPDP):

| Levels | 0 | 1 | 2 | 3 |
|--------------------------------------|------------------------------------|----------------------------------------------------------|--------------------------------------|--------------------------------|
| Ratings Used for Each IPDP Component | Unsatisfactory | Needs Improvement/ Developing | Effective | Highly Effective |
| Category 1, 2, 3, and 4 Teachers | 1 or more rated 0 (Unsatisfactory) | 1 or more meeting rated 1 (Needs Improvement/Developing) | If not meeting HE, D or U, Effective | 6/6 rated 3 (Highly Effective) |

3. Student Growth/Achievement:

| Levels | 0 | 1 | 2 | 3 |
|----------------------------------------------|----------------------------|-------------------------------|-----------|------------------|
| Ratings Used for Student Growth Component(s) | Unsatisfactory | Needs Improvement/ Developing | Effective | Highly Effective |
| Category 1-4 Teachers | See Student Growth Section | | | |

4. Final Summative Evaluation Section Levels:

- Instructional Practice Level _____ X 35%= _____
- IPDP Level _____ X 15%= _____
- Student Growth/Achievement _____ X 50%= _____

Total Evaluation Level _____

Final Summative Evaluation Rubric

| Levels | 0 | 1 | 2 | 3 |
|-----------------------------------|---------------------------|-------------------------------|------------------------------|-------------------------------|
| Ratings Used for Evaluation Level | Unsatisfactory | Needs Improvement/ Developing | Effective | Highly Effective |
| Category 1, 2, 3, and 4 Teachers | Less than or equal to 1.0 | Greater than 1.0 | Greater than or equal to 1.5 | Greater than or equal to 2.40 |

Alternate Evaluation

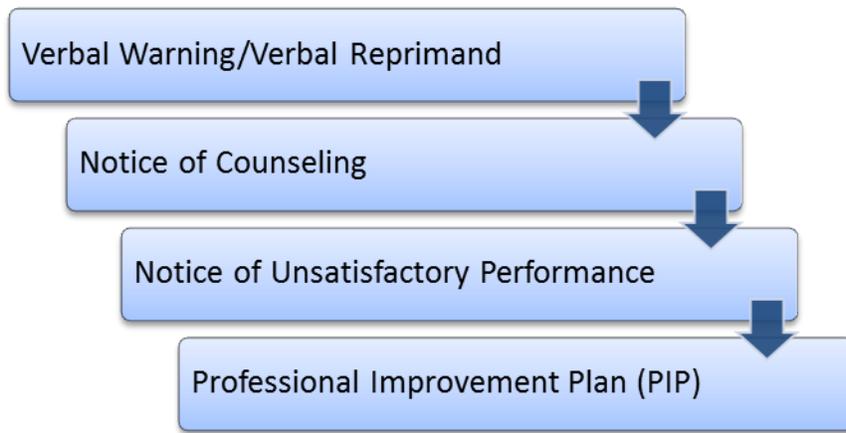
In order to differentiate the evaluation process for teachers, Bay District Schools will implement an **Alternate Evaluation**.

1. The Alternate Evaluation will be available to Category 3/4 teachers with HE/E in the 2013-2014 IPDP and Observation/Option B and Student Growth/Achievement and Final Rating (all are listed on the 2013-2014 signed Final Evaluation). (Each of the four areas must have an HE/E.)
2. In the Alternative Evaluation, the ratings from the 2013-2014 Observation (all 22 components/4 Domains) become the basis for the 2014-2015 Observation scores (all 22 components/4 Domains).
 - o *FYI about differences: The portion of Option B where the student growth/achievement score became the observation score is NOT a part of the Alternate Evaluation. Additionally, the previous Option C allowed only for Domains 2/3 to become the basis of scoring and teachers still submitted evidence for Domains 1 and 4. The Alternate Evaluation is different here as well.*
 - o *Student Growth/Achievement is still maintained as is in the Alternate Evaluation. It is still 50% and is still comprised of 3 years of data as available.*
3. Teachers do not submit lesson plans for formative review and then summative evaluation; however, lesson plans must still be completed and provided to administrators as required.
4. Teachers do not participate in the pre/post conference and full observation. Teacher must still complete the IPDP.
5. There are 2 classroom walkthroughs (1 announced and 1 unannounced) to ensure maintenance of student growth/achievement. 2 additional walkthroughs are as needed. The December 19th due date can be waived if an administrator has already completed a classroom walkthrough of a teacher choosing the Alternate Evaluation.
6. The component rating can increase or decrease based on walkthrough data.
7. Written evidence and feedback must be provided by the administrator; a face to face is not required.
8. The Alternate Evaluation can be revoked by the principal and the teacher moved to a full evaluation if it appears student growth/achievement is at risk.

The Alternate Evaluation qualifying teacher names are provided to principals. The principal knows more details and as such, retains the right to actually extend the Alternate Evaluation to teachers. Before extending an Alternative Evaluation choice to a teacher, a principal will want to consider details such as- changing job titles, changing grade levels, a new subject area, negative raw measurement scores in VAM, SAT 10, and/or FCAT 3rd grade.

Corrective Action Plan

The goal of the Corrective Action Plan is **to improve the individual teacher's performance**. There are several tools an administrator can use. These tools should be progressive in nature and should start with the *Framework for Teaching* Rubric. The administrator must provide adequate forewarning of the possible/probable consequences if the teacher's performance does not improve. The corrective action must be reasonable and consistent with what is required/expected of other teachers in the school/site. The administrator should identify the area(s) needing improvement using quantitative and/or qualitative evidence of the teacher's deficiencies. Documentation could include: formal observations, anecdotal records, and teacher records and/or reports. A Professional Improvement Plan (PIP) should be a last resort in the Corrective Action Plan. The following steps should be taken before enacting a PIP:



1. Verbal Warning/Verbal Reprimand

- A verbal warning will be given upon the identification of a deficiency/concern.
- Administrator calls conference with teacher. The teacher must be notified that he/she has the right to representation.
- Administrator explains expectations and offers assistance, including appropriate timeline(s).
- Administrator documents the verbal warning. This may be done with a notation of scheduled appointment and attendees on the administrator's calendar, via email, in a memo or other mechanism.

Example A: Teacher has not entered grades in AS400 by deadline. Administrator calls conference with teacher. Administrator explains expectations regarding record keeping and offers assistance.

Example B: Teacher has written 25 discipline referrals in one week. Administrator calls conference with teacher. Administrator explains expectations regarding classroom management and offers assistance.

2. Notice of Counseling (See Appendix)

A notice of counseling will be given following the verbal warning when the deficiency/concern is not corrected. The administrator must ensure that all facts are accurate before making accusations or allegations. The administrator should use clear, specific language in a letter or memorandum so there is no room for misunderstanding. The notice should reflect specific examples of incidences that necessitated the communication.

Refer to the previous verbal warnings. Describe any actions that have been taken or may be taken against the individual if the situation does not change. Clearly state any action that the employee should take and the deadline for taking such action. If the performance does not improve the teacher will receive a Notice of Unsatisfactory Performance.

- Administrator calls conference with teacher. The teacher must be notified that he/she has the right to representation.
- Administrator reviews concerns, explains expectations, offers assistance, and writes a Notice of Counseling to include appropriate timeline(s).
- Administrator forwards the original Notice of Counseling to Human Resources and retains copies for school and teacher.

Example A: Teacher has once again missed deadline for entering grades into AS400. Administrator investigates reason for lateness and, depending on the results of the investigation, prepares a Notice of Counseling.

Example B: Classroom management problems continue with teacher. Administrator investigates reasons for continued classroom management problems and, depending on the results of the investigation, prepares Notice of Counseling.

3. Notice of Unsatisfactory Performance (See Appendix)

A written Notice of Unsatisfactory Performance will be given following the Notice of Counseling when the deficiency/concern is not corrected by the established timeline. Ensure all facts are accurate before making accusations or allegations. Use clear, specific language in a letter or memorandum so there is no room for misunderstanding. Indicate why the person is being given the notice. Give specific examples of incidences which necessitate the notice. Refer to the previous verbal warnings and notice(s) of counseling. Describe any actions that have been taken or may be taken against the individual if the situation does not change. Clearly state any action that the employee should take and the deadline for taking such action. If the performance does not improve a Professional Improvement Plan (PIP) will be initiated.

- Administrator calls conference with teacher. The teacher must be notified that he/she has the right to representation.
- Administrator reviews concerns, explains expectations, offers assistance, and writes Notice of Unsatisfactory Performance to include appropriate timeline(s).
- Administrator notifies teacher verbally, and in the Notice of Unsatisfactory Performance, that a Professional Improvement Plan (PIP) will be initiated if his/her performance does not improve by the end of the timeline.
- Administrator forwards the original Written Notice of Unsatisfactory Performance to Human Resources and retains copies for school and teacher.

Example A: Teacher is still missing grade deadlines for AS400. Administrator again investigates and, depending on results, prepares a Notice of Unsatisfactory Performance.

Example B: Teacher is still having classroom management problems. Administrator investigates and depending on results, prepares Notice of Unsatisfactory Performance.

4. Professional Improvement Plan (PIP) (See Appendix)

Bay District will refer to and follow the procedures outlined in SB 736, FS 1012.33, and FS 1012.34 with regard to employees not performing their duties in a satisfactory manner.

At the end of the designated timeline in the Notice of Unsatisfactory Performance, the administrator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory teacher performance and provide assistance in helping to correct deficiencies within the prescribed time period of 90 calendar days (excluding school holidays, weekends, and school vacation periods). The teacher must be notified that he/she has the right to representation during the PIP process.

A PIP conference is conducted to ensure that the teacher is aware of:

- the performance deficiency
- the necessary level of performance
- the strategies needed for improvement
- the documentation of strategy implementation
- the resources available for assistance
- the method of documentation/evaluation
- the consequences of failure to improve
- the timeline guiding the implementation of the PIP

The administrator, in collaboration with a representative from Human Resources, will write the improvement goal(s) that is measurable, establishes strategies, identifies forms of documentation and delineates the timeline that will lead to goal attainment. In accordance with FS 1012.34, the length of the PIP will be 90 calendar days. The administrator shall identify an evaluation method, such as using the *Framework for Teaching Rubric* or other evaluation tools, to determine goal progress and satisfaction. The teacher is responsible for securing all documentation as determined in the PIP.

The teacher, and his/her union representative if applicable, will meet with the principal and the HR representative to discuss, in detail, the PIP. The teacher will have the opportunity to review the document a minimum of 48 hours in advance of the meeting and will be able to ask questions, ask for clarification, request additional resources etc. at the meeting. The district will make every effort to honor all additional requests for research-based services and resources made by the teacher. The teacher's signature on the PIP will not necessarily indicate agreement with the document but will acknowledge receipt of the PIP and the deadlines for completion of the goals.

The administrator will evaluate the documentation periodically (minimum of two times) with teacher and determine the degree of goal satisfaction. Within 14 days after the close of the 90 calendar days, the administrator must assess whether the performance deficiencies have been corrected and forward a recommendation to the superintendent. Within 14 days after receiving the administrator's recommendation, the superintendent must notify the employee in writing whether the performance deficiencies have been satisfactorily corrected and whether the superintendent will recommend that the school board continue or terminate the teacher's employment contract.

The administrator shall forward the original copy of the PIP to the Bay District Schools Human Resources

Department for recording purposes when the goal has been met or goal status has been assigned.

If the employee wishes to contest the district's school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the district school board's election in accordance with the options and procedures outlined in SB 736; ss. 120.569; and ss. 120.57.

Example: Instructor continues to have teacher performance issues. Administrator investigates and, depending on results, develops a PIP in collaboration with the teacher. The administrator calls a conference with the teacher to accomplish this (union representative present if teacher is a member). The goal should be SMART (specific, measurable, attainable, relevant and time-bound) and the goal should focus on teacher performance.



Human Resources Information



- It is the teachers' responsibility to check and then sign Fall and Spring roster during the Roster Verification time period. Teachers failing to do so lose their right to the appeal process.
- Teachers will print and provide to administrators for an End of the Year checklist item the AIMS page displaying a completed IPDP and Observation score. Administrators will provide these pages and a teacher roster showing completion of staff to PALS. Incomplete evaluations will be processed as is and teachers lose the right to appeal missing information.
- At the start of the 3rd nine weeks, teachers hired will be hired using a temporary instruction code and will not have an evaluation completed.
- Due dates regarding the evaluation system are important. It is both the teacher and administrators responsibility to comply with due dates stated in the Teacher Appraisal Manual and those submitted via email. Specifically due dates surrounding final evaluations bear significant importance such as verifying evaluation information, printing and signing final evaluations and submitting issues/concerns about evaluation information. Teachers failing to comply with due dates lose their right to the appeal process; administrators failing to comply will have this evidence added to their evaluation from the Superintendent and/or PAL.

Evaluation Process

- It is the responsibility of the teacher and evaluating administrator to ensure all components of the evaluation are complete on their assigned dates. In the event that an evaluation should be complete but is not, salary increases are jeopardized.
- Teachers may request a specific observer/administrator, but it is the responsibility of the principal to assign which observer/administrator observes and evaluates which teacher. However, the principal must sign all Formative Evaluations, Interim Summative Evaluations and Final Summative Evaluations.
- If a teacher will work less than 99 days in the district in a given school year, he/she will not receive a summative evaluation score for that school year. Additionally, a teacher will not receive any applicable salary increase. This is in alignment with the Florida Retirement System (FRS) which states a teacher must work 99 days or more in order to receive credit for that year.
- All efforts will be made to complete a teacher's observation and IPDP. If complete evaluation cannot be completed (i.e. an unforeseen circumstance such as a teacher is injured just prior to an observation and will be out the remainder of the year), then no evaluation will be completed and the teacher will not be eligible to receive a salary increase. If the Category 1 and 2 teacher can complete the evaluation prior to the end of the 3rd nine weeks, then the teacher and administrator will set a timeline that will enable the evaluation to be completed prior to or by May 1st. If a Category 3 and 4 teacher, the evaluation must be completed prior to or by the end of the school year. Note: A teacher on extended leave cannot return for a few days in order to complete the evaluation and then return to extended leave.

- For those teachers hired just prior to 99 +1 days or beginning of the 3rd nine weeks, whichever comes first, all efforts will be made to complete a teacher's Observation(s) and IPDP; however, the 15, 30, 45 day timeline shall also be considered. The teacher and administrator should determine a timeline that will enable the administrator and teacher to complete the Observation(s) and IPDP. This timeline may extend beyond the due dates referenced above. If a teacher is a Category 1 or 2 and will not earn the FRS credit for that year, then only a full observation need be completed.
- For 14/15 Human Capital decisions (retention, rehiring, hiring for summer employment, etc.), a combination of the 13/14 evaluation and the partial 14/15 evaluation will be used. For Student Growth, Instructional Practice and IPDP components, each HE will receive 3 points, E-2 points, NI-1 point, and U-0 points. A composite score will be derived so that the 13/14 Student Growth is 1/3 of the calculation, 13/14 Instructional Practice and IPDP is 1/3, and 14/15 Instructional Practice and IPDP is 1/3. These scores will be provided to each school's principal for the purposes of Human Capital decisions. (Report will be based on data completed prior to May 1, 2015.)
- Given the time constraints posed by the end of the school year, it is recommended Principals consider filling instructional vacancies with temporary instructors as opposed to "hires" after 99 +1 days or beginning of the 3rd nine weeks, whichever comes first. New personnel will certainly be processed should they be hired, but hiring them encumbers the school administrator to complete an observation per state law.

Dissatisfaction with evaluation

- According to the teacher contract, a teacher who is not satisfied with an observation may request an additional summative observation and the teacher may request that it be completed by a different administrator.
This request must be made within 10 days. The administrator will be selected by the Executive Director for Human Resources. Other additional observations may occur if agreed upon by the teacher and administrator. When an additional observation cycle is requested, the newly assigned administrator and teacher will complete the pre-conference, observation and post-conference within a 30-day window. The additional evidence gathered both from the pre- and post-conferences and the actual observation will be discussed at a meeting scheduled within five school days of the post-observation conference. This meeting will be attended by the teacher, the principal and the first and second reviewing administrators. The teacher is invited to bring union representation (if applicable) or a non-union colleague from that school site; the administrative team may request the presence of a district administrator; both of these people will be observers only. Collaboratively, the team will consider the original evidence and the new evidence to see if any adjustments are warranted. Ultimately, assigning the rating level for each component will remain as the Principal's responsibility. The teacher is required to sign the evaluation indicating that the document was received. The signature does not necessarily indicate agreement. The evaluation cycle and paperwork will be considered final and complete on the last day of post planning for teachers.
- The administrator/evaluator may, however, amend an evaluation for any teacher based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The teacher will receive a copy of the amended evaluation within 10 work

days (SB 736).

- A teacher may attach a letter to his/her evaluation.

Evaluations and Corrective Action

- Bay District will refer to and follow the procedures outlined in SB 736, FS 1012.33, and FS 1012.34 with regard to employees not performing their duties in a satisfactory manner.
- If an administrator has completed a teacher's interim or summative evaluation and later notices a problem, the next steps depend upon the severity of the problem. If the problem is NOT a violation of Professional Practices, but warrants closer attention, then the administrator should begin a Corrective Action Plan. If the problem IS a violation of Professional Practices, then the district is not required to follow the Corrective Action Plan. The principal must report the incident/problem to the Superintendent or Executive Director of Human Resources for further investigation (SBE Rule 6B-1.006).
- The administrator/evaluator must discuss the written evaluation report with the teacher. The teacher shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to the teacher's personnel file (SB 736).

Remediation Process

- If a teacher receives an instructional practice score or IPDP score of Needs Improvement or Unsatisfactory, the principal will give the employee a written copy of the evaluation describing specific areas of deficiency (article 11.5a) and will offer whatever assistance is necessary. This clarification does not preclude the principal, based on his/her professional judgment, from placing the employee in corrective action as outlined in article 11.5.b.
- If a teacher's complete evaluation (IPDP, Instructional Practice and Student Growth) returns a score of Needs Improvement or Unsatisfactory, then the principal, with the assistance of the HR Director if needed, will prepare a Professional Improvement Plan for the employee. This plan, as outlined in the evaluation manual, and referenced in the contract, will give the employee specific assistance and a 90-day timeframe to remedy the deficiencies. Failure to complete the PIP will lead to additional disciplinary action up to and including termination.

Evaluation Request

- If a person is no longer active in the school district and wishes to request his/her final evaluation, he/she must fill out the "Summative Evaluation Request" form. Form is available in the Appendix online at <http://www.bay.k12.fl.us/rttt/AppraisalSystems.aspx>

Appendix

Bay District Schools Teacher Appraisal Reference List

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Florida Educator Accomplished Practices

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students' cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students' subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.

Bay District Schools
Rubrics for Teacher Performance Appraisal System



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Electronic Forms and Rubrics for Enhancing Professional Practice A Framework for Teaching
By Charlotte Danielson

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Bay District Schools
Rubric for Classroom Teacher Performance Appraisal System
Domains, Components, Elements

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Knowledge 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. |
| Knowledge 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 or 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. |
| Knowledge 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 familiarity with a wide range of effective pedagogical approaches in the discipline. | 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, anticipating student misconceptions. |

| <p style="text-align: center;">DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students Elements: 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</p> | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Knowledge 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. |
| Knowledge 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 applies this knowledge to individual students. |
| Knowledge of students' skills, knowledge, and language proficiency | Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. | Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. |
| Knowledge 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 for individual students. |
| Knowledge of students' special needs | Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important. | Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher is aware of students' special learning and medical needs. | Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources. |

DOMAIN 1: PLANNING AND PREPARATION
Component 1c: Setting Instructional Outcomes
Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Value, sequence, and alignment | Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or 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. | 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 in related disciplines. |
| Clarity | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. |
| 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. | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. |
| Suitability for diverse learners | 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 learning. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. |

| Domain 1: PLANNING AND PREPARATION Component 1d: Demonstrating Knowledge of Resources Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Resources for classroom use | Teacher is unaware of resources for classroom use available through the school or district. | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| 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 awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| Resources for students | Teacher is unaware of resources for students available through the school or district. | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. |

Domain 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction
Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Learning activities | Learning activities are not suitable to students or to instructional outcomes 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, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |
| Instructional materials and resources | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. | Some of the materials 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. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. |
| 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. |
| 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, with most time allocations 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. The progression of activities is highly coherent. |

| DOMAIN 1: PLANNING AND PREPARATION Component 1f: Designing Student Assessments Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Congruence with instructional outcomes | Assessment procedures are not congruent with instructional outcomes. | Some of the instructional outcomes are assessed through the proposed approach, but many are not. | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
| Criteria and standards | 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. |
| Design of formative assessments | Teacher has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| Use for planning | Teacher has no plans to use assessment results in designing future instruction. | Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher plans to use assessment results to plan for future instruction for groups of students. | Teacher plans to use assessment results to plan future instruction for individual students. |

| Domain 2: THE CLASSROOM ENVIRONMENT Component 2a: Creating an Environment of Respect and Rapport Elements: Teacher interaction with students • Student interactions with other students | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR 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 interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| Student interactions with other students | 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. |
| Critical Attributes | <ul style="list-style-type: none"> • Teacher uses disrespectful talk toward students. • Student body language indicates feelings of hurt or insecurity. • Teacher does not address disrespectful interactions among students. • Teacher displays no familiarity with or caring about individual students' interests or personalities. • Students use disrespectful talk toward one another with no response from the teacher. | <ul style="list-style-type: none"> • The quality of interactions between teacher and students or among students is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful. | <ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • Teacher makes connections with individual students. • Students exhibit respect for the teacher. • During the lesson, the teacher offers encouragement to students as they struggle with complex learning. This may be 2b, expectations. | In addition to the characteristics of "effective," <ul style="list-style-type: none"> • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • The teacher's response to a student's incorrect response respects the student's dignity. • When necessary, students correct one another in their conduct toward classmates. |

| Domain 2: THE CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning Elements: Importance of the content • Expectations for learning and achievement • Student pride in work | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 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 importance of the content. |
| 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. |
| 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 and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. |
| <i>Critical Attributes</i> | <ul style="list-style-type: none"> • The teacher conveys that the reasons for the work are external. • The teacher conveys to at least some students that the work is too challenging for them. • The teacher trivializes the learning goals and assignments. • Students exhibit little or no pride in their work. | <ul style="list-style-type: none"> • The teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy. • The teacher conveys only modest expectations. • The teacher trivializes some of the learning goals and assignments. • Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. • Most students indicate that they are looking for an "easy path." | <ul style="list-style-type: none"> • The teacher communicates the importance of the work and expectations that all students can be successful in it. • Student work and conduct during a lesson indicate commitment to high quality. • The teacher demonstrates a high regard for student abilities. • The teacher emphasizes the role of hard work in student learning. • The teacher expects student effort and recognizes it. • The students put forth good effort to complete work of high quality. | <p>In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the concepts rather than, for example, simply learning a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work. |

| DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Management of 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. |
| Management of transitions | Transitions are chaotic, with much time 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. |
| Management of 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, but with some loss of instructional time. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. |
| Performance of noninstructional duties | Considerable instructional time is lost in performing noninstructional duties. | Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time. | Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. |
| Supervision of 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. |
| <i>Critical Attributes</i> | <ul style="list-style-type: none"> • Students not working with the teacher are disruptive to the class. • Non-instructional duties, such as taking attendance, consume much time. • There are no established procedures for distributing and collecting materials. • Procedures are confused or chaotic. • Volunteers and paraprofessionals appear confused as to what they are supposed to be doing. | <ul style="list-style-type: none"> • Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough. • Small groups are only partially engaged while not working directly with the teacher. | <ul style="list-style-type: none"> • The students work productively in small group work. • The teacher has established time-saving procedures for non-instructional activities. • Routines for distribution and collection of materials and supplies work efficiently. • Volunteers and paraprofessionals have clearly defined roles. | <p>In addition to the characteristics of “effective,”</p> <ul style="list-style-type: none"> • Students take the initiative with their classmates to ensure that their time is used productively. • Students ensure that transitions are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently. • Paraprofessionals and volunteers take initiative in improving learning opportunities for students |

| DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior Elements: Expectations • Monitoring of student behavior • Response to student misbehavior | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 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. |
| Monitoring of 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. |
| Response to student misbehavior | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. |
| <i>Critical Attributes</i> | <ul style="list-style-type: none"> The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness or consequences. When the teacher notices student misbehavior, s/he appears helpless to do anything about it. | <ul style="list-style-type: none"> The teacher attempts to maintain order in the classroom but with uneven success. Classroom rules are posted, but neither teacher nor students refer to them. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient. | <ul style="list-style-type: none"> Students can describe the standards of conduct. Upon a non-verbal signal from the teacher, students correct their behavior. Teacher continually monitors student behavior. | <p>In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities. The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. |

| DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space Elements: Safety and accessibility • Arrangement of furniture and use of physical resources | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 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. |
| Arrangement of 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 easily and skillfully, and students adjust the furniture to advance their learning. |
| Critical Attributes | <ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Some students can't see or hear the teacher or see the board. • Available technology is not being used, even if its use would enhance the lesson. | <ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning, but does not enhance it. • The teacher makes limited use of available technology and other resources. | <ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology. | <p>In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs. • There is clear alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Teacher makes extensive and imaginative use of available resources and technology. |

| DOMAIN 3: INSTRUCTION Component 3a: Communicating with Students Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Expectations for learning | 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 for 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 learning, linking that purpose to student interests. |
| Directions and procedures | Teacher's directions and procedures are confusing to students. | Teacher's directions and procedures are clarified after initial student confusion. | Teacher's directions and procedures are clear to students. | Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. |
| Explanations of 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, but 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. |
| Use of oral and written language | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. | Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. | Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. |

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

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| <p><i>Critical Attributes</i></p> | <ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher's communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students. | <ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • The teacher clarifies the learning task so students are able to complete it. • The teacher makes no serious content errors, although may make a minor error. • Vocabulary and usage are correct but unimaginative. • Vocabulary may be too advanced or juvenile for the students. | <ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students are learning. • When asked by an observer, students can state what they are learning. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher models the process to be followed. • The teacher checks for student understanding of the learning task. • The teacher makes no content errors. • The teacher's explanation of content is clear and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students' ages and levels of development. | <p>In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> • The teacher points out possible areas of misunderstanding. • The teacher explains content clearly, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • The teacher uses rich language, offering brief vocabulary lessons where appropriate. |
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| DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques Elements: Quality of questions • Discussion techniques • Student participation | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Quality of questions | Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. | Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. | Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. |
| Discussion techniques | Interaction between teacher and student is predominantly recitation style, with the teacher mediating all questions and answers. | Teacher makes some attempt to engage students in genuine discussion rather than recitation, 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 unsolicited contributions. |
| Student participation | 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. | Students themselves ensure that all voices are heard in the discussion. |
| <i>Critical Attributes</i> | <ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • Many questions are unrelated to the lesson outcomes. • All discussion is between teacher and students; students are not invited to speak directly to one another. • The teacher only calls on students who have their hands up. | <ul style="list-style-type: none"> • Questions are a mix of higher-order and questions with a single correct answer. • Some questions are unrelated to the learning outcomes. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. | <ul style="list-style-type: none"> • Most questions are open-ended, inviting students to think. • Most questions have multiple possible answers. • Questions are related to the lesson objectives. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another, without continual mediation by the teacher. • The teacher calls on all students, even those who don't initially volunteer. • All students actively engage in the discussion. | <p>In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion. |

| DOMAIN 3: INSTRUCTION | | | | |
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| Component 3c: Engaging Students in Learning | | | | |
| Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing | | | | |
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Activities and assignments | Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. |
| Grouping of students | Instructional groups are inappropriate to the students or to the instructional outcomes. | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. |
| Instructional materials and resources | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. |
| Structure and pacing | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. |

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

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| <p><i>Critical Attributes</i></p> | <ul style="list-style-type: none"> • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The materials used clash with students' cultures. • Few students are engaged in the lesson. | <ul style="list-style-type: none"> • Learning tasks are a mix of those requiring thinking and recall. • Students have no choice in how they complete tasks. • The instructional groups partially serve the instructional purpose. • The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking. • There is a discernible structure to the lesson, but it's not completely successful. • Some students are intellectually engaged in the lesson. | <ul style="list-style-type: none"> • Most learning tasks demand higher-order thinking • Learning tasks have multiple correct responses or approaches. • There is a productive mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and students' cultures. • The lesson has a clear structure. • Most students are intellectually engaged in the lesson. | <p>In addition to the characteristics of "effective,"</p> <ul style="list-style-type: none"> • Students have choice in how they complete tasks. • Students modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson. • All students are highly engaged in the lesson. |
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| DOMAIN 3: INSTRUCTION Component 3d: Using Assessment in Instruction Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 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. |
| Monitoring of student learning | Teacher does not monitor student learning in the curriculum. | Teacher monitors the progress of the class as a whole but elicits no diagnostic information. | Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. | Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. |
| Feedback to students | Teacher's feedback to students is of poor quality and not provided in a timely manner. | Teacher's feedback to students is uneven, and its timeliness is inconsistent. | Teacher's feedback to students is timely and of consistently high quality. | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| Student self-assessment and monitoring of progress | Students do not engage in self-assessment or monitoring of progress. | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. |
| <i>Critical Attributes</i> | <ul style="list-style-type: none"> The teacher gives no indication of what high-quality work looks like. Assessment is used only for grading. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work. | <ul style="list-style-type: none"> The teacher requests global indications of student understanding. Feedback to students is not uniformly specific, not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self- or peer-assessment. | <ul style="list-style-type: none"> The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students. Feedback includes specific and timely guidance on how students can improve their performance. The teacher elicits evidence of individual student understanding once during the lesson. Students are invited to assess their own work and make improvements. | In addition to the characteristics of "effective," <ul style="list-style-type: none"> There is evidence that students have helped establish evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. The teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is obtained from many sources, including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. |

| DOMAIN 3: INSTRUCTION Component 3e: Demonstrating Flexibility and Responsiveness Elements: Lesson adjustment • Response to students • Persistence | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Lesson adjustment | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. | Teacher attempts to adjust a lesson when needed, with only partially successful results. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Teacher successfully makes a major adjustment to a lesson when needed. |
| Response 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 seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. |
| Persistence | When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | 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 the school. |
| <i>Critical Attributes</i> | <ul style="list-style-type: none"> • The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside student questions. • The teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. | <ul style="list-style-type: none"> • The teacher's efforts to modify the lesson are only partially successful. • The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. | <ul style="list-style-type: none"> • The teacher successfully makes a minor modification to the lesson. • The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. | <ul style="list-style-type: none"> • In addition to the characteristics of "effective," • The teacher successfully executes a major lesson readjustment when needed. • The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students. |

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4a: Reflecting on Teaching Elements: Accuracy • Use in future teaching | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Accuracy | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. |
| Use 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 a few specific suggestions of what could be tried another time the lesson is taught. | Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4b: Maintaining Accurate Records Elements: Student completion of assignments • Student progress in learning • Noninstructional records | | | | |
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 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. |
| Student progress in learning | Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. | Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. | Teacher's system for maintaining information on student progress in learning is fully effective. | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. |
| Noninstructional records | Teacher's records for noninstructional 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 noninstructional activities is fully effective. | Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance. |

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4c: Communicating with Families Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Information about the instructional program | Teacher provides little or no information about the instructional program to families. | Teacher participates in the school's activities for family communication but offers little additional information. | Teacher provides frequent information 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. |
| Information about individual students | Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. | Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. |
| Engagement of families in the instructional program | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. | Teacher makes modest and partially successful attempts to engage families in the instructional program. | Teacher's efforts to engage families in the instructional program are frequent and successful. | Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. |

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Participating in a Professional Community Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Relationships with colleagues | Teacher's relationships with colleagues are negative or self-serving. | Teacher maintains cordial relationships 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 among the faculty. |
| Involvement 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. |
| 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. |
| Participation 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. |

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4e: Growing and Developing Professionally Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Enhancement of 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. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. |
| Receptivity to feedback from colleagues | Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Teacher seeks out feedback on teaching from both supervisors and colleagues. |
| 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. |
| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4f: Showing Professionalism Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations | | | | |
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Integrity and ethical conduct | 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. |
| 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. |
| Advocacy | 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. |

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism (*continued*)

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| Decision making | 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. |
| Compliance 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. |

Instructional Practice Rubrics for Non-Classroom Teachers

Domain 1: Planning and Preparation
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1a: Demonstrating knowledge of current trends in specialty area and professional development [FEAPs (a)1.a.; (a)3.e.] | Teacher demonstrates little or no familiarity with specialty area or trends in professional development. | Teacher demonstrates basic familiarity with specialty area and trends in professional development. | Teacher demonstrates thorough knowledge of specialty area and trends in professional development. | Teacher'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 [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.] | Teacher demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program. | Teacher demonstrates basic knowledge of the school's program and of teacher skill in delivering that program. | Teacher demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program. | Teacher 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 [FEAPs (a)1.a.,b.; (a)3.e.] | Teacher has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff. | Teacher's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. | Teacher's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. | Teacher'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: Planning and Preparation
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers
(continued)

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.] | Teacher demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. | Teacher demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. | Teacher is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. | Teacher 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 [FEAPs (a)1.b.c.f.; (a)3.e.g.] | Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Teacher's plan is well designed to support teachers in the improvement of their instructional skills. | Teacher'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 [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.] | Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is - important. | Teacher has a rudimentary plan to evaluate the instructional support program. | Teacher'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. | Teacher'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: The Environment
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a: Creating an environment of trust and respect [FEAPs (a)2.d.f.h.; (a)3.e.] | Teachers are reluctant to request assistance from the Teacher, fearing that such a request will be treated as a sign of deficiency. | Relationships with the Teacher are cordial; teachers don't resist initiatives established by the instructional specialist. | Relationships with Teacher are respectful, with some contacts initiated by teachers. | Relationships with Teacher are highly respectful and trusting, with many contacts initiated by teachers. |
| 2b: Establishing a culture for ongoing instructional improvement [FEAPs (a)2.c.d.f.h.; (a)3.e.] | Teacher 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 Teacher | Teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. | Teacher 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 [FEAPs (a)2.a.h.; (a)3.e.] | When teachers want to access assistance from the Teacher, 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. | Teacher has established clear procedures for teachers to use in gaining access to support. | Procedures for access to Teacher's instructional support are clear to all teachers and have been developed following consultation with administrators and teachers. |
| 2d: Establishing and maintaining norms of behavior for professional interactions [FEAPs (a)2.b.h.; (a)3.e.] | No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. | Teacher's efforts to establish norms of professional conduct are partially successful. | Teacher has established clear norms of mutual respect for professional interaction. | Teacher 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 [FEAPs (a)2.a.h.; (a)3.e.] | Teacher 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. | Teacher makes good use of the physical environment, resulting in engagement of all participants in the workshop activities | Teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement. |

Domain 3: Delivery of Service
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 3a: Collaborating with teachers in the design of instructional units and lessons [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.] | Teacher declines to collaborate with classroom teachers in the design of instructional lessons and units. | Teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units. | Teacher 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 [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.] | Teachers decline opportunities to engage in professional learning. | Teacher'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 [FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.] | Teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. | The quality of model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. | The quality of the Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. | The quality of Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Teacher conducts extensive follow-up work with teachers. |
| 3d: Locating resources for teachers to support instructional improvement [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.] | Teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | Teacher's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available. | Teacher locates resources for instructional improvement for teachers when asked to do so. | Teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs. |
| 3e: Demonstrating flexibility and responsiveness [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.] | Teacher adheres to his plan, in spite of evidence of its inadequacy. | Teacher makes modest changes in the support program when confronted with evidence of the need for change. | Teacher makes revisions to the support program when it is needed. | Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. |

Domain 4: Professional Responsibilities
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | Teacher does not reflect on practice, or the reflections are inaccurate or self-serving. | Teacher'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. | Teacher'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. | Teacher'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 [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | Teacher does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late. | Teacher's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time. | Teacher's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time. | Teacher 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 [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.] | Teacher makes no effort to collaborate with other instructional specialists within the district. | Teacher responds positively to the efforts of other instructional specialists within the district to collaborate. | Teacher initiates efforts to collaborate with other instructional specialists within the district. | Teacher takes a leadership role in coordinating projects with other instructional specialists within and beyond the district. |

Domain 4: Professional Responsibilities
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers
(continued)

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | Teacher's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. | Teacher's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| 4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship] | Teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. | Teacher's participation in professional development activities is limited to those that are convenient or are required. | Teacher seeks out opportunities for professional development based on an individual assessment of need. | Teacher 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 [FEAPs (a)1.e.; (b)2] | Teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality. | Teacher is honest in interactions with colleagues and respects norms of confidentiality. | Teacher displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality. | Teacher 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. |

**Domain 1: Planning and Preparation
For ESE Resource Teachers and DJJ Liaison**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1a: Demonstrating knowledge of current trends in specialty area and professional development [FEAPs (a)1.a.; (a)3.e.] | Teacher demonstrates little or no familiarity with specialty area or trends in professional development. | Teacher demonstrates basic familiarity with specialty area and trends in professional development. | Teacher demonstrates thorough knowledge of specialty area and trends in professional development. | Teacher'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 [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.] | Teacher demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program. | Teacher demonstrates basic knowledge of the school's program and of teacher skill in delivering that program. | Teacher demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program. | Teacher 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 ESE support program appropriate to the setting and the teachers served [FEAPs (a)1.a.,b.; (a)3.e.] | Teacher has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff. | Teacher's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. | Teacher's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. | Teacher'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: Planning and Preparation
For ESE Resource Teachers and DJJ Liaison
(continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1d: Demonstrating knowledge of resources, both within the school and district [FEAPs (a)2.g.; (a)3.e.] | Teacher demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. | Teacher demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. | Teacher is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. | Teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program. |
| 1e: Planning the ESE support program, integrated with the overall school program to meet the needs of individual students including prevention [FEAPs (a)1.b.c.f.; (a)3.e.g.] | Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Teacher's plan is well designed to support teachers in the improvement of their instructional skills. | Teacher's plan is highly coherent, taking into account the competing demands of consulting with teachers, administrators and families to meet the needs of individual students and has been developed following consultation with administrators and teachers. |
| 1f: Demonstrating knowledge of state and federal ESE regulations and of resources both within the school and district [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.] | Teacher has knowledge of the program or resists suggestions that such an evaluation is - important. | Teacher has a rudimentary knowledge of the instructional support program. | Teacher's knowledge of the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Teacher's knowledge is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

| Domain 2: The Environment For ESE Resource Teachers and DJJ Liaison | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT OR DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a: Creating an environment of trust and respect [FEAPs (a)2.d.f.h.; (a)3.e.] | Teachers are reluctant to request assistance from the Teacher, fearing that such a request will be treated as a sign of deficiency. | Relationships with the Teacher are cordial; teachers don't resist initiatives established by the instructional specialist. | Relationships with Teacher are respectful, with some contacts initiated by teachers. | Relationships with Teacher are highly respectful and trusting, with many contacts initiated by teachers. |
| 2b: Establishing and maintaining clear procedures for ESE staffings [FEAPs (a)2.c.d.f.h.; (a)3.e.] | Teacher 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 Teacher. | Teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. | Teacher has established a culture of professional inquiry in which teachers initiate queries regarding procedures for ESE staffings with support of specialist. |
| 2c: Establishing clear procedures for teachers to gain access to instructional support [FEAPs (a)2.a.h.; (a)3.e.] | When teachers want to access assistance from the Teacher, 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. | Teacher has established clear procedures for teachers to use in gaining access to support. | Procedures for access to Teacher's instructional support are clear to all teachers and have been developed following consultation with administrators and teachers. |
| 2d: Establishing and maintaining norms of behavior for professional interactions [FEAPs (a)2.b.h.; (a)3.e.] | No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. | Teacher's efforts to establish norms of professional conduct are partially successful. | Teacher has established clear norms of mutual respect for professional interaction. | Teacher has established clear norms of mutual respect for professional interaction. Teachers model professional standards of conduct. |
| 2e: Organizing physical space for training [FEAPs (a)2.a.h.; (a)3.e.] | Teacher 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 training activities. | The physical environment does not impede training activities. | Teacher makes good use of the physical environment, resulting in engagement of all participants in the training activities | Teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement. |

**Domain 3: Delivery of Service
For ESE Resource Teachers and DJJ Liaison**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 3a: Collaborates with IEP teams to determine effective placement and educational programs for ESE students. [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.] | Teacher is not familiar with the school's ESE programs or the placement options available to ESE students. | Teacher is aware of the program options available at the school but does not collaborate with the IEP team to determine effective placement for ESE students. | Teacher collaborates with IEP team to make them aware of the options available at the school and facilitates discussion of these options to determine the best placement and program for ESE students. | Teacher facilitates discussion for the IEP team to determine effective placement and programs for ESE students. Is aware of placement options available within the district. |
| 3b: Engaging teachers in learning new instructional skills [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.] | Teachers decline opportunities to engage in professional learning. | Teacher'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 [FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.] | Teacher's procedural training sessions are of poor quality or are not appropriate to the needs of the teachers being served. | The quality procedural training session is mixed, with some of them being appropriate to the needs of the teachers being served. | The quality of the Teacher's procedural training session is uniformly high and appropriate to the needs of the teachers being served. | The quality of Teacher's procedural training session is uniformly high and appropriate to the needs of the teachers being served. The Teacher conducts extensive follow-up work with teachers. |
| 3d: Locating resources for teachers to support instructional improvement [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.] | Teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | Teacher's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available. | Teacher locates resources for instructional improvement for teachers when asked to do so. | Teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs. |

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|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3e: Demonstrating flexibility and responsiveness [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.] | Teacher adheres to his plan, in spite of evidence of its inadequacy. | Teacher makes modest changes in the support program when confronted with evidence of the need for change. | Teacher makes revisions to the support program when it is needed. | Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. |
| Domain 4: Professional Responsibilities For ESE Resource Teachers and DJJ Liaison | | | | |
| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | Teacher does not reflect on practice, or the reflections are inaccurate or self-serving. | Teacher'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. | Teacher'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. | Teacher'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: Communicating with families [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | Teacher does not follow established procedures for communicating with families | Teacher's efforts to communicate with families are partially successful, and follow established procedures. | Teacher's communication with families follows established procedures. | Teacher anticipates and responds to teacher needs when communicating with families, following established procedures and suggesting improvements to those procedures. |
| 4c: Coordinating work with other instructional specialists [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.] | Teacher makes no effort to collaborate with other instructional specialists within the district. | Teacher responds positively to the efforts of other instructional specialists within the district to collaborate. | Teacher initiates efforts to collaborate with other instructional specialists within the district. | Teacher takes a leadership role in coordinating efforts with other instructional specialists within the district. |

**Domain 4: Professional Responsibilities
For ESE Resource Teachers and DJJ Liaison
(continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | Teacher's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. | Teacher's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| 4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship] | Teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. | Teacher's participation in professional development activities is limited to those that are convenient or are required. | Teacher seeks out opportunities for professional development based on an individual assessment of need. | Teacher 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 [FEAPs (a)1.e.; (b)2] | Teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality. | Teacher is honest in interactions with colleagues and respects norms of confidentiality. | Teacher displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality. | Teacher 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. |

**Domain 1: Planning and Preparation
For Media Specialists**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology [FEAPs (a)1.a.; (a)3.e.] | 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 [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.] | 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 [FEAPs (a)1.a.,b.; (a)3.e.] | 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. |

**Domain 1: Planning And Preparation
For Media Specialists
(Continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan [FEAPs (a)2.g.; (a)3.e.] | 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 [FEAPs (a)1.b.c.f.; (a)3.e.g.] | 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 [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.] | 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. |

**Domain 2: The Environment
For Media Specialists**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a: Creating an environment of respect and rapport [FEAPs (a)2.d.f.h.; (a)3.e.] | 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 [FEAPs (a)2.c.d.f.h.; (a)3.e.] | 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 [FEAPs (a)2.a.h.; (a)3.e.] | 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: The Environment
For Media Specialists
(Continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 2d: Managing student behavior [FEAPs (a)2.b.h.; (a)3.e.] | 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 [FEAPs (a)2.a.h.; (a)3.e.] | 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. |

**Domain 3: Delivery Of Service
For Media Specialists**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.] | 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 [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.] | 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 [FEAPs (a)3.a.b.c.d.e.f.g; (a)4.a.] | 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: Delivery Of Service
For Media Specialists
(Continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 3d: Assisting students and teachers in the use of technology in the library/media center [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.] | 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 [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.] | 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. |

**Domain 4: Professional Responsibilities
For Media Specialists**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | 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 [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | 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 [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.] | 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. |

**Domain 4: Professional Responsibilities
For Media Specialists
(Continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | 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 [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship] | 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 [FEAPs (a)1.e.; (b)2] | 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. |

**Domain 1: Planning and Preparation
For Guidance Counselors**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1a: Demonstrating knowledge of counseling theory and techniques [FEAPs (a)1.a.; (a)3.e.] | 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: Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors [FEAPs (a)1.e.:(a)2.a.h.; (a)3.e.h.; (a)4.a.] | Counselor provides little or no information of child and adolescent development. | Counselor provides partial information of child and adolescent development. | Counselor provides information demonstrating accurate understanding of adolescent development, barriers to learning and student risk factors. | In addition to information demonstrating accurate understanding of adolescent development, barriers to learning and student risk factors, counselor displays knowledge of the extent to which individual student interventions are necessary. |
| 1c: Plans and designs program goals, instruction and intervention based on school data and aligns efforts with both school and district improvement plans in adherence to state and federal mandates. [FEAPs (a)1.a.,b.; (a)3.e.] | 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: Planning And Preparation
For Guidance Counselors
(Continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.] | 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: Uses data to monitor student progress(academic, social, emotional, behavioral) and to evaluate the effectiveness of counseling services on student achievement [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.] | 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 evaluation plan includes clear and measurable goals, with sources of evidence based on school data and includes a clear plan toward improving the program. |
| 1f: Developing a plan to evaluate the counseling program [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.] | 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: The Environment
For Guidance Counselors**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a: Creating an environment of respect and rapport [FEAPs (a)2.d.f.h.; (a)3.e.] | 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 [FEAPs (a)2.c.d.f.h.; (a)3.e.] | 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 [FEAPs (a)2.a.h.; (a)3.e.] | Counselor's routines for the counseling program or classroom work are nonexistent or in disarray. | Counselor has rudimentary and partially successful routines for the counseling program or classroom. | Counselor's routines for the counseling program or classroom work effectively. | Counselor's routines for the counseling program or classroom are seamless, and students assist in maintaining them. |
| 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school [FEAPs (a)2.b.h.; (a)3.e.] | 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 classroom presentations, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school. |
| 2e: Organizing physical space [FEAPs (a)2.a.h.; (a)3.e.] | 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: Delivery of Service
For Guidance Counselors**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 3a: Assessing student needs [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.] | 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 [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.] | 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 [FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.] | 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. |
| 3d: Coordinates resources to meet needs [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.] | Counselor does not make connections with other programs in order to meet student needs. | Counselor's efforts to coordinate services with other programs in the school are partially successful. | Counselor coordinates with other programs within the school or district to meet student needs. | Counselor coordinates with other programs and agencies both within and beyond the school or district to meet individual student needs. |
| 3e: Demonstrating flexibility and responsiveness [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.] | 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 needs. |

**Domain 4: Professional Responsibilities
For Guidance Counselors**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | 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 [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | 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 [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.] | 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. |

**Domain 4: Professional Responsibilities
For Guidance Counselors
(Continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | 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 [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship] | 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 [FEAPs (a)1.e.; (b)2] | 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. |

**Domain 1: Planning and Preparation
For Speech Teachers**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license [FEAPs (a)1.a.; (a)3.e.] | Speech Teacher demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. | Speech Teacher demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. | Speech Teacher demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. | Speech Teacher 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 [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.] | Speech Teacher has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. | Speech Teacher's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. | Speech Teacher's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. | Speech Teacher'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 [FEAPs (a)1.a.,b.; (a)3.e.] | Speech Teacher demonstrates little or no knowledge of special education laws and procedures. | Speech Teacher demonstrates basic knowledge of special education laws and procedures. | Speech Teacher demonstrates - thorough knowledge of special education laws and procedures. | Speech Teacher's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. |

**Domain 1: Planning and Preparation
For Speech Teachers (continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.] | Speech Teacher demonstrates little or no knowledge of resources for students available through the school or district. | Speech Teacher demonstrates basic knowledge of resources for students available through the school or district. | Speech Teacher demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Speech Teacher 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 [FEAPs (a)1.b.c.f.; (a)3.e.g.] | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Speech Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Speech Teacher has developed a plan that includes the important aspects of work in the setting. | Speech Teacher'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 [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.] | Speech Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Speech Teacher has a rudimentary plan to evaluate the therapy program. | Speech Teacher'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. | Speech Teacher'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: The Environment
For Speech Teachers (continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a: Establishing rapport with students [FEAPs (a)2.d.f.h.; (a)3.e.] | Speech Teacher's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center. | Speech Teacher's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful. | Speech Teacher's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center. | Students seek out the, reflecting a high degree of comfort and trust in the relationship. |
| 2b: Organizing time effectively [FEAPs (a)2.c.d.f.h.; (a)3.e.] | Speech Teacher exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Speech Teacher's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Speech Teacher exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Speech Teacher 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 [FEAPs (a)2.a.h.; (a)3.e.] | 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. | Speech Teacher 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. |
| 2d: Establishing standards of conduct in the treatment center [FEAPs (a)2.b.h.; (a)3.e.] | No standards of conduct have been established, and 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. Speech Teacher 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. Speech Teacher 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. Speech Teacher'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 [FEAPs (a)2.a.h.; (a)3.e.] | 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: Delivery of Service
For Speech Teachers (continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 3a: Responding to referrals and evaluating student needs [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.] | Speech Teacher fails to respond to referrals or makes hasty assessments of student needs. | Speech Teacher responds to referrals when pressed and makes adequate assessments of student needs. | Speech Teacher responds to referrals and makes thorough assessments of student needs. | Speech Teacher is proactive in responding to referrals and makes highly competent assessments of student needs. |
| 3b: Developing and implementing treatment plans to maximize students' success [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.] | Speech Teacher fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. | Speech Teacher's plans for students are partially suitable for them or sporadically aligned with identified needs. | Speech Teacher's plans for students are suitable for them and are aligned with identified needs. | Speech Teacher develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| 3c: Communicating with families [FEAPs (a)3.a.b.c.d.e.f.g; (a)4.a.] | Speech Teacher fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. | Speech Teacher's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Speech Teacher communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. | Speech Teacher 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. |
| 3d: Collecting information; writing reports [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.] | Speech Teacher neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Speech Teacher 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. | Speech Teacher collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Speech Teacher 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 [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.] | Speech Teacher adheres to the plan or program, in spite of evidence of its inadequacy. | Speech Teacher makes modest changes in the treatment program when confronted with evidence of the need for change. | Speech Teacher makes revisions in the treatment program when they are needed. | Speech Teacher is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. |

**Domain 4: Professional Responsibilities
For Speech Teachers (continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | Speech Teacher does not reflect on practice, or the reflections are inaccurate or self-serving. | Speech Teacher'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. | Speech Teacher'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. | Speech Teacher'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 [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | Speech Teacher is not available to staff for questions and planning and declines to provide background material when requested. | Speech Teacher is available to staff for questions and planning and provides background material when requested. | Speech Teacher initiates contact with teachers and administrators to confer regarding individual cases. | Speech Teacher seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. |
| 4c: Maintaining an effective data- management system [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.] | Speech Teacher's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. | Speech Teacher has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Speech Teacher has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. | Speech Teacher 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: Professional Responsibilities
For Speech Teachers *(continued)*

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | Speech Teacher's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. | Speech Teacher's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. | Speech Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Speech Teacher makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| 4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship] | Speech Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Speech Teacher's participation in professional development activities is limited to those that are convenient or are required. | Speech Teacher seeks out opportunities for professional development based on an individual assessment of need. | Speech Teacher 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 [FEAPs (a)1.e.; (b)2] | Speech Teacher displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Speech Teacher is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Speech Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Speech Teacher 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: Planning and Preparation for School Psychologists

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | 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 adequate 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 are rudimentary and are partially suitable to the situation and the age of the students. | Psychologist's goals are clear and appropriate to the situation in the school and to the age of the students. | Psychologist's goals 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: PLANNING AND PREPARATION FOR SCHOOL PSYCHOLOGISTS *(continued)*

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | 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 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, 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. |

Domain 2: The Environment for School Psychologists *(continued)*

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 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: Managing 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. |
| 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: Delivery of Service for School Psychologists *(continued)*

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | 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: Collecting information; writing reports | Psychologist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Psychologist 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. | Psychologist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Psychologist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. |
| 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: 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: Professional Responsibilities for School Psychologists *(continued)*

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | 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: Collaborating with teachers and administrators | Psychologist is not available to staff for questions and planning and declines to provide background material when requested. | Psychologist is available to staff for questions and planning and provides background material when requested. | Psychologist initiates contact with teachers and administrators to confer regarding individual cases. | Psychologist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. |
| 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. |

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

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | 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: Planning for
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis Intervention Teachers**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1a: Demonstrating knowledge of current trends in specialty area | Teacher demonstrates little or no familiarity with specialty area. | Teacher demonstrates basic familiarity with specialty area. | Teacher demonstrates thorough knowledge of specialty. | Teacher's knowledge of specialty area is wide and deep; specialist is regarded as an expert by colleagues. |
| 1b: Demonstrating knowledge of the school's program and levels of skill in delivering that program | Teacher demonstrates little or no knowledge of the school's program or of teacher skill in implementing that program. | Teacher demonstrates basic knowledge of the school's program and of teacher skill in implementing that program. | Teacher demonstrates thorough knowledge of the school's program and of teacher skill in implementing that program. | Teacher is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to skill in that program. |
| 1c: Establishing goals for the Service delivery program appropriate to the setting and those served | Teacher has no clear goals for program, or they are inappropriate to either the situation or the needs of those served. | Teacher's goals for the program are rudimentary and are partially suitable to the situation and the needs of those served. | Teacher's goals for the program are clear and are suitable to the situation and the needs of those served. | Teacher's goals for the program are highly appropriate to the situation and the needs of those served. They have been developed following consultations with administrators and colleagues. |

Domain 1 Planning
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis Intervention Teachers
(Continued)

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district | Teacher demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. | Teacher demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. | Teacher is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. | Teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program. |
| 1e: Planning the service program, integrated with the overall school program | Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Teacher's plan is well designed to support and implementing program services. | Teacher's plan is highly coherent, and serves to support student and staff within the overall school setting. |
| 1f: Developing a plan to evaluate the program | Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is - important. | Teacher has a rudimentary plan to evaluate the instructional support program. | Teacher'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. | Teacher'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: The Environment for
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis Intervention Teachers**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a: Creating an environment of trust and respect | Teachers are reluctant to request assistance from the Teacher, fearing that such a request will be treated as a sign of deficiency. | Relationships with the Teacher are cordial; teachers don't resist initiatives established by the instructional specialist. | Relationships with Teacher are respectful, with some contacts initiated by teachers. | Relationships with Teacher are highly respectful and trusting, with many contacts initiated by teachers. |
| 2b: Establishing a culture for ongoing instructional improvement | Teacher 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. | Teacher attempts to promote a culture throughout the school for productive and respectful communication between and among students, teachers and parents are partially successful. | Teacher promotes a culture throughout the district for productive and respectful communication between and among students, teachers, and parents. | The culture in the school district for productive and respectful communication between and among students, teachers and parents while guided by the teacher, is maintained by teachers (others), students and parents. |
| 2c: Establishing clear procedures for teachers to gain access to instructional support | Teacher's routines for student support services are nonexistent or in disarray. | Teacher has rudimentary and partially successful routines for student support services. | Teacher's routines for student support services are clear and effective. | Teacher's routines for student support services are clear and provided in consultation with school personnel. |
| 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. | Teacher's efforts to establish norms of professional conduct are partially successful. | Teacher has established clear norms of mutual respect for professional interaction. | Teacher 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 | Teacher makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of equipment, or little alignment between the physical arrangement and the activities. | The physical environment does not impede activities. | Teacher makes good use of the physical environment, resulting in engagement of all participants in the activities | Teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement. |

**Domain 3: The Delivery of Service for
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis Intervention Teachers**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 3a: Assessing student needs | Teacher does not assess student needs, or the assessments result in inaccurate conclusions. | Teacher's assessments of student needs are perfunctory. | Teacher assesses student needs and provides appropriate services. | Teacher consults with colleagues and conducts detailed and individualized assessments of student needs to contribute to program planning. |
| 3b: Assisting students and teachers in the formulation and implantation of academic, personal/social plans, based on knowledge of student needs | Teacher program is independent of identified student needs. | Teacher attempts to help students and teachers formulate personal/social are partially successful. | Teacher helps students and teachers formulate personal/social plans for groups of students. | Teacher helps individual students and teachers formulate and implement personal social plans. |
| 3c: Sharing expertise with staff | Teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. | The quality of model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. | The quality of the Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. | The quality of Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Teacher conducts extensive follow-up work with teachers. |
| 3d: Brokering resources to meet needs | Teacher does not make connections with other programs in order to meet student needs. | Teacher efforts to broker services with other programs in the school are partially successful. | Teacher brokers with other programs within the school or district to meet student needs. | Teacher brokers with other programs and agencies both within and beyond the school or district to meet individual student needs. |

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| 3e: Demonstrating flexibility and responsiveness | Teacher adheres to his plan, in spite of evidence of its inadequacy. | Teacher makes modest changes in the support program when confronted with evidence of the need for change. | Teacher makes revisions to the support program when it is needed. | Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. |
|-------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

| Domain 4: Professional Responsibilities for School Social Workers Behavioral/Counseling Resource Teachers Crisis intervention teachers | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4a: Reflecting on practice | Teacher does not reflect on practice, or the reflections are inaccurate or self-serving. | Teacher'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. | Teacher'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. | Teacher'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: Communicating with families | Teacher fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. | Teacher communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Teacher communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions. | Teacher 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 | Teacher records are in disarray; they may be missing, illegible, or stored in an insecure location. | Teacher records are accurate and legible and are stored in a secure location. | Teacher records are accurate and legible, well organized, and stored in a secure location. | Teacher records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional. |

**Domain 4: Professional Responsibilities for
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis intervention teachers
(continued)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4d: Participating in a professional community | Teacher relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. | Teacher relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. | Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| 4e: Engaging in professional development | Teacher does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills. | Teacher participation in professional development activities is limited to those that are convenient or are required. | Teacher seeks out opportunities for professional development based on an individual assessment of need. | Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| 4f: Showing professionalism | Teacher displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality. | Teacher is honest in interactions with colleagues, students, and the public; does not violate confidentiality. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed. | Teacher 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: Planning and Preparation
For Teachers of the Visually Impaired**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1a: Demonstrating knowledge and skill in the VI unique skills area; holding the relevant teaching certificate. [FEAPs (a)1.a.; (a)3.e.] | TVI demonstrates little or no knowledge and skill in the VI unique skills area; does not hold the necessary certificate or license. | TVI demonstrates basic knowledge and skill in the VI unique skills area; holds the necessary certificate or license. | TVI demonstrates thorough knowledge and skill in the VI unique skills area; holds the necessary certificate or license. | TVI demonstrates extensive knowledge and skill in the VI unique skills area; holds a relevant teaching certificate. |
| 1b: Establishing goals for the VI unique skills program appropriate to the setting and the students served [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.] | TVI has no clear goals for the VI unique skills program, or they are inappropriate to either the situation or the age of the students. | TVI's goals for the VI unique skills program are rudimentary and are partially suitable to the situation and to the age of the students. | TVI's goals for the VI unique skills program are clear and appropriate to the situation in the school and to the age of the students. | TVI's goals for the VI unique skills 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 [FEAPs (a)1.a.,b.; (a)3.e.] | TVI demonstrates little or no knowledge of special education laws and procedures. | TVI demonstrates basic knowledge of special education laws and procedures. | TVI demonstrates thorough knowledge of special education laws and procedures. | TVI's knowledge of special education laws and procedures is extensive; TVI takes a leadership role in reviewing and revising district policies. |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.] | TVI demonstrates little or no knowledge of resources for students available through the school or district. | TVI demonstrates basic knowledge of resources for students available through the school or district. | TVI demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | TVI demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| 1e: Planning the VI unique skills program, integrated with the regular school program, to meet the needs of individual students [FEAPs (a)1.b.c.f.; (a)3.e.g.] | VI unique skills program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | TVI's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | TVI has developed a plan that includes the important aspects of work in the setting. | TVI'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 VI unique skills program [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.] | TVI has no plan to evaluate the program or resists suggestions that such an evaluation is important. | TVI has a rudimentary plan to evaluate the VI unique skills program. | TVI'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. | TVI'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: The Environment
For Teachers of the Visually Impaired
(CONTINUED)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a: Establishing rapport with students [FEAPs (a)2.d.f.h.; (a)3.e.] | TVI's interactions with students are negative or inappropriate; students appear uncomfortable in the educational environment. | TVI's interactions are a mix of positive and negative; the TVI's efforts at developing rapport are partially successful. | TVI's interactions with students are positive and respectful; students appear comfortable in the educational environment. | Students seek out the TVI, reflecting a high degree of comfort and trust in the relationship. |
| 2b: Organizing time effectively [FEAPs (a)2.c.d.f.h.; (a)3.e.] | TVI exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | TVI's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | TVI exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | TVI 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 [FEAPs (a)2.a.h.; (a)3.e.] | 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. | TVI 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. |
| 2d: Establishing standards of conduct in the educational setting [FEAPs (a)2.b.h.; (a)3.e.] | No standards of conduct have been established, and disregards or fails to address negative student behavior during evaluation or lessons. | Standards of conduct appear to have been established for the educational setting. TVI's attempts to monitor and correct negative student behavior during evaluation and lessons are partially successful. | Standards of conduct have been established for the educational setting. TVI monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established for the educational setting. TVI'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 services [FEAPs (a)2.a.h.; (a)3.e.] | The educational setting is disorganized and poorly suited to working with students. Materials are usually available. | The educational setting is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. | The educational setting is well organized; materials are available when needed. | The educational setting is highly organized and is inviting to students. Materials are convenient when needed. |

**Domain 3: Delivery of Service
For Teachers of the Visually Impaired
(CONTINUED)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 3a: Responding to referrals and evaluating student needs [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.] | TVI fails to respond to referrals or makes hasty assessments of student needs. | TVI responds to referrals when pressed and makes adequate assessments of student needs. | TVI responds to referrals and makes thorough assessments of student needs. | TVI is proactive in responding to referrals and makes highly competent assessments of student needs. |
| 3b: Developing and implementing goals and/or objectives to maximize students' success [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.] | TVI fails to develop goals and/or objectives suitable for students, or plans are mismatched with the findings of assessments. | TVI's plans for students are partially suitable for them or sporadically aligned with identified needs. | TVI's plans for students are suitable for them and are aligned with identified needs. | TVI develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| 3c: Communicating with families [FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.] | TVI fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. | TVI's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | TVI communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. | TVI secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. TVI reaches out to families of students to enhance trust. |
| 3d: Collecting information; writing reports [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.] | TVI neglects to collect important information on which to base goals and/or objectives; reports are inaccurate or not appropriate to the audience. | TVI collects most of the important information on which to base goals and/or objectives; reports are accurate but lacking in clarity and not always appropriate to the audience. | TVI collects all the important information on which to base goals and/or objectives; reports are accurate and appropriate to the audience. | TVI 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 [FEAPs (a)3.a.b.c.d.e.j; (a)4.a.d.] | TVI adheres to the plan or program, in spite of evidence of its inadequacy. | TVI makes modest changes in the program when confronted with evidence of the need for change. | TVI makes revisions in the program when they are needed. | TVI is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input. |

**Domain 4: Professional Responsibilities
For Teachers of the Visually Impaired
(CONTINUED)**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | TVI does not reflect on practice, or the reflections are inaccurate or self-serving. | TVI'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. | TVI's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. TVI makes some specific suggestions as to how the program might be improved. | TVI's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. TVI draws on an extensive repertoire to suggest alternative strategies. |
| 4b: Collaborating with teachers and administrators [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | TVI is not available to staff for questions and planning and declines to provide background material when requested. | TVI is available to staff for questions and planning and provides background material when requested. | TVI initiates contact with teachers and administrators to confer regarding individual students. | TVI seeks out teachers and administrators to confer and solicit their perspectives on individual students. |
| 4c: Maintaining an effective data-management system [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.] | TVI's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust lessons or program when needed. | TVI has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust lessons or program when needed. | TVI has developed an effective data-management system for monitoring student progress and uses it to adjust lessons or program when needed. | TVI has developed a highly effective data-management system for monitoring student progress and uses it to adjust lessons or program when needed. TVI uses the system to communicate with teachers and parents. |
| 4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] | TVI's relationships with colleagues are negative or self-serving, and TVI avoids being involved in school and district events and projects. | TVI's relationships with colleagues are cordial, and TVI participates in school and district events and projects when specifically asked to do so. | TVI participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | TVI makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| 4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship] | TVI does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | TVI's participation in professional development activities is limited to those that are convenient or are required. | TVI seeks out opportunities for professional development based on an individual assessment of need. | TVI 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 [FEAPs (a)1.e.; (b)2] | TVI displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | TVI is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | TVI displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | TVI 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. |

Speech Language Pathologists/Occupational Therapists/Physical Therapists

**Domain 1: Documentation and Accountability
For Occupational and Physical Therapists and Speech Language Pathologists**

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 1a: (OT/PT Only) Developing an appropriate Plan Of Care for each individual student | Therapist does not consistently develop a Plan Of Care that meets the legal requirements for their profession | Therapist is able to develop a Plan Of Care that meets the legal requirements for their profession with peer mentoring | Therapist consistently develops a Plan Of Care that meets the legal requirements for their profession | Therapist consistently develops a Plan Of Care that meets the legal requirements for their profession and can be used as samples for the training of new therapists. |
| Evidence: | Plan Of Care | | | |
| 1a: (SLP Only) Participating in Multi-Tier Support System (MTSS) process and providing Speech- Language support as needed | Therapist is not available to participate in MTSS meetings and does not provide support to the team when requested. | Therapist is available to attend some MTSS meetings and can answer some questions related to interventions. | Therapist is available to attend MTSS meetings, interpret data, and offers suggestions for interventions. | Therapist is an integral part of the MTSS team, including performing observations, modeling strategies, assisting with interventions, administering assessments, interpreting data, and problem solving. |
| Evidence: | MTSS Team Documentation | | | |
| 1b: Demonstrating knowledge of resources, both within and beyond the school and district | Therapist demonstrates little or no knowledge of resources for students available through the school or district. | Therapist demonstrates basic knowledge of resources for students available through the school or district. | Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| Evidence: | Anecdotal input | | | |
| 1c: Developing IEP goals and objectives to meet the needs of individual students | Therapist does not consistently write appropriate IEP goals and objectives. | Therapist writes appropriate IEP goals and objectives with peer guidance. | Therapist consistently writes appropriate IEP goals and at least two objectives which are measureable and attainable. | Therapist consistently writes appropriate IEP goals and at least two objectives which are measureable, attainable, and can be used as a model for new therapists. |

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| Evidence: | IEP goals and objectives | | | |
| 1d: Developing and maintaining effective scheduling policies and procedures | Therapy schedule is nonexistent. | Therapy schedule is poorly documented or is inconsistently followed. | Written therapy schedule is available upon request. The schedule is developed through collaboration with other professionals and is consistently followed. | Written therapy schedule is provided to administration or other professionals, is developed through collaboration, and accommodates changing circumstances. |
| Evidence: | Therapy schedule | | | |
| 1e: Collecting information; writing reports with content that is useful to the audience | Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Therapist 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. | Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Therapist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate, clearly written and are tailored for the audience. |
| Evidence: | Copy of an evaluation/re-evaluation report | | | |
| 1f: Maintaining an effective documentation system | Therapist's documentation system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. | Therapist has developed a documentation system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Therapist uses an established documentation system in an efficient manner, monitors student progress, and uses it to adjust treatment when needed. | Therapist uses the established electronic billing and documentation system to monitor student progress and to adjust treatment when needed. Other professionals can use this documentation as a source of relevant information about student progress. |
| Evidence: | Electronic documentation system | | | |

Domain 2: Therapy Environment
For Occupational and Physical Therapists and Speech Language Pathologists (continued)

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
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| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 2a: Organizing time effectively for workload management and delivery of services | Therapy/evaluation session does not begin and end on time. There are no established rules and routines for the therapy session. | Therapy/evaluation session may or may not begin or end on time. There are some established rules or routines for the therapy session. | Therapy/evaluation session begins and ends on time. There are clearly established rules and routines for the therapy session. | Therapy/evaluation session begins and ends on time. There are clearly established rules and routines for the therapy session. Children understand the rules for entering and participation in therapy activities. |
| Evidence: | Observation | | | |
| 2b: Locating and organizing physical space for testing of students and providing therapy | The testing and therapy location is unsafe or poorly suited to the treatment goals. | The testing and therapy location is safe and adequately suited. Materials are difficult to find or poorly suited to the environment. | The testing and therapy location is safe and adequately suited. Materials are well organized or readily available when needed. | The testing and/or therapy location is safe and adequately suited. Materials are well organized, appropriately selected, and readily available when needed. |
| Evidence: | Observation | | | |
| 2c: Maintaining clear expectations for learning and achievement outcomes related to IEP goals and objectives | Therapy/evaluation interactions do not convey specific expectations. Instructional outcomes and activities are unrelated. | Therapy/evaluation interactions convey low expectations. Instructional outcomes and activities are unclear. | Therapy/evaluation interactions convey only modest expectations. Instructional outcomes and activities are vaguely explained. | Therapy/evaluation interactions convey high expectations. Instructional outcomes are clearly stated. Activities support IEP objectives. |
| Evidence: | Observation (student interactions are dependent on student's cognitive level) | | | |
| 2d: Collaborating with teachers and other professionals regarding student performance | Therapist does not communicate with other professionals. | Therapist has limited communication regarding discipline specific issues (e.g. strategies, equipment, positioning, progress, etc.) to other professionals. | Therapist communicates regarding discipline specific issues (e.g. strategies, equipment, positioning, progress, etc.) to other professionals upon request. | Therapist readily communicates regarding discipline specific issues (e.g. strategies, equipment, positioning, progress, etc.) to other professionals. |

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| Evidence: | Observation | | | |
| 2e: Showing professionalism, engagement and appropriate communication | Therapist appearance is not appropriate. Therapist is unengaged and makes little attempt to communicate with the audience. | Therapist appearance is not appropriate for their professional discipline. Therapist is distracted and lacks communication appropriate to the audience. | Therapist presents a professional appearance (as defined by their professional discipline). Therapist is engaged in the session and communication is appropriate to the audience. | Therapist presents a professional appearance (as defined by their professional discipline). Therapist is directly engaged in the session and communication is effective and sensitive to student needs. |
| Evidence: | Observation | | | |

| Domain 3: Engaging with client For Occupational and Physical Therapists and Speech Language Pathologists (continued) | | | | |
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| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 3a: Establishing rapport with students | Therapist's interactions with students are negative or inappropriate; students appear uncomfortable. | Therapist's interactions with students are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful. | Therapist's interactions with students are positive and respectful; students appear comfortable. | Therapist's interactions with students are positive and respectful; students appear comfortable, reflecting a high degree of comfort and trust in the relationship. |
| Evidence: | Observation | | | |
| 3b: Demonstrating flexibility and responsiveness to location and/or student needs | Therapist lacks flexibility to provide treatment in a variety of locations. Therapist is unaware of individual student needs. | Therapist demonstrates little flexibility to provide treatment in a variety of locations. Therapist has little awareness to individual needs and adjustments to therapy techniques (scaffolding, prompt-cue hierarchy). | Therapist demonstrates some flexibility to provide treatment in a variety of locations. Therapist is sensitive to individual needs and adjusts therapy techniques (scaffolding, prompt-cue hierarchy) sometimes. | Therapist demonstrates flexibility to provide treatment in a variety of locations. Therapist is consistently sensitive to individual needs and adjusts therapy techniques (scaffolding, prompt-cue hierarchy) as needed. |
| Evidence: | Observation | | | |

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| 3c: Demonstrating knowledge and skill in the specialist therapy area | Therapist demonstrates little or no knowledge and skill in the therapy area. | Therapist demonstrates basic knowledge and skill in the therapy area. | Therapist demonstrates adequate knowledge and skill in the therapy area. | Therapist demonstrates extensive knowledge and skill in the therapy area. |
| Evidence: | Observation | | | |
| 3d: Integrating the therapy/evaluation program with the regular school program to meet the needs of individual students | Therapy/evaluation session consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Therapy/evaluation session has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Therapy/evaluation session uses activities with a general focus to address the intervention plan using broader goals. | Therapy/evaluation session uses specific activities with a clear focus to address the Individualized Education Plan goals and objectives or student needs. |
| Evidence: | Observation | | | |
| 3e: Providing appropriate reinforcement and behavior management during therapy/evaluation | Therapist does not provide positive or corrective reinforcement related to student learning objectives. Student behavior is not monitored. | Therapist attempts positive or corrective reinforcement related to student learning objectives and attempts to manage misbehavior as needed. | Therapist provides positive or corrective reinforcement related to student learning objectives and attempts to manage misbehavior as needed. | Therapist consistently provides positive or corrective reinforcement related to student learning objectives and responds to misbehavior as needed to maintain a safe and positive learning environment. |
| Evidence: | Observation | | | |

Domain 4: Professional Responsibilities
For Occupational and Physical Therapists and Speech Language Pathologists (continued)

| COMPONENT | L E V E L O F P E R F O R M A N C E | | | |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | UNSATISFACTORY | NEEDS IMPROVEMENT/DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE |
| 4a: Demonstrating knowledge of district, state, and federal regulations and guidelines | Therapist demonstrates little or no knowledge of special education laws and procedures. | Therapist demonstrates basic knowledge of special education laws and procedures. | Therapist demonstrates thorough knowledge of special education laws and procedures. | Therapist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. |
| Evidence: | Anecdotal | | | |
| 4b: Completing student evaluations/reevaluations in a timely and efficient manner | Therapist does not complete evaluation requests in a timely and efficient manner, missing legal deadlines or causing other team members to delay completing eligibility meetings | Therapist completes evaluation requests before the legal deadline, but poor time management causes unnecessary delays in completing the evaluation | Therapist completes evaluation in timely and efficient manner; evaluation reports are clearly written to be understood by parents, teacher, and non-therapists | Therapist completes evaluation in timely and efficient manner; evaluation reports are clearly written to be understood by parents, teacher, and non-therapists; reports impart useful information that can be applied in the school setting |
| Evidence: | Referral log | | | |
| 4c: Engaging in professional development in order to maintain the relevant certificate or license | Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. Therapist does not maintain the relevant certificate or license | Therapist's participation in professional development activities is limited to those that are convenient or are required. Therapist does not renew the relevant certificate or license in a timely manner. | Therapist seeks out opportunities for professional development based on an individual assessment of need. Therapist maintains the relevant certificate or license. | Therapist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues or other professionals. (or) SLP Only: Maintains ASHA-CCC's |
| Evidence: | License or certification, inservice log | | | |

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| 4d: Attends meetings (IEPs, in-services, school specific meetings, etc) | Therapist does not attend meetings, or arrives late to meetings; fails to prepare for meetings | Therapist attends meetings, but is not consistently prepared for the meeting or is habitually late for meetings. | Therapist consistently attends meetings and is prepared in advance for the purpose of the meeting. | Therapist consistently attends meetings and is prepared in advance for the purpose of the meeting; Therapist helps facilitate a positive meeting outcome. |
| Evidence: | Calendar | | | |
| 4e: Developing and maintaining effective working relationships among other peers and professionals | Therapist rejects changes required to implement evolving departmental policies and procedures; Therapist's interactions with others are negative or inappropriate; others appear uncomfortable; therapist's interactions with others are characterized as unhelpful. | Therapist is resistant to implement evolving departmental policies and procedures; interactions with others are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful. | Therapist implements evolving departmental policies and procedures. Therapist's interactions with others are positive and respectful; others appear comfortable; therapist's interactions with others are characterized as helpful. | Therapist supports other's efforts to implement evolving departmental policies and procedures; therapist's interactions with others are positive and respectful; others appear comfortable, reflecting a high degree of comfort and trust in the relationship. Therapist is considered a helpful and valuable member of the team. |
| Evidence: | Anecdotal | | | |
| 4f: Therapy services are provided consistently | Therapist service delivery is not provided or documented as prescribed by the IEP. | Therapist service delivery is not provided or documented consistently as prescribed by the IEP. | Therapist service delivery is consistently provided and documented as prescribed by the IEP. | Therapist service delivery is consistently provided and documented using the established electronic billing and documentation system as prescribed by the IEP. |
| Evidence: | Electronic documentation system | | | |

Bay District Schools

Formal Observation Pre-Conference Interview Protocol

Licensed Therapist

Therapist _____ School _____

Scheduled observation Time: _____ Observation Focus: _____

Observer/Administrator _____ Date _____ Observation # _____

1. To which of your job responsibilities does this activity relate (e.g. therapy, evaluation, conference, IEP meeting, etc.)?
2. Briefly describe the participants (e.g., students, parents, teachers, etc.) in this activity (e.g. therapy, evaluation, conference, IEP meeting, etc.).
3. What planning and preparation were required in order to accomplish this activity?
4. If you will be working with students during this activity, briefly describe the students with whom you will have contact.
5. How will you engage and/or communicate with the participants in this activity? What will you do? What will the participants do? Provide any specific materials you will use.
6. If you will be working with students, how will you differentiate instruction for different individuals or groups of students in this session? If you are interacting with parents or colleagues, how will you facilitate a positive meeting outcome?
7. How will you document and/or discuss student performance? How will you interpret this documentation to plan for future therapy sessions and/or eligibility documents?
8. How will this activity support the overall school improvement goals of our school?
9. Is there anything you would like me to specifically observe during the activity?

Bay District Schools

Formal Observation Post-Conference Interview Protocol

Licensed Therapist

Therapist _____ School _____

Scheduled observation Time: _____ Observation Focus: _____

Observer/Administrator _____ Date _____ Observation # _____

Questions for discussion:

1. In general, how successful was the activity? Did you accomplish the goals you intended?
2. Based upon a review of student data, what does it reveal about the students' performance or progress toward mastery of the IPEP goal? Are there modifications that need to be made for future therapy sessions?
3. Comment on if your planning and preparation was sufficient to accomplish this activity.
4. Did you depart from your plan? If so, how and why?
5. Comment on differentiated instructional accommodations/modifications and/or communication required during this activity. To what extent were these effective?
6. If you had an opportunity to engage in this activity again, with the same participants, what would you do differently?
7. Reflect upon your level of performance during this activity overall.

Bay District Schools: Professional Learning Goal – Licensed Therapist

| | |
|-------------|-------------|
| Name | Title |
| School Name | School Year |

A. Focus (based upon Student Documentation, School Improvement Goal, etc....)

| | |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1. Planning and preparation 2. Working relations 3. Engaging with clients 4. Professional responsibilities | Domains to be addressed: |
| | Components to be addressed: |

B. Therapist's Strategies

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Baseline Data |
| What specific student achievement data indicates the need for improvement? <i>Examine data (student impact area) that is related to your professional responsibilities. What weakness is noted by the group? Narrow the focus to what weakness is noted in individuals within the group (student impact area).</i> |

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|-------------------------------------------------------------------------------------------|
| Needs-based Question for Professional Inquiry |
| In reflecting on this data, what instructional/performance question comes to mind? |

| |
|---------------------------------------------|
| Expected Student Achievement Goal(s) |
|---------------------------------------------|

What is your expectation of student achievement/performance as a result of your professional inquiry?
Indicate a measurable result on a specific assessment stated as S.M.A.R.T. goal

Related Professional Development Objective(s)

Related Professional Development Training & Learning Activities

What practice(s) will you need to enhance and develop through research-based knowledge and strategies in order to achieve your stated student achievement goal?
*Indicate **what** you need to know through documentation of diverse research-based activities, **how** you will learn them and **when** you anticipate completion for each practice.*

C. Reflection

Examine the student outcomes and reflect upon the effectiveness of the strategies and what you learned through this process.

Therapist Signature

Date

Administrator's Signature

Date

Bay District Schools
Licensed Therapist Appraisal
Professional Learning Goal Guidance

| PLG Item | Guiding Question/Thoughts | Additional Considerations | Sentence Stem |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Student Impact Area</u> Baseline Data | What <u>student impact data</u> indicates the need for improvement? | Examine data (student impact area) that is related to your professional responsibilities. What <u>weakness</u> is noted by the group? Narrow the focus to what <u>weakness</u> is noted in individuals within the group (<u>student impact area</u>)? When considering development of needs based question, what is the rationale for the strategy chosen? *Recommended group size of 2-6 students | Upon review of... After analyzing... My targeted group is My targeted students are... Remember that Effective focuses on the group. Highly Effective identifies <u>individuals within the group</u> . Provide rationale for evidence-based research strategy chosen to implement with your target group. |
| Needs-based Question | In reflecting on this data, what instructional/performance question comes to mind? | Considering this specific data and input from the therapist self-assessment, formulate a question that will help you improve your professional practice and <u>impact area</u> as it relates to student achievement. | Will implementing (name the specific strategy) enable my (area of impact - students) to achieve (name what you want to achieve as it relates to <u>student achievement</u>)? |
| <u>Expected Student Impact Area</u> Achievement Goal(s) | What is your expectation of <u>student impact area</u> achievement/performance as a result of your professional inquiry? | Indicate how the impact of your research- based intervention on student achievement will be measured. | I anticipate/expect that (area of impact – students) will result in.... <u>(use *SMART format to frame goal statement, needs to be student achievement related)</u> |
| Related Continuing Education and Learning Activities | What practice(s) will you need to <u>enhance/develop</u> through research based knowledge and strategies in order to achieve your stated student achievement goal? | Indicate what you need to know through documentation of diverse research-based activities, how you will learn them and when you anticipate completion for each practice. | In order to meet my goals, I will need to <u>enhance/develop (skill) through (activity) by (timeline)</u> . |
| Therapeutic | How will the practices developed | Indicate how you plan to incorporate your research-based | In therapy, I have implemented |

| | | | |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Implementation | through research-based knowledge and strategies be incorporated into therapeutic activities to achieve your stated student achievement goal? | strategy into therapy and the documentation you will provide for each activity. | (activity)... |
| Reflection | After examining the student outcomes and reflecting upon the effectiveness of the strategies, what have you learned through this process? | Include a description of how implementation was or was not successful for each student, citing specific implementation examples and mid-course corrections, if applicable. | When reflecting upon the implementation of... |

| Bay District Schools Licensed Therapist Appraisal Professional Learning Goal Scoring Rubric | | | | |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Unsatisfactory | Needs Improvement | Effective | Highly Effective |
| | 0 points | 1 point | 2 points | 3 points |
| Student Impact Area Baseline Data | Includes: <ul style="list-style-type: none"> • No evidence indicating use of disaggregation to identify targeted group. • No data sources used to identify specific weakness of targeted group • No documentation of analysis of specific weakness provided | Includes: <ul style="list-style-type: none"> • Limited use of disaggregation to identify targeted group. • Limited data sources (1 source) used to identify specific weakness of targeted group • Limited documentation of analysis of specific weakness provided | Includes: <ul style="list-style-type: none"> • Adequate use of disaggregation to identify targeted group. • Adequate data sources (2 sources) used to identify specific weakness of targeted group • Adequate documentation of analysis of specific weakness provided | Includes: <ul style="list-style-type: none"> • Ample use of disaggregation to identify the individuals within the targeted group. • Ample data sources (3 sources) used to identify specific weakness of targeted group • Ample documentation of analysis of specific weakness provided |
| | Multiple data source examples <ul style="list-style-type: none"> • Program evaluation results, therapy data (OT, PT, ST, LI) • State/district wide Assessments • FSA (district, school, classroom, cohort, year, subject, trends, proficiency in categories, individual students) • DEA (district, school, classroom, cohort, year, subject, trends, proficiency in categories, individual students) <ul style="list-style-type: none"> • ECHOS • SAT/ACT • AMO Sub-groups • Classroom data • SAT10 • CELLA • ESE • Product based {journals, worksheets, quizzes, tests, projects, etc.} • PERT • ASVAB • Ethnicity • Observational {running records, group work, demonstrations, experiments, etc.} • TABE • Discipline • Gender • Conversational {Student-teacher conferences, oral presentations, group work, etc.} • AP • Attendance • ELL • Standards based school, team, or teacher assessments • Suspension • Free/Reduced Lunch | | | |

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|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Hints and Guidance:</p> <ul style="list-style-type: none"> • <u>Start with appropriate data to identify trends or needs through review of therapist caseload as well as school and student data.</u> • It is acceptable to use one piece of data multiple ways (Effective) or multiple pieces of data (Highly Effective) • Reflections occur twice: once at mid-year (cat 3/4) and formative evaluation (cat 1/2) AND for the final PLG review • Use current and previous standardized, relevant and/or authentic data in order to establish baseline and track trends • Target group size is 2-6 students from therapist caseload. (Note: Therapist group size will NOT be based upon a percentage of the caseload.) • If the Target Group changes significantly, therapist includes this in the reflection(s). However, adjustments are made based on new students' data. The new target group may exhibit the same weaknesses as the original group; therefore, can continue action research on the strategy selected for improving the weakness. • It is suggested that a brief rationale for chosen evidence-based research strategy be in the baseline data box. • Limited – looks at 1 subgroup to identify target group with greatest need; uses 1 data source; documentation includes a chart/graph and broad weakness area (i.e. reading comprehension, vocabulary, number sense, geometry, etc.) • Adequate Evidence – looks at 2 subgroups to identify target group with greatest need; uses 2 distinct data sources (DEA, CFA, etc.); documentation includes a chart and graph or narrative and broad weakness area • Ample Evidence – looks at 3 or more subgroups to identify target group with greatest need; uses 3 distinct data sources (DEA, FSA, CFA, etc); documentation includes a chart, graph and narrative and specific weakness (decoding multisyllabic words, multiplying fractions, etc.) | | | |
| <p>Needs-based Question</p> | <p>Includes:</p> <ul style="list-style-type: none"> • no evidence of reflection on <u>student impact area</u> achievement/performance data • no relationship to <u>student impact area</u> performance • no identified instructional/professional <u>strategy and/or practice(s)</u> | <p>Includes:</p> <ul style="list-style-type: none"> • little evidence of reflection on <u>student impact area</u> achievement/ performance data • an ambiguous relationship to <u>student impact area</u> performance • instructional/professional <u>strategy and/or practice(s)</u> that are not research-based | <p>Includes:</p> <ul style="list-style-type: none"> • reflection on <u>student impact area</u> achievement/ performance data • an understandable relationship to <u>student impact area</u> performance • researched-based instructional/professional <u>strategy and/or practice(s)</u> | <p>Includes:</p> <ul style="list-style-type: none"> • purposeful and investigative reflection on the meaning of <u>student impact area</u> achievement/ performance data • a clear and distinct relationship to <u>student impact area</u> performance • specific research-based instructional/professional <u>strategy and/or practice(s)</u> that visibly relates to identified <u>student impact area</u> need |
| | <p>Hints and Guidance:</p> <ul style="list-style-type: none"> • Write the Needs-based Question so that it considers, “Will (strategy X) impact student achievement data (Y)?” | | | |

| | Unsatisfactory | Needs Improvement | Effective | Highly Effective | |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | 0 points | 1 point | 2 points | 3 points | |
| Expected Student Impact Area Achievement/Performance Goal | Includes: <ul style="list-style-type: none"> no identified results no relationship to needs-based question no identification of <u>student impact area</u> affected by the goal | Includes: <ul style="list-style-type: none"> results that are not specific nor measurable little relationship to the needs-based question insufficient identification of the <u>student impact area</u> affected by the goal | Includes: <ul style="list-style-type: none"> specific and measurable results a relationship to the needs-based question an identification of the targeted group of <u>student impact area</u> affected by the goal | Includes: <ul style="list-style-type: none"> <u>*SMART results (specific, measurable, attainable, reasonable, timely)</u> a clear and <u>distinct</u> relationship to the needs-based question an identification of the individuals within the targeted group of <u>student impact area</u> affected by the goal | |
| | Result Source Examples: DEA, Bay Writes, Standards-Based Classroom Assessments, SM6, etc. (see also the list provided under Baseline Data Section) NOTE: WHEN ESTABLISHING THE GOAL, CONSIDER WHEN DATA IS AVAILABLE IN ORDER TO MEET THE TIMELINE FOR PLG COMPLETION. | | | | |
| | Hints and Guidance: <ul style="list-style-type: none"> Results can be gains or proficiency as appropriate for the targeted group While growth and proficiency are the desired outcomes, they are not the measure of Highly Effective. | | | | |
| Related Continuing Education and Learning Activities | Include: <ul style="list-style-type: none"> no list of trainings and/or learning activities no relationship to the <u>student impact area</u> achievement goal/performance goal | Include: <ul style="list-style-type: none"> a minimal list of trainings and/or learning activities that are not research-based an insignificant relationship to the <u>student impact area</u> achievement goal/performance goal | Include: <ul style="list-style-type: none"> list of trainings and/or learning activities that are research-based a relationship to the <u>student impact area</u> achievement goal/performance goal | Include: <ul style="list-style-type: none"> <u>diverse</u> list of research-based professional training, CEUs and learning activities a <u>clear and distinct</u> relationship to the expected <u>student impact area</u> achievement goal/performance goal | |
| | Professional Training and Learning Activities include (diverse is defined as more than one format): <ul style="list-style-type: none"> Professional Development (PD) Clinical Education Units (CEU) Conferences Online Learning Tutorials Book Study Workshops Lesson Study Professional Learning Community (PLC) Summer Workshops/Online Learning Activities | | | | |
| | Documentation Examples: <ul style="list-style-type: none"> Sign-In sheets, meeting minutes, conference notes | | | | |

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| | <ul style="list-style-type: none"> Highlighted/tabbed sub-sections of texts, summary paragraph of book study or research findings Certificates, handouts, etc. One of the following: Therapy Plans/Notes/Data, Student Artifacts, Anecdotal Logs, Medicaid Service Summary School-based or district-based offered PD, CEUs |
| | <p>Hints and Guidance:</p> <ul style="list-style-type: none"> Professional Development (PD), Clinical Educator Units (CEUs), School-based in-services, etc. Effective would be continuing education and learning activity is listed. Highly Effective would also include documentation of how and when the goal should be met. It is expected that 1-2 items from the Therapist Self-Assessment intersect with the student achievement needs and will be reflected in the PLG Expected Student Achievement Goal. CEU activities do not have to be “new.” They can be a review of previous CEU activities with new implementation. |

| | Unsatisfactory | Needs Improvement | Effective | Highly Effective |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 0 points | 1 point | 2 points | 3 points |
| Therapeutic Implementation | <p>Include:</p> <ul style="list-style-type: none"> no planned therapeutic activities for expected student achievement goal (<u>student impact area</u>) no documentation provided no analysis of data linking the therapeutic implementation to <u>student impact area</u> performance | <p>Include:</p> <ul style="list-style-type: none"> limited planned therapeutic activities for the expected student achievement goal (<u>student impact area</u>) some documentation provided insufficient analysis of data linking the therapeutic implementation to <u>student impact area</u> | <p>Include:</p> <ul style="list-style-type: none"> planned therapeutic activities for the expected student achievement goal (<u>student impact area</u>) are linked to Related Continuing Education and Learning Activities documentation provided for each activity analysis of data linking the therapeutic implementation to <u>student impact area</u> for the target group | <p>Include:</p> <ul style="list-style-type: none"> planned therapeutic activities for the expected student achievement goal (<u>student impact area</u>) are linked with a <u>clear and distinct</u> relationship to Related Continuing Education and Learning Activities documentation provided for each activity and mid-course adjustments (if applicable) analysis of data linking the therapeutic implementation to <u>student impact area</u> for each individual within the target group |
| | <p>Documentation Examples:</p> <ul style="list-style-type: none"> One of the following: Therapy Plans/Notes/Data, Student Artifacts, Anecdotal Logs, Medicaid Service Summary | | | |
| | <p>Hints and Guidance:</p> <ul style="list-style-type: none"> If using DEA, consider creating a Targeted Group Class in DEA for tracking purposes. <u>The purpose of the collection is for data analysis, the effect on the targeted group, and for making therapy adjustments. Changes are based on data and needs of the targeted group.</u> <u>Data collection should tie back to the needs-based question and should be collected in ‘real time’ (as they happen). Going back after the fact</u> | | | |

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| | <p>is a burdensome process and does not allow the most meaningful analysis.</p> <ul style="list-style-type: none"> • Three-four sample sets are sufficient for data analysis. Consider collecting samples for the beginning, middle, and end. The strategy will be implemented more than 3-4 times, but the sample sets are for analysis of the strategy's' impact. • When collecting samples, also collect corresponding data (DEA, classroom, etc.) to summarize what was observed in the sample set (trends, impact, etc.) • Have at least 2 sample sets to show administrator during mid-year review or formative evaluation. | | | |
| | Unsatisfactory | Needs Improvement | Effective | Highly Effective |
| | 0 points | 1 point | 2 points | 3 points |
| Reflection | <p>Include:</p> <ul style="list-style-type: none"> • no reflection | <p>Include:</p> <ul style="list-style-type: none"> • reflection reads as summary rather than insightful reflection of the strategy/ impact area | <p>Include:</p> <ul style="list-style-type: none"> • reflection is a description of how implementation was or was not successful for the group and <u>should include a statement mid-course correction if needed</u> | <p>Include:</p> <ul style="list-style-type: none"> • reflection is a description of how implementation was or was not successful for each individual student, citing specific implementation examples, next steps and <u>should include mid-course corrections if needed</u> |
| | <p>Hints and Guidance:</p> <ul style="list-style-type: none"> • A reflection must be completed prior to the mid-year review or formative evaluation AND final PLG review and must <u>include the analysis of chosen examples of documentation.</u> • <u>Reflection considerations:</u> <ul style="list-style-type: none"> ○ <u>It is a reflection; it is not a summary.</u> ○ <u>Consider the 4 phases of reflection</u> <ul style="list-style-type: none"> ▪ <u>Identify the situation.</u> ▪ <u>What happened?</u> ▪ <u>So what?</u> ▪ <u>What next?</u> ○ <u>Cite implementation examples that were or were not effective.</u> • <u>How was instruction and/or student performance impacted (or not) by the implementation?</u> | | | |

Rubric for Individual Professional Development Plan Evaluation

| Levels | 0 | 1 | 2 | 3 |
|---------------------------------------------|---------------------------------------|----------------------------------------------------------------|-----------------------------------------|-----------------------------------|
| Ratings Used for Each IPDP Component | Unsatisfactory | Needs Improvement/ Developing | Effective | Highly Effective |
| Category 1, 2, 3, and 4 Teachers | 1 or more rated 0 (Unsatisfactory) | 1 or more meeting rated 1 (Needs Improvement/Developing) | If not meeting HE, D or U, Effective | 6/6 rated 3 (Highly Effective) |

10 Therapist Components to be Observed

- 2a: Organizing time effectively for workload management and delivery of services.
- 2b: Locating and organizing physical space for testing of students and providing therapy.
- 2c: Maintaining clear expectations for learning and achievement
- 2d: Collaborating with teachers and other professionals regarding student performance.
- 2e: Showing professionalism, engagement and appropriate communication
- 3a: Establishing rapport with students
- 3b: Demonstrating flexibility and responsiveness to location and/or student needs
- 3c: Demonstrating knowledge and skill in the specialist therapy area
- 3d: Integrating the therapy program with the regular school program to meet the needs of individual students
- 3e: Providing appropriate reinforcement and behavior management during therapy

Formative Evaluation Components for CAT 1-2 Therapists

- 1A: (OT/PT Only) Developing an appropriate Plan Of Care for each individual student
- 1A: (SLP Only) Participating in Multi-Tier Support System (MTSS) process and providing Speech-Language support as needed
- 1C Developing IEP goals and objectives to meet the needs of individual students
- 1F Maintaining an effective documentation system
- 2A Organizing time effectively for workload management and delivery of services
- 2E Showing professionalism, engagement and appropriate communication
- 3A Establishing rapport with students
- 3C Demonstrating knowledge and skill in the specialist therapy area
- 4B Completing student evaluations/reevaluations in a timely and efficient manner
- 4C Engaging in professional development in order to maintain the relevant certificate or license
- 4F Therapy services are provided consistently

Observation Notes

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| <p>2a: Organizing time effectively for workload management and delivery of services</p> | <p>2b: Locating and organizing physical space for testing of students and providing therapy</p> |
| <ul style="list-style-type: none"> ▪ <i>demonstration of time management skills</i> ▪ <i>delivery of services</i> ▪ <i>demonstration of clear therapy/evaluation routine</i> | <ul style="list-style-type: none"> ▪ <i>testing/therapy location is organized</i> ▪ <i>materials appropriately selected</i> ▪ <i>materials readily available when needed</i> |
| <p>2c: Maintaining clear expectations for learning and achievement</p> | <p>2d: Collaborating with teachers and other professionals regarding student performance</p> |
| <ul style="list-style-type: none"> ▪ <i>clearly conveys high expectations</i> ▪ <i>clearly stated outcomes</i> ▪ <i>activities support IEP objectives</i> | <ul style="list-style-type: none"> ▪ <i>seeks out teachers and/or administrators</i> ▪ <i>confer on individual cases</i> ▪ <i>solicits perspectives</i> |
| <p>2e: Showing professionalism, engagement and appropriate communication</p> | |
| <ul style="list-style-type: none"> ▪ <i>Professional appearance</i> ▪ <i>Directly engaged in session</i> ▪ <i>Communication is effective and sensitive to student needs</i> | |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3a: Establishing rapport with students <ul style="list-style-type: none"> ▪ <i>interactions are positive and respectful</i> ▪ <i>students are comfortable</i> ▪ <i>degree of trust is evident</i> | |
| 3b: Demonstrating flexibility and responsiveness to location and/or student needs <ul style="list-style-type: none"> ▪ <i>makes effective changes in service delivery on ongoing basis</i> ▪ <i>proactive flexibility to meet student needs</i> ▪ <i>flexible to location and timing related to staff/student schedules</i> | 3c: Demonstrating knowledge and skill in the specialist therapy area <ul style="list-style-type: none"> ▪ <i>extensive knowledge/skill in specialty area</i> ▪ <i>holds necessary license</i> ▪ <i>holds advanced certificate or has additional training</i> |
| 3d: Integrating the therapy program with the regular school program to meet the needs of individual students <ul style="list-style-type: none"> ▪ <i>coherent therapy plan</i> ▪ <i>supports students individually</i> ▪ <i>integrated into the regular school program</i> | 3e: Providing appropriate reinforcement and behavior management during therapy <ul style="list-style-type: none"> ▪ <i>Consistently provides positive or corrective reinforcement</i> ▪ <i>Responds to misbehavior</i> |

Quick Reference Guide: Components of Licensed Therapist Appraisal Instrument

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| <p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>1a. (OT/PT Only) Developing Appropriate Plan of Care</p> <ul style="list-style-type: none"> ▪ <i>relevant Plan of care</i> ▪ <i>legal requirements met</i> <p>1a. (SLP Only) Participating in Multi-Tier Support Systems (MTSS)</p> <ul style="list-style-type: none"> ▪ <i>SLP integral part of MTSS team</i> ▪ <i>assists with interventions</i> ▪ <i>interprets data and problem solves</i> <p>1b. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> ▪ <i>resources for student</i> ▪ <i>knowledge of resources for school, district and larger community</i> <p>1c. Developing IEP goals and objectives</p> <ul style="list-style-type: none"> ▪ <i>writes appropriate IEP goals and objectives</i> ▪ <i>measurable and attainable</i> <p>1d. Developing and maintaining effective scheduling</p> <ul style="list-style-type: none"> ▪ <i>written schedule provided to appropriate school personnel</i> ▪ <i>developed through collaboration</i> ▪ <i>accommodates changing circumstances</i> ▪ <i>teachers and students understand schedules</i> <p>1e: Collecting Information; writing reports</p> <ul style="list-style-type: none"> ▪ <i>proactive in collecting important information</i> ▪ <i>interviews teachers and parents when necessary</i> ▪ <i>reports are accurate and clearly written</i> ▪ <i>reports are tailored for the audience</i> <p>1f: Maintaining an effective documentation system</p> <ul style="list-style-type: none"> ▪ <i>efficiently uses documentation system</i> ▪ <i>monitors student progress</i> ▪ <i>adjust treatment when needed</i> ▪ <i>other professionals can use/interpret documentation</i> | <p style="text-align: center;">Domain 2: Therapy Environment</p> <p>2a. Organizing time effectively for workload management and delivery of services</p> <ul style="list-style-type: none"> ▪ <i>demonstration of time management skills</i> ▪ <i>delivery of services</i> ▪ <i>demonstration of clear therapy/evaluation routine</i> <p>2b: Locating and organizing physical space</p> <ul style="list-style-type: none"> ▪ <i>testing/therapy location is organized</i> ▪ <i>materials appropriately selected</i> ▪ <i>materials readily available when needed</i> <p>2c: Maintaining clear expectations for learning and achievement conveys high expectations</p> <ul style="list-style-type: none"> ▪ <i>clearly conveys high expectations</i> ▪ <i>clearly stated outcomes</i> ▪ <i>activities support IEP objectives</i> <p>2d: Collaborating with teachers and others regarding student performance</p> <ul style="list-style-type: none"> ▪ <i>seeks out teachers and/or administrators</i> ▪ <i>confer on individual cases</i> ▪ <i>solicits perspectives</i> <p>2e: Showing Professionalism, engagement and appropriate communication</p> <ul style="list-style-type: none"> ▪ <i>Professional appearance</i> ▪ <i>Directly engaged in session</i> ▪ <i>Communication is effective and sensitive to student needs</i> |
| <p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a: Demonstrating federal, state and district knowledge</p> <ul style="list-style-type: none"> ▪ <i>knowledge of special education laws and procedures</i> ▪ <i>leadership roles in reviewing/revising district policies/procedures</i> <p>4b: Completing student evaluations/re-evaluations</p> <ul style="list-style-type: none"> ▪ <i>evaluations completed timely and efficiently</i> ▪ <i>reports are clearly written</i> ▪ <i>reports contain information useful in school setting</i> <p>4c: Engaging in professional development</p> <ul style="list-style-type: none"> ▪ <i>pursues professional development opportunities</i> ▪ <i>offers workshops to colleagues</i> <p>4d: Attends meetings</p> <ul style="list-style-type: none"> ▪ <i>consistently attends meetings</i> ▪ <i>prepared for purpose of meeting</i> ▪ <i>facilitates a positive meeting outcome</i> <p>4e: Developing and maintaining effective working relationships</p> <ul style="list-style-type: none"> ▪ <i>Supports efforts to implement evolving policies and procedures</i> ▪ <i>Interactions with others are positive and respectful</i> ▪ <i>Therapist considered helpful and valuable team member</i> <p>4f: Therapy services provided consistently</p> <ul style="list-style-type: none"> ▪ <i>services consistently provided</i> ▪ <i>services adhere to those prescribed on IEP</i> ▪ <i>accommodates changing circumstances</i> | <p style="text-align: center;">Domain 3: Engaging with Client</p> <p>3a. Establishing rapport with students</p> <ul style="list-style-type: none"> ▪ <i>interactions are positive and respectful</i> ▪ <i>students are comfortable</i> ▪ <i>degree of trust is evident</i> <p>3b. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> ▪ <i>makes effective changes in service delivery on ongoing basis</i> ▪ <i>proactive flexibility to meet student needs</i> ▪ <i>flexible to location and timing related to staff/student schedules</i> <p>3c: Demonstrating knowledge and skills in specialist area</p> <ul style="list-style-type: none"> ▪ <i>extensive knowledge/skill in specialty area</i> ▪ <i>holds necessary license</i> ▪ <i>holds advanced certificate or has additional training</i> <p>3d: Integrating the therapy program</p> <ul style="list-style-type: none"> ▪ <i>coherent therapy plan</i> ▪ <i>supports students individually</i> ▪ <i>integrated into the regular school program</i> <p>3e: Providing appropriate reinforcement and behavior management</p> <ul style="list-style-type: none"> ▪ <i>Consistently provides positive or corrective reinforcement</i> ▪ <i>Responds to misbehavior</i> |

SLP Role in Evaluation

Skills used to conduct an evaluation or assessment:

- Being prepared to conduct the evaluation in a timely manner, so interruption of student learning is minimized.
- Providing a controlled testing environment free of distractions
- Demonstrating respectfulness and sensitivity to the student's needs
- Ensuring validity and reliability of evaluation results

Prior to an evaluation begins, the SLP should:

- thoroughly review the student referral request for services
- check for appropriate permission
- current vision and hearing screenings have been completed
- arrange appropriate time for testing with teacher
- consult with the classroom teacher to ensure the evaluation instruments selected are appropriate for diagnosis and planning to meet student needs
- review the examiners manual carefully prior to administration to be familiar with administration protocol

The testing environment:

- free from distraction
- needed materials are set up and waiting for the student

Rapport building:

- crucial time during the evaluation process
- begins from the time the child is picked up in his classroom
- May be difficult because the child might be hesitant to perform tasks with an adult they have never met before
- If a successful rapport is not able to be successfully established, all evaluation results would have to be reviewed with caution.

Evaluations should include several key techniques to continue building trust and rapport such as:

- Giving Clear directions
- Modeling
- Providing Reassurance about the examiner's role and the need to write down information
- May include techniques to overcome student reluctance (i.e. pausing, providing nonverbal cues, adding/fading supports as appropriate, etc...)
- Using the appropriate standardized test administration prescribed in the test manual (ex: reading the instructions/test items verbatim)
-

SLP role during the evaluation may require:

- Requests for multiple repetitions to accurately transcribe student responses
- Avoiding indication of accuracy of the student's responses
- Eliciting conversational speech samples
- Use discretion in recording answers
- Position materials so the student cannot see the protocol, but the SLP is still able to monitor student responses
- Observation of student behavior observing how the student responds, processing speed, response style, etc., which should also be reflected in the evaluation report

Notice of Counseling and Unsatisfactory Performance

Sample Notice of Counseling

Be sure that your facts are accurate before making accusations or allegations. Use clear, specific language in a letter or memorandum so there is no room for misunderstanding. Indicate why the person is being given the notice. Give specific examples of incidents which necessitate the notice. Refer to the previous verbal warnings and letter(s) of counseling. Describe any actions that have been taken or may be taken against the individual if the situation does not change. Clearly state any action that the employee should take and the deadline for taking such action. If the performance does not improve the teacher will be given a **Notice of Unsatisfactory Performance**.

MEMORANDUM

TO: Employee name and title
FROM: Administrator's name and title
DATE:
SUBJECT: Notice of Counseling

This memorandum serves as your official notice of counseling. You are hereby notified that if your performance in the area of _____ does not improve by _____ you may face further disciplinary action. (In this first paragraph you should address prior verbal warning/reprimand(s)).

The notice shall include the following elements, but can be adapted to fit the individual evaluator's writing style.

1. Description of unsatisfactory performance
2. Improvement desired
3. Assistance to be provided
4. Prescribed time limits

I sincerely hope that you will make every effort to improve your performance and fulfill your job responsibilities. If you have any questions regarding this document, or what is expected of you in your position, please let me know.

Administrator's Signature

Date

Employee Signature (Signature indicates receipt only)

Date

Sample Notice of Unsatisfactory Performance

Be sure that your facts are accurate before making accusations or allegations. Use clear, specific language in a letter or memorandum so there is no room for misunderstanding. Indicate why the person is being given the notice. Give specific examples of incidents which necessitate the notice. Refer to the previous verbal warnings and letter(s) of counseling. Describe any actions that have been taken or may be taken against the individual if the situation does not change. Clearly state any action that the employee should take and the deadline for taking such action. If the performance does not improve a Professional Improvement Plan (PIP) will be initiated.

MEMORANDUM

TO: Employee name and title
FROM: Administrator's name and title
DATE:
SUBJECT: Notice of Unsatisfactory Performance

This memorandum serves as your official notice of unsatisfactory performance per Florida Statute 1012.34. You are hereby notified that if your performance in the area of _____ does not improve by _____ you will be placed on a Professional Improvement Plan that could lead to further disciplinary action, which may include your immediate suspension or termination. (In this first paragraph you should address prior verbal warning/reprimand(s) and notice of counseling).

This notice shall include the following elements, but can be adapted to fit the individual evaluator's writing style.

1. Description of unsatisfactory performance
2. Improvement desired
3. Assistance to be provided
4. Prescribed time limits

I sincerely hope that you will make every effort to improve your performance and fulfill your job responsibilities. If you have any questions regarding this document, or what is expected of you in your position, please let me know.

Administrator's Signature

Date

Employee Signature (Signature indicates receipt only)

Date

Distribution: Human Resources, School/Site, Employee

Bay District Schools

Professional Improvement Plan

___ Annual Contract ___ Professional Services Contract

| | | |
|--|--|--|
| | | |
|--|--|--|

Teacher's Name

Employee ID Number

School

Improvement Goal Statement:

Areas of Need (Refer to the FEAPs and Framework for Teaching):

___ Instructional Design, Planning and Preparation
Instruction (Delivery/Facilitation)

Plan Origination Date:

Teacher's Signature:

| Strategies | Documentation/Evaluation Method | Anticipated Completion Date |
|------------|---------------------------------|-----------------------------|
| | | |
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| | | |
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Planning/Review Sessions (Initial)

Assistance to be provided and by whom:

| Date | Admin. | Teacher |
|------|--------|---------|
| | | |
| | | |
| | | |
| | | |

I certify that the teacher's Professional Improvement Plan goal attainment is:

_____ Satisfactory (PIP is satisfied)

_____ Unsatisfactory (Administrator will forward a recommendation to

Distribution:
 Superintendent
 Human Resources
 School

Lesson Plan Feedback Guidance

Lesson Plan Reflection Question Samples

Domain 1

Teachers submit at least two lesson plans prior to the summative review. Each lesson plan is accompanied by a reflection. The purpose of the reflection is to provide both teacher and administrator focus when reviewing the lesson plan. It is suggested that reflections be provided for 3 components for submission. For example, submission #1 reflects on 1a, 1b, and 1c. Submission #2 reflects on 1d, 1e, 1f. Reflections are meant to be *concise* but *thoughtful* responses. Reflection question samples are provided below, but each school should tailor them for their own purposes.

Look-for samples provided in the table below are excerpted from the ASCD Action Tool: Implementing the Framework for Teaching Enhancing Professional Practice. ***This book should be used by administrators and with faculty to create specific looks-fors appropriate for students/school/teachers.***

| Component | Reflection Question Samples | Component Elements Samples | Administrator “look-fors” provided in teacher lesson plan and reflection responses (<i>List provides samples only</i>) |
|-----------|-------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a | How does this lesson plan demonstrate your knowledge of content and pedagogy? | Prerequisites, misconceptions, knowledge of content | <ul style="list-style-type: none"> Content that is essential and peripheral to instruction. How content relates to other discipline(s). Opportunities for content explanation, student Q & A, student feedback, scaffolding. How the lesson builds upon prior learning. The design of questions that uncover student misconceptions. Appropriate strategies to engage students that best align to concepts being taught. |
| | | | <p>How does HE differ from E? HE key words and activities include: individualized, multiple strategies, inclusion of special needs, connections outside the discipline, PD provided to others.</p> |
| 1b | How does this lesson plan demonstrate your knowledge of students? | Background, culture, skills, language proficiency | <ul style="list-style-type: none"> Developmentally appropriate lesson plans, assessments, activities and experiences. How students are engage in inquiry-based instruction, comparing, analyzing, applying, translating, predicting. Teacher understanding of brain research and applies it to student learning. Teacher gathering and analysis of data (class, school, district state) and progress monitoring to group and regroup students, etc. Completion and usage of student interest surveys for groups and learning experiences. How activities/assessments allow for student choice |
| | | | <p>How does HE differ from E? HE key words and activities include: individualized, differentiated, adjusted for accelerated or slower pace, referrals to gifted or special education, adapts accordingly (MTSS), regular use of current brain research, ongoing and regular student participation in developmentally appropriate high levels of engagement.</p> |

| Component | Reflection Question Samples | Component Elements Samples | Administrator “look-fors” provided in teacher lesson plan and reflection responses (<i>List provides samples only</i>) |
|-----------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1c | How does this lesson plan reflect the setting of instructional outcomes for students? | Sequence of learning, clarify, differentiation, coordination, integration | <ul style="list-style-type: none"> • Outcomes are big ideas of the discipline, but tailored for lesson and unit. • Outcomes related to social skills, thinking skills, task management and knowledge-related outcomes. • Scaffolding • What students will learn as well as what students will do. • Instructional strategies that consider student culture, special needs, and skill levels. <p>How does HE differ from E? HE key words and activities include: differentiated, individualized, integrated to other disciplines, higher order thinking presented by teacher, but student engagement provided</p> |
| 1d | How does this lesson plan demonstrate your knowledge of resources | Classroom and student resources | <ul style="list-style-type: none"> • Several resources are provided that contain the same content but are written at varying reading levels. • Resources outside the classroom. • Appropriate incorporation of the Internet, multidisciplinary resources, media kits, science kits, models, etc. • Lists of resources provided to students in multiple formats. • Resources match various levels of student needs. <p>How does HE differ from E? HE key words and activities include: resources match individual student need, regular research and use of a variety of resources.</p> |
| 1e | How does this lesson plan demonstrate your design of coherent instruction? | Learning activities, instructional materials and resources, instructional groups, lesson and unit structure | <ul style="list-style-type: none"> • Outcomes reflect important concepts of the content. • Instructional maps that builds on prior knowledge of groups of students and moves learning forward. • Activities that permit student choice and offer opportunities for students to work with classmates. • Learning experiences align to instructional outcomes. • Learning resources are varied, appropriately challenging, engage students <p>How does HE differ from E? HE key words and activities include: tight alignment between resources and intended learning, differentiated, all students engaged, required usage of outside resources by students, keeps log of students’ contact with external resources,</p> |
| 1f | How does this lesson plan demonstrate your design of student assessments | Congruence with instructional outcomes, criteria and standards, formative assessments, use for planning | <ul style="list-style-type: none"> • Connection shown between outcome and assessment. • Students demonstrate understanding through performances (writing or presentation) • Modifications or adaptations for groups. • Assessment criteria written in student friendly language. • Assessment guidelines explained to students. • Formative checklists used by students. • Teacher use of state and district data to instruct groups of students. • Development of new assignments and activities in response to assessment data. |

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|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <ul style="list-style-type: none"> How does HE differ from E? HE key words and activities include: individualized, assessments authentic with real world applications, student input on each assessment (formative and summative), assessment results shared with students, technology used in developing rubrics, |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

14/15 Evidence Guidelines:

| Domain | Formative Evidence | Summative |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Teacher submits and Admin provides feedback: <ul style="list-style-type: none"> TWO lesson Plan (ex.#1 review of a, b, c and then #2 review of d, e, f) along with reflection Pre-Post Observation IPDP (initial and mid-year) | Teacher submits: <ul style="list-style-type: none"> 1 to 2 Summative Lesson Plan samples with reflection Administrator considers: <ul style="list-style-type: none"> Pre-Post Observation conversation IPDP (Baseline Data, Expected Student Achievement Goal, Related Professional Training and Learning Activities, Classroom Implementation) |
| Evidence Guidelines | Lesson plan feedback written and uses rubric language for guidance (on paper copies or on Word document using review option). | Trends (based on formative evidence review) and using the rubric language noted in AIMS by component. |

Lesson plan feedback guidance:

- 1) Provide the lesson plan **expectations** to teachers in advance of formative lesson plan check. (See Incomplete and Complete for samples.)
- 2) The lesson plan **reflection** is submitted along with the lesson plan. The reflection is provided so that the administrator knows *exactly* what the teacher means to be 1a, 1b, etc. Then the administrator is not left trying to figure it out. (Enclosed samples have a space for the reflection.)
- 3) Lesson plans submitted by the teacher should be indicative of work **typically** submitted by the teacher. Teachers should not complete one type of lesson plan for feedback and the summative, while submitting another type during the rest of the year. It should not be a “creation” designed especially for submission to administration. Rather it should be an example of what is normally prepared for use each week. This way the feedback provided by the administrator can help to increase student achievement- not just change a particular lesson plan. If a teacher opts to submit two different types of lesson plans, the trend should be noted by the admin to the teacher. Trend evidence is input into AIMS during the IPDP mid-year review window and during the IPDP Summative review. Feedback examples include:
 - a. “What you’ve submitted here for the lesson plan feedback has both Effective and Highly Effective components, but I notice that this is not typical of the lesson plan normally submitted. Your future lesson plans should have the same level of effort as that placed in the one submitted for feedback. My feedback is based on Charlotte Danielson’s Framework for Teaching which is research-based to improve student achievement.”

- b. “Trend evidence: During the Lesson Plan Feedback, there were components rated both E and HE. However, subsequent checks of regular submitted lesson plans are not to the same caliber as the Lesson Plan submitted for Feedback. They lack---.”

*As with the observation, we must move beyond a one-time “show.” We seek consistency and demonstrated performance over time.

- 4) If a teacher chooses **not** to avail themselves of the feedback opportunities, then the summative scoring for Domain 1 will be provided based on the trend evidence, the summative lesson plan, pre-conference observation questions/conference, and IPDP.
- 5) Use the **language of the rubric** whenever possible. If something is good- check the rubric. Is it really Effective? If it is great—check the rubric. Is it Highly Effective? If it is “good”, but you are just being kind, don’t say it’s good, but really mean Needs Improvement! This idea holds true for the Component and Element language as well. Use the language of the rubric to help minimize teacher confusion.
- 6) **Myth** -there’s a “Highly Effective Template.” There **are** templates being created and piloted that have attempted to gather together all the different initiatives and district expectations into one place. But, no matter the template, it is the **content** in the lesson plan that will evidence Domain 1. For example, I can buy a great gym membership, but it **is what I put into it** that nets me my highest reward.

The following pages contain: An Incomplete Sample which is a blank template for school use. Second sample is a Completed Sample (with respect to the following contributors: Denise Kelley, Glenda Nouskhajian, Susan Ross, Ellie Spivey, Pat Weber, and Lendy Willis.) Also included is a rubric for the Completed Sample pulling together the identified Elements into one page (administrator use). Lastly, there is additional Guiding Questions and Look For information.

If using the Incomplete Sample:

- Decide with administrative team or with teachers (i.e. leadership team) what are this school’s focus elements for each component? What elements are MOST important to review in teacher lesson plans?
- Pick 1-2 elements per component.
- Identify the look for. What will that Element look like at this school? This can be created in two ways. One is using the “Fat Book,” the ASCD Action Tool Book. It is FULL of look fors. But even those looks fors can be further defined. Again, what does the look-for look like?
- Complete the Reflection Question. Question should assist teacher in pinpointing in the lesson plan where the administrator can find the Element information. Reflection questions can be based on the component, element, or even be specifically targeted to the Look For.
- Remove the Elements at the bottom that are not evidenced in the lesson plan check. These elements will be evidenced in the pre-conference and IPDP.

The Completed Sample is designed so that-

- The teacher receives the Feedback Form for 1a, 1b, 1c **OR** 1d, 1e, 1f.
- Teacher completes the section of the form, “Teacher Reflection” in response to the reflection question right above it.

- Teacher submits lesson plan and the feedback form with Teacher Reflection completed.
- Administrator reads the reflection question response and corresponding information in the lesson plan.
- Administrator scores the component (i.e. 1a) U, NI, E or HE based on the Focus Element's rubric language. (Rubric language is in the Teacher Appraisal System Manual.)
- Administrator provides guiding feedback to improve teacher planning and preparation based on Element rubric language.

| | | | | | | | | |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--------------------------|-----------|----------|-----------|
| Teacher Name: | | | | | Incomplete SAMPLE | | | |
| Lesson Plan Feedback | | | | | | | | |
| Domain 1 | | | | | | | | |
| 1a | Knowledge of Content | | | | U | NI | E | HE |
| Focus Element | Insert Focus Element here | | | | | | | |
| Look For | Insert Specific Look For here | | | | | | | |
| Reflection Question | Insert Specific Reflection Question here | | | | | | | |
| Teacher Reflection | | | | | | | | |
| Administrator Comment | | | | | | | | |
| Other Elements | <ul style="list-style-type: none"> • Knowledge of Content Related Pedagogy • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships <i>Remove Focus Element(s)</i> | | | | | | | |
| 1b | Knowledge of Students | | | | U | NI | E | HE |
| Focus Element | Insert Focus Element here | | | | | | | |
| Look For | Insert Specific Look For here | | | | | | | |
| Reflection Question | Insert Specific Reflection Question here | | | | | | | |
| Teacher Reflection | | | | | | | | |
| Administrator Comment | | | | | | | | |
| Other Elements | <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Special needs • Knowledge of student's skills • Knowledge and language proficiency • Knowledge of student's interests and cultural heritage <i>Remove Focus Element(s)</i> | | | | | | | |
| 1c | Setting Instructional Outcomes | | | | U | NI | E | HE |
| Focus Element | Insert Focus Element here | | | | | | | |
| Look for | Insert Specific Look For here | | | | | | | |
| Reflection Question | Insert Specific Reflection Question here | | | | | | | |
| Teacher Reflection | | | | | | | | |
| Administrator Comment | <ul style="list-style-type: none"> • | | | | | | | |
| Other Elements | <ul style="list-style-type: none"> • Value, Sequence, and Alignment • Suitability for Diverse Learners • Clarity • Balance <i>Remove Focus Element(s)</i> | | | | | | | |

Note: Domain 1 is evidenced by the Lesson Plan Feedback, the pre-conference, and the IPDP. A Highly Effective rating here does not indicate an overall HE rating. The other evidence will be considered.

| | | | | | | | | | | |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--------------------------|-----------|----------|-----------|--|--|
| Teacher Name: | | | | | Incomplete SAMPLE | | | | | |
| Lesson Plan Feedback | | | | | | | | | | |
| Domain 1 | | | | | | | | | | |
| 1d | Demonstrating Knowledge of Resources and Technology | | | | U | NI | E | HE | | |
| Focus Element | Insert Focus Element here | | | | | | | | | |
| Look for | Insert Specific Look For here | | | | | | | | | |
| Reflection Question | Insert Specific Reflection Question here | | | | | | | | | |
| Teacher Reflection | | | | | | | | | | |
| Administrator Comment | | | | | | | | | | |
| Other Elements | <ul style="list-style-type: none"> • Resources to Extend Content Knowledge and Pedagogy • Resources for Students • Resources for Classroom Use Remove Focus Element (s) | | | | | | | | | |
| | | | | | | | | | | |
| 1e | Designing coherent instruction and use of appropriate of data | | | | U | NI | E | HE | | |
| Focus Element | Insert Focus Element here | | | | | | | | | |
| Look for | Insert Specific Look For here | | | | | | | | | |
| Reflection Question | Insert Specific Reflection Question here | | | | | | | | | |
| Teacher Reflection | | | | | | | | | | |
| Administrator Comment | | | | | | | | | | |
| Other Elements | <ul style="list-style-type: none"> • Instructional Materials and Recourses • Instructional Groups • Lesson and Unit Structure • Learning Activities Remove Focus Element (s) | | | | | | | | | |
| | | | | | | | | | | |
| 1f | Designing Student Assessment | | | | U | NI | E | HE | | |
| Focus Element | Insert Focus Element here | | | | | | | | | |
| Look for | Insert Specific Look For here | | | | | | | | | |
| Reflection Question | Insert Specific Reflection Question here | | | | | | | | | |
| Teacher Reflection | | | | | | | | | | |
| Administrator Comment | | | | | | | | | | |
| Other Elements | <ul style="list-style-type: none"> • Criteria and Standards • Design of Formative Assessment • Use for Planning • Congruence with Instructional Outcomes Remove Focus Element (s) | | | | | | | | | |

Note: Domain 1 is evidenced by the Lesson Plan Feedback, the pre-conference, and the IPDP. A Highly Effective rating here does

not indicate an overall HE rating. The other evidence will be considered.

| Teacher Name: | | Completed SAMPLE | | | |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------|----------|-----------|
| Lesson Plan Feedback Domain 1 | | | | | |
| 1a | Knowledge of Content | U | NI | E | HE |
| Focus Element | Knowledge of Content –Related Pedagogy | | | | |
| Look For | Selected strategies engage students in the content (CRISS, KAGAN, etc.) | | | | |
| Reflection Question | <i>How does your lesson plan demonstrate a wide use of effective pedagogical approaches including anticipation of student misconceptions?</i> | | | | |
| Teacher Reflection | | | | | |
| Administrator Comment | | | | | |
| Other Elements | <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships | | | | |
| 1b | Knowledge of Students | U | NI | E | HE |
| Focus Element | Knowledge of student’s skills, knowledge and language proficiency & knowledge of student’s interests and cultural heritage | | | | |
| Look For | Teacher uses ongoing assessment strategies to ascertain the skill levels of the students and uses that information to tailor instruction for groups or individual students (i.e. guided reading, student choices in assignments, assessments, stations; allowance for different modes of testing; differentiated for content, process and product) | | | | |
| Reflection Question | <i>How does your lesson plan demonstrate how you have tailored instruction to meet the needs of students?</i> | | | | |
| Teacher Reflection | | | | | |
| Administrator Comment | | | | | |
| Other Elements | <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students’ Special needs | | | | |
| 1c | Setting Instructional Outcomes | U | NI | E | HE |
| Focus Element | Clarity and Balance | | | | |
| Look for | Teacher plans lessons that require factual and higher-order thinking skills and can describe outcomes in terms of what students will learn rather than what students will do (Common Core, HOTS, Outcomes) | | | | |
| Reflection Question | <i>How does your lesson plan demonstrate the integration of the Common Core standards, including Higher Order Thinking Skills, and what will student’s learn (not what will they do.)</i> | | | | |
| Teacher Reflection | | | | | |
| Administrator Comment | <ul style="list-style-type: none"> • | | | | |
| Other Elements | <ul style="list-style-type: none"> • Value, Sequence, and Alignment • Suitability for Diverse Learners | | | | |

Note: Domain 1 is evidenced by the Lesson Plan Feedback, the pre-conference, and the IPDP. A Highly Effective rating here does

not indicate an overall HE rating. The other evidence will be considered.

| Teacher Name: | | Completed SAMPLE | | | |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------|----------|-----------|
| Lesson Plan Feedback | | | | | |
| Domain 1 | | | | | |
| 1d | Demonstrating Knowledge of Resources and Technology | U | NI | E | HE |
| Focus Element | Resources for Classroom Use | | | | |
| Look for | Provides resources that match various levels of students' skills (technology, materials, etc.) | | | | |
| Reflection Question | <i>How does your lesson plan demonstrate the inclusion of a variety of extensive resources aligned to student need?</i> | | | | |
| Teacher Reflection | | | | | |
| Administrator Comment | | | | | |
| Other Elements | <ul style="list-style-type: none"> Resources to Extend Content Knowledge and Pedagogy Resources for Students | | | | |
| 1e | Designing coherent instruction and use of appropriate of data | U | NI | E | HE |
| Focus Element | Learning Activities | | | | |
| Look for | Station activities are aligned to instructional outcomes (targets) and suitable for groups or individual students. | | | | |
| Reflection Question | <i>How does your lesson plan demonstrate that your station activities are aligned to the instructional outcomes and they are suitable for students?</i> | | | | |
| Teacher Reflection | | | | | |
| Administrator Comment | | | | | |
| Other Elements | <ul style="list-style-type: none"> Instructional Materials and Recourses Instructional Groups Lesson and Unit Structure | | | | |
| 1f | Designing Student Assessment | U | NI | E | HE |
| Focus Element | Congruence with Instructional Outcomes | | | | |
| Look for | Lesson Plans show modifications or adaptations of an assessment for groups or individual students. | | | | |
| Reflection Question | <i>How does your lesson plan show that modifications or adaptations of assessments have been made?</i> | | | | |
| Teacher Reflection | | | | | |
| Administrator Comment | | | | | |
| Other Elements | <ul style="list-style-type: none"> Criteria and Standards Design of Formative Assessment Use for Planning | | | | |

Note: Domain 1 is evidenced by the Lesson Plan Feedback, the pre-conference, and the IPDP. A Highly Effective rating here does not indicate an overall HE rating. The other evidence will be considered.

| Element Rubric for Completed Sample (Administrator uses when scoring.) | | | | | |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a | Knowledge 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 familiarity with a wide range of effective pedagogical approaches in the discipline. | 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, anticipating student misconceptions. |
| 1b | Knowledge of students' skills, knowledge, and language proficiency | Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. | Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. |
| 1b | Knowledge 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 for individual students. |
| 1c | Clarity | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. |
| 1c | 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. | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. |
| 1d | Resources for classroom use | Teacher is unaware of resources for classroom use available through the school or district. | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| 1e | Learning activities | Learning activities are not suitable to students or to instructional outcomes 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, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |

| | | | | | |
|----|-----------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1f | Congruence with instructional outcomes | Assessment procedures are not congruent with instructional outcomes. | Some of the instructional outcomes are assessed through the proposed approach, but many are not. | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
|----|-----------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

RISING LEADERS ACADEMY
1527 Lincoln Avenue
Panama City, FL 32405
[\(850\) 215-0844](tel:(850)215-0844)
RisingLeadersAcademy@gmail.com

November 11, 2014

Dear Mrs. Dawn Capes,

Rising Leaders Academy is implementing the Bay District School's Teacher Appraisal System as the Charter School's Teacher Appraisal System.

Sincerely,

Suha Jaber

Principal
Rising Leaders Academy



BAY HAVEN CHARTER ACADEMY, INC.
2501 Hawks Landing Blvd.
Panama City, FL 32405
850-248-3500



November 13, 2014

To: Dawn Capes

RE: BDS Teacher & Administrator Evaluation System 2014-2015

Bay Haven Charter Academy, Inc., which includes Bay Haven Charter Academy Elementary and Middle Schools and North Bay Haven Elementary, Middle and High Schools, is implementing the Bay District School's Teacher and Administrator Appraisal System for the 2014-2015 school year.

If you have further questions or need further information, please contact me at 850-248-3500 ext. 109.


Julie Maddox
HR Director

Bay Haven Charter Academy, Inc.