# Educator Evaluation and Support Plan



Our Primary Purpose Is To Improve Student Achievement.

# 2015-2016

**Resubmitted on August 3, 2015**

# Bethel's Educator Evaluation and Support Model

We are very grateful to those who contributed their time and talent to the revision of Bethel's Teacher Supervision and Evaluation program.

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# Mission

The mission of the Bethel Public Schools, in partnership with families and the community, is to foster a culture of excellence and achievement accomplished by challenging curricula, committed teaching and optimized learning opportunities for all students. Our graduates will be resilient and perseverant, passionate self-directed learners, critical thinkers, college or career ready, considerate ethical citizens and globally competitive.

# Core Beliefs

Bethel believes that:

- educational excellence benefits the entire community and is the shared responsibility of students, families, educators, staff, and citizens

- we need to communicate the fundamental importance of education and the quality of education being delivered in our schools

- all children can learn and our educational process must meet their diverse needs

- recruiting, developing, and retaining exceptional educators creates a rigorous learning environment that will effectively prepare our students for the global demands of the 21st century

- effective instruction and high expectations of both educators and students will increase student achievement

- critical thinking, intellectual curiosity, and innovation are essential and critically important to the learning process

- a comprehensive, challenging curriculum and engaging instruction prepares students to be college and/or career ready

- there is a necessity of teaching students to become informed and contributing members of society

- developing caring, respectful, and supportive relationships between and among educators, students, parents, staff, and citizens leads to higher levels of student achievement

- a safe, secure environment, and well-maintained and equipped educational facilities are essential for the physical, social-emotional, and intellectual development of our students

# Purpose and Rationale for Bethel's Educator Evaluation and Support Plan

The purpose of Bethel's Educator Evaluation and Support Plan is to improve teaching and learning within the Bethel Public Schools, and to facilitate, in every way possible, a culture of continuous professional learning among our educators. Good teaching leads to strong student achievement; evidence of this exists in Bethel with its continuously improving student achievement occurring in spite of changing student demographics and major shifts in teaching expectations.

Bethel believes that:

- student achievement continues to rise because teacher supervision, support for teacher professional learning, and evaluation are based on best practices

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- the complex nature of teaching and evaluation should be examined using multiple measures of student learning data and standards based practice

- professional learning programs need to be based on documented learning needs of educators as evidenced by student learning data and observational/professional practices data

- effective teacher supervision is steeped in honest, collegial, and evidence-based professional conversations about teaching and learning

- the professional relationship between the supervising administrator and the educator is pivotal to the steady improvement of teaching and learning for all those involved

# Bethel's Core Design

Bethel's Educator Evaluation and Support Plan is differentiated for educators and, therefore, is composed of **four** facets:



1. **The Observation Cycle for Educators in Years 1-4** begins with a District New Teacher Orientation program combined with a School-Based New Teacher Orientation; most new educators participate in TEAM for two years with their trained mentors; and all educators in years 1-4 participate in observation, supervision, and evaluation cycles (two or four year track to tenure) that specify the elements new educators must demonstrate at the proficient level on the *Framework for Teaching*;

2. The **Observation Cycle for educators with at least 4 years of CT experience** is focused on a collection of visible evidence of continuous growth;

3. The **Professional Learning Plan (PLP) for educators with at least 4 years of CT experience** focuses on a specific area of new learning and growth that will directly improve professional practice and student achievement;

4. The **COACH Program** (**C**olleagues **O**bserving, **A**ssisting, **C**ommunicating, and **H**elping) **for educators with at least 4 years of CT experience** focuses on working with colleagues on deepening understanding of specific Clusters of Competency within the *Framework for Teaching* in order to impact student learning. Within the COACH Program, educators may assume the role of a Coach or a Coach Trainer.
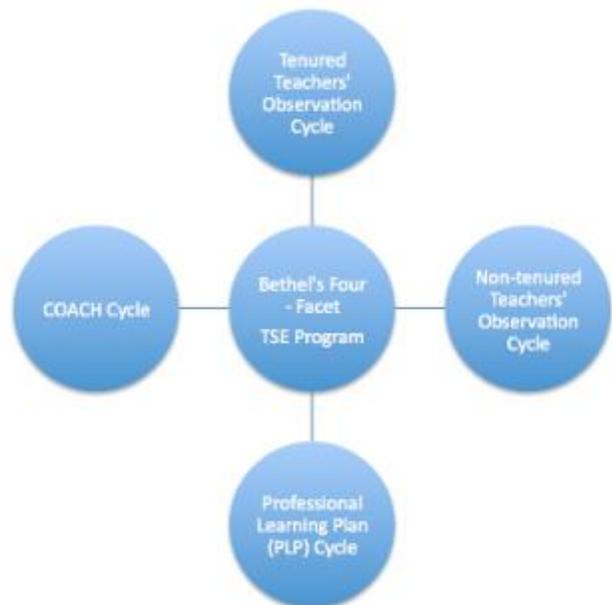
# Supervision and Evaluation System

## Evaluation and Support System Overview

The supervision and evaluation of Bethel's educators uses multiple measures to assure an accurate and comprehensive assessment of an educator's work.  While there are different processes for educators in their first 4 years vs. experienced educators, all educators will be evaluated in the prescribed four categories, grouped into two major focus areas:  **Professional Practices** and **Student Learning Outcomes**.  Professional practices include observations of educator performance, practice data and stakeholder feedback.   Student
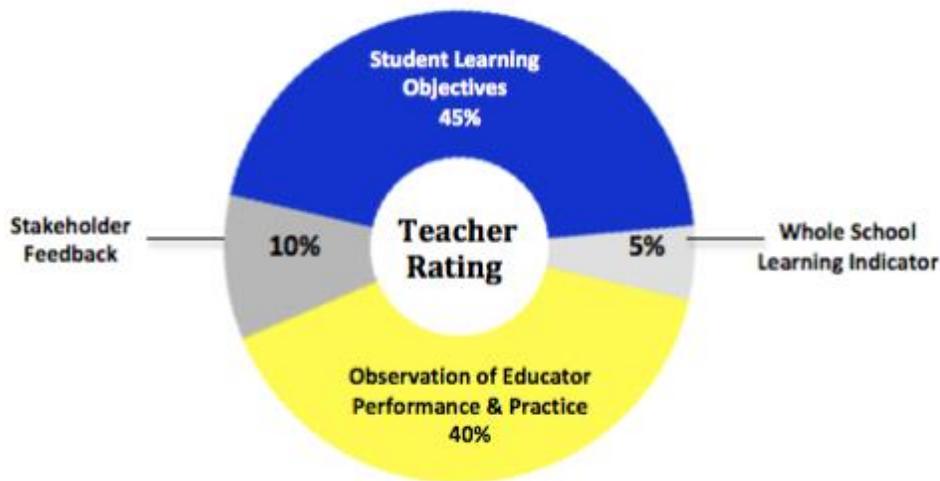


learning outcomes include student learning objective(s) and the whole school learning indicator.

# Overall Process and Timeline

The annual evaluation process between an educator and an administrator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year.  The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each educator on his/her performance, set development goals and identify development opportunities.  These conversations are collaborative and require reflection and preparation by both the supervising administrator and the educator in order to be productive and meaningful.

**GOAL SETTING & PLANNING**
- Orientation on process
- Teacher reflection and goal setting
- Goal-setting conference

COMPLETED BY NOV. 15TH

**MID-YEAR REVIEW OF PRACTICE**
- Review goals and performance to date
- Mid-year conference

COMPLETED BY END OF FEB.

**END-OF-YEAR REVIEW**
- Teacher self-assessment
- Scoring
- End-of-year conference

COMPLETED PRIOR TO LAST DAY OF SCHOOL

# Goal Setting and Planning

Must be completed by November 15

1. ***Orientation on Process -*** To begin the evaluation process, administrators meet with educators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in educator professional practice and the Student Learning Objective (SLO), and they will commit to set time aside for the types of collaboration required by the evaluation and support process. All new educators will attend New Teacher Orientation the week prior to the start of the school year.

2. ***Educator Reflection and Goal-Setting –*** In preparation for the Goal-Setting Conference, the educator examines and reflects upon student learning data, prior year evaluation, prior year survey results, and the *Danielson Clusters of Competency* to draft at least one Student Learning Objective (SLO), and plans for working towards the Stakeholder goal and Whole School Learning Indicator for the school year. The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. ***Goal-Setting Conference –*** The supervising administrator and educator meet to discuss the educator's goal(s) and multiple Indicators of Academic Growth and Development (IAGDs) in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the supervising administrator reviews the evidence.  The supervising administrator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

    In addition, the administrator and educator will discuss the Stakeholder Feedback received from the district survey, and they will decide what aspect of that feedback the school and the individual educators will address. Further, the administrator will share the Whole School Learning Indicator (WSLI) goal and the administrator and educator will discuss ways to address this goal as well.

4. ***Professional Learning Needs -*** Educators and administrators will identify specific professional learning needs that should be addressed during the school year by the educator.  The educator and administrator will make these needs known to the building-based Professional Learning Committee and the District Professional Learning Council so that educators' learning needs always drive the Professional Learning programming within the Bethel Public School District.

# Mid-Year Conference & Review of Practice:

Must be completed by the end of February.

1. *Reflection and Preparation* **–** The educator and supervising administrator review and reflect on evidence about the educator's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference & Review of Practice* **–** The supervising administrator and educator complete at least one mid-year check-in conference during which they review evidence related to the educator's professional practice and progress towards SLO(s) and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Administrators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and administrators can mutually agree upon revisions to the strategies or approaches used and/or mid-year adjustment of SLO(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take and supports the supervising administrator can provide to promote educator growth.

# End-of-Year Summative Review:

Must be completed prior to the last day of school.

1. *Educator Self-Assessment* **–** The educator reviews all information and data collected during the year and completes their Summative Evaluation document for review by the supervising administrator. This Summative Evaluation should focus specifically on the areas for development established in the Goal-Setting Conference.

2. *End-of-Year Conference* - The educator and the administrator will review all appropriate evidence of student performance and professional growth. Based on that evidence, they will determine performance for the following:
   ● Student Learning Outcome(s) and Whole School Student Learning Indicators (50%)
   ● Teacher Professional Practices and Stakeholder Feedback (50%)

   Following the conference, the supervising administrator assigns a holistic Teacher Performance Level and generates a summary report of the evaluation before the end of the school year. This report is to be completed and signed by both parties prior to the last day of school.

# Professional Practices

Professional practices include an evaluation of the core instruction that affects student learning. This category is comprised of two components: observation of educator performance and practice (40%) and stakeholder feedback (10%) on educator practice.

## Observations of Educator Performance and Practice

The chart below articulates the four domains of educator professional practice.

**Danielson's *Framework for Teaching* (2013)**

**Domain 1: Planning and Preparation**

1a. Demonstrating Knowledge of Content and Pedagogy

1b. Demonstrating Knowledge of Students

1c. Setting Instructional Outcomes

1d. Demonstrating Knowledge of Resources

1e. Designing Coherent Instruction

1f. Designing Student Assessments

**Domain 2: The Classroom Environment**

2a. Creating an Environment of Respect and Rapport

2b. Establishing a Culture for Learning

2c. Managing Classroom Procedures

2d. Managing Student Behavior

23. Organizing Physical Space

**Danielson's Framework for Teaching 2013**

**Domain 3: Instruction**

3a. Communicating with Students

3b. Questioning and Discussion Techniques

3c. Engaging Students in Learning

3d. Using Assessment in Instruction

3e. Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

4a. Reflecting on Teaching

4b. Maintaining Accurate Records

4c. Communicating with Families

4d. Participating in a Professional Community

4e. Growing and Developing Professionally

4f. Showing Professionalism

**Danielson's *Clusters of Competency (2015)***

Danielson's *Framework for Teaching* in a reorganized format:

| | |
|---|---|
| **Cluster 1**<br>*Clarity of Instructional Purpose and Accuracy of Content*<br>1a, 1b, 1c, 1d, 1e, 3a, 3b, 3c | **Cluster 4**<br>*Student Intellectual Engagement*<br>1e, 2b, 3a, 3b, 3c |
| **Cluster 2**<br>*Safe, Respectful, Supportive, and Challenging Learning Environment*<br>2a, 2b | **Cluster 5**<br>*Successful Learning by All Students*<br>1b, 1d, 1f, 3d, 3e, 4a, 4b, 4c, |
| **Cluster 3**<br>*Classroom Management*<br>2c, 2d, 2e | **Cluster 6**<br>*Professionalism*<br>1d, 4d, 4e, 4f |

# Observations

Supervising administrators identify specific performance levels and provide detailed evidence for those *Framework for Teaching Clusters of Competency* components that were observed during an individual classroom observation. During all classroom observations, supervising administrators take evidence-based notes, capturing what educators and students said and did during the lesson. The administrators then align the evidence with the appropriate component(s) on the Danielson Clusters for Competency (2015) rubric.

# Formal Observations

Formal observations are scheduled observations by the supervising administrator taking place in a classroom or other learning environment.

- Educators complete and submit a Planning Conference Form to discuss at the planning conference at least one school day prior.
- Educators and administrators will identify the particular *Cluster of Competency* from the *Framework for Teaching* that will be the focus of the observation, being sure to reference past summative evaluations and the educator's professional practices data. Educators and administrators should collaboratively select the cluster(s) of focus, which can either remain the same or change throughout the year.
- Any lesson where there is direct instruction of students will be evaluated based on the *Clusters of Competency* from the *Framework for Teaching*. This includes all specialists.
- After the observation, the educator reflects on the lesson, gathers evidence of what students learned, completes the Reflection Conference form, and shares it with the administrator at least one school day prior to the reflection conference.

- The Reflection Conference then takes place within five school days of the observation when the educator and administrator discuss the lesson in detail, talk specifically about the professional practices which were observed, and carefully examine any student learning data relevant for assessing the efficacy of the lesson.
- Educators receive a written classroom observation report within seven school days of the observation.

# Informal Observations

Informal observations are non-scheduled observations by the supervising administrator taking place in a classroom or other professional environment.
- The informal observation will last for at least 15-20 minutes.
- Classroom observations that are informal observations are often referred to as unannounced observations.
- Examples of non-classroom observations include but are not limited to: observations of data team meetings, professional learning communities, observations of mentoring other educators, reviews of lesson plans or other teaching artifacts.
- Informal observations are followed by written and/or verbal feedback provided by the administrator to the educator. A conference may be scheduled at the request of the supervising administrator and/or the educator.

# Review of Practice

**The Review of Practice and the Mid-Year Conference may both take place at the same conference.** The Review of Practice includes a comprehensive look at all aspects of practice and outcomes. It includes discussing progress towards all goals (with supporting evidence sources) and review of progress on the *Framework for Teaching*. See Appendix for specific artifacts for the mid-year check in. Other examples of reviews of practice include but are not limited to: observations of data team meetings, professional learning communities, observations of mentoring other educators, reviews of lesson plans or other teaching artifacts.

# Learning Walks

A Learning Walk is a brief, non-evaluative classroom visit made by the administrators and/or educators for the purpose of gathering data and calibration on the *Framework for Teaching*. Specifically, Learning Walks provide administrators and educators with opportunities to reflect on what students are learning, instructional strategies, student interaction with content, and student engagement. The overall goal of Learning Walks is to deepen understanding and practices related to continuous school improvement. An educator may get informal feedback after the Learning Walk, but it will not be included as part of the evaluation process.

# Educators in Years 1 and 2

Bethel uses the *Framework for Teaching* which measures teaching practice against Danielson's standards-based rubric over multiple observations. During the initial years of employment, new educators work closely with TEAM-trained mentors, and with their administrators, to increase their knowledge and skills as educators. Bethel expects new educators to show proficiency in the following professional clusters of competency, which are also aligned to the work educators are doing in the TEAM program:

| Year | TEAM Module | Clusters of Competency |
|---|---|---|
| **1** | • Classroom Environment for Active Learning<br>• Planning for Active Learning<br>• Professionalism | **"Proficient" performance level in the following:**<br>• Cluster 2 - Safe, Respectful, Supportive, and Challenging Learning Environment<br>   ○ 2a, 2b<br>• Cluster 3 - Classroom Management<br>   ○ 2c, 2d, 2e<br>• Cluster 6 - Professionalism<br>   ○ 1d, 4d, 4e, 4f |
| **2** | • Instruction for Active Learning<br>• Assessment for Active Learning | **In addition to Year 1 - "Proficient" performance level in the following:**<br>• Cluster 1 - Clarity of Instructional Purpose and Accuracy of Content<br>   ○ 1a, 1b, 1c, 1d, 1e, 3a, 3b, 3c<br>• Cluster 4 - Student Intellectual Engagement<br>   ○ 1e, 2b, 3a, 3b, 3c |
| **3** | | **In addition to Years 1 & 2- "Proficient" performance level in the following:**<br>• Cluster 5 - Successful Learning by All Students<br>   ○ 1b, 1d, 1f, 3d, 3e, 4a, 4b, 4c |
| **4 \*\*** | | Bethel expects that *all* educators demonstrate **proficient** performance levels on *all* components and domains of the *Framework for Teaching*. |

\*\* Educators having received tenure in another CT district are expected to be at the proficient level in all areas after Year 2 in the Bethel Public Schools.

## Observation Timeline for Educators and Specialists in Years 1 and 2

Observations of ALL educators in Years 1 and 2 in Bethel follow the schedule below:
- September through October—One Formal Observation <u>Must</u> Be Completed
- November through December—One Formal Observation <u>Must</u> Be Completed
- January through March—One Formal Observation <u>Must</u> be Completed and a Review of Practice following the Mid-Year Conference
- Any Time—Special Meetings or observations with Administrator(s)
- April 30—Final Decision for Renewal of Non-Tenured Educator
- Last day of school — Summative Evaluation Deadline

Speech/Language Pathologists, School Social Workers, School Psychologists, and School Counselors must complete a year-long supervised internship before they are certified. For this reason, Bethel's Educator Evaluation and Support Council determined that these professionals must demonstrate proficient performance levels on all components of the special rubric designed for their positions after twenty months of service (see Appendix B for rubrics).

Literacy Specialists, Instructional Coaches, and Library-Media Specialists also have special rubrics, but they are expected to demonstrate proficient performance levels on all components according to the same timeline as all other educators (see Appendix B for rubrics).

# Evaluation Cycles

Educators must be on an observation cycle once in a three year period unless they are in Years 1-4, in which case they will remain on the observation cycle. Educators with at least 4 years of experience will be on a PLP or able to apply for the COACH or COACH trainer cycle for the other 2 years they are not on the observation cycle. Educators on PLP and COACH participants will be observed annually during the length of the cycle. Within the three year period, every educator with at least 4 years of experience must work on a PLP or in COACH (for 2 years) unless the administrator indicates otherwise.

| Cycle | Definition of Cycle | Formal Observations | Informal Observations | Review(s) of Practice | Length of Cycle |
|-------|--------------------|--------------------|----------------------|----------------------|-----------------|
| Observation Cycle A for Educators in Years 1 and 2 | The purpose of the observation cycle for educators is to see visible evidence of continuous growth in classroom instruction. This continuous growth should include indicators within the educator practices framework and be aligned to student learning outcomes. | 3 | | | 2 years |
| Observation Cycle B for Educators in Years 3 and beyond who have received a Summative Performance Rating of "Proficient" or Higher" | The purpose of the observation cycle for educators is to see visible evidence of continuous growth in classroom instruction. This continuous growth should include indicators within the educator practices framework and be aligned to student learning outcomes.<br><br>Educators who have received tenure in another CT district are placed on the year 3 track in Bethel, and can receive tenure here after twenty months of successful teaching. | 1 | 0 | 1 at the mid-year conference | Educators with at least 4 years of experience will remain on observation for 1 Year<br><br>All other educators will remain on observation through 40 months of service (or 20 months if tenured in another district) |
| Professional Learning Plan (PLP) | The purpose of this two (2) year cycle is to select a specific area of new learning and growth that will directly improve professional practice and student achievement. This may include action research and/or aligned to graduate studies or other professional learning. It could also include the development and implementation of professional learning for colleagues. This new learning will result in professional growth within indicators of the educator practice framework and be aligned to student learning outcomes. | 0 | 3 in-class annually | 1 at the mid-year conference | 2 Years |
| COACH | COACH is a two year program where trained peers work with colleagues to strengthen their mutual understanding of a specific Cluster of Competency on the *Framework for Teaching*. The COACH has been trained to conduct observations and "coaching conversations" to guide professional reflection and growth. The COACH will implement this training in his/her coaching role. | 0 by the administrator<br><br>2 by a trained COACH colleague | 1 in-class by the administrator | 1 by the administrator at the mid-year conference | 2 Years |
| COACH Trainer *Not available in 2015-2016* | Educators, who are serving as COACH trainers, should have a history of consistent demonstration of attributes of proficient and distinguished. With the recent completion of two year COACH cycle and training, these individuals would conduct the training for new COACHes - train the trainer model. They would follow up with the COACHes that they train - possibly sitting in on and being present for conversations between COACH partnerships. COACH trainers should also provide professional learning to colleagues through informal conversations and formal presentations. | 0 | 3 in-class annually by the administrator | 1 by the administrator at the mid-year conference | 2 Years |
| Summative Rating of "Developing" or "Below Standard" | When educators (Years 3 and beyond) receive a summative rating of "Developing" or "Below Standard", it signals the need for a Supervised Assistance Plan. Educators will receive a number of observations appropriate to their individual plan, but no fewer than 3 formal in-class observations. | At least 3 | | 1 at the mid-year conference | Per the Supervised Assistance Plan (see Supervised Assistance section of the plan) |

## COACH Program Criteria and Commitment

The Assistant Superintendent will annually solicit volunteers to participate in the COACH program. A committee of administrators will review volunteers for selection into the program. It is preferable that individuals volunteer as a pair with a colleague that is also willing and able to participate in the program. These two individuals would serve as COACH colleagues for each other over the two year cycle.

| | Criteria | Commitment |
|---|---|---|
| **COACH** | Educator with at least 4 years of experience Proficient in the *Framework for Teaching* Comfortable in providing feedback to colleagues Willingness to utilize feedback to improve instruction and student outcomes Collaboratively, identify a problem of practice as an area of focus that is aligned to student, school and/or district goals | Attend 3-4 training sessions/year Observe and provide feedback to COACH colleague twice/year according to training schedule Two year cycle |
| **COACH Trainer** *Not available in 2015-2016* | Educator with at least 4 years of experience Distinguished in most clusters of the *Framework for Teaching* Demonstrate competencies for delivering professional learning to colleagues | Willing to be a trainer in the COACH program Willing to provide professional learning to colleagues Two year cycle |

## Professional Practices Performance Scale

| **Distinguished** | The preponderance of evidence within the *Framework for Teaching*, based on observations, is in the distinguished range. |
|---|---|
| **Proficient** | The preponderance of evidence within the *Framework for Teaching*, based on observations, is in the proficient range. |
| **Developing** | The preponderance of evidence within the *Framework for Teaching*, based on observations, is in the developing range. |
| **Below Standard** | The preponderance of evidence within the *Framework for Teaching,* based on observations, is in the below standard range. |

# Stakeholder Feedback Data

Stakeholder Feedback Surveys (10%) are conducted yearly by the district. All surveys are valid and reliable. Educators and administrators carefully review the district's Stakeholder Feedback Survey and disaggregate it by school. Educators, with their administrators, use the survey to do the following:

- Identify any specific Stakeholder concern(s) from the survey that should be addressed by the school;

- Develop a measurable *school-based* improvement goal which addresses the specific concern(s) in the school's Stakeholder Feedback data and is part of the administrator's goals for the school year;

- Discern specifically how the individual educator will contribute to the *school-based* improvement goal(s) in concrete ways;

- Determine a performance level for the administrators' and educator's contributions toward the school-based improvement goal using the levels below.

## Stakeholder Feedback Data Performance Scale

| | |
|---|---|
| **Exceeded** | **Exceeded** expected contributions towards the stakeholder feedback goal |
| **Met** | **Met or closely met** expected contributions towards the stakeholder feedback goal |
| **Partially Met** | **Partially met** expected contributions towards the stakeholder feedback goal |
| **Did Not Meet** | **Did not meet** or **did not complete** expected contributions towards the stakeholder feedback goal |

# Professional Practices Overall Rating (50%)

The administrator will carefully and *holistically review* all the evidence collected throughout the school year, looking specifically for *consistency in the educator's performance* and *trends in professional practices*.  The holistic review includes:
- Ratings on all aspects of the *Framework for Teaching* (based on observations and educator self-assessment);
- Achievement of stakeholder feedback goal

| | |
|---|---|
| **Distinguished** | The preponderance of evidence within the *Framework for Teaching*, based on observations, is in the distinguished range; and **exceeded** expected contributions towards the stakeholder feedback goal |
| **Proficient** | The preponderance of evidence within the *Framework for Teaching*, based on observations, is in the proficient range; and **met or closely met** expected contributions towards the stakeholder feedback goal |
| **Developing** | The preponderance of evidence within the *Framework for Teaching*, based on observations, is in the developing range; and **partially met** expected contributions towards the stakeholder feedback goal |
| **Below Standard** | The preponderance of evidence within the *Framework for Teaching,* based on observations, is in the below standard range; and **did not meet** or **did not complete** expected contributions towards the stakeholder feedback goal |

Professional Practices are weighted at 40% and the Stakeholder Feedback goal is weighted at 10%.  In the event that the preponderance of evidence within the *Framework for Teaching* supports a distinguished performance level for an educator yet the educator only partially met his/her Stakeholder feedback goal, for example, then the primary administrator and the educator would collaboratively determine the overall rating for the educator keeping in mind that Professional Practices are weighted more heavily for the educator.

# Student Learning Outcomes

Student learning outcomes include student learning data that contains evidence collected from multiples sources of data that examine a variety of measures of student achievement.   This category is comprised of two components: student learning objectives (45%) and the whole school learning indicator goal (5%).

## Student Learning Objectives

The **Student Learning Objective (SLO)** that is mutually agreed upon by educators and administrators every year is based on multiple sources of student learning data collected over time (45%).   Every Bethel educator develops **one SLO** with a minimum of **two IAGDs** targeting specific progress**.**  The following graphic outlines whether or not an educator will use standardized or non-standardized assessments for their SLO.

**YES**

One IAGD must be based on this data (22.5%).

The second IAGD may be based on standardized or non-standardized measure (22.5%)

**NO**

Two IAGDs may be based on non-standardized (45%).

**Will your students take a standardized test?**
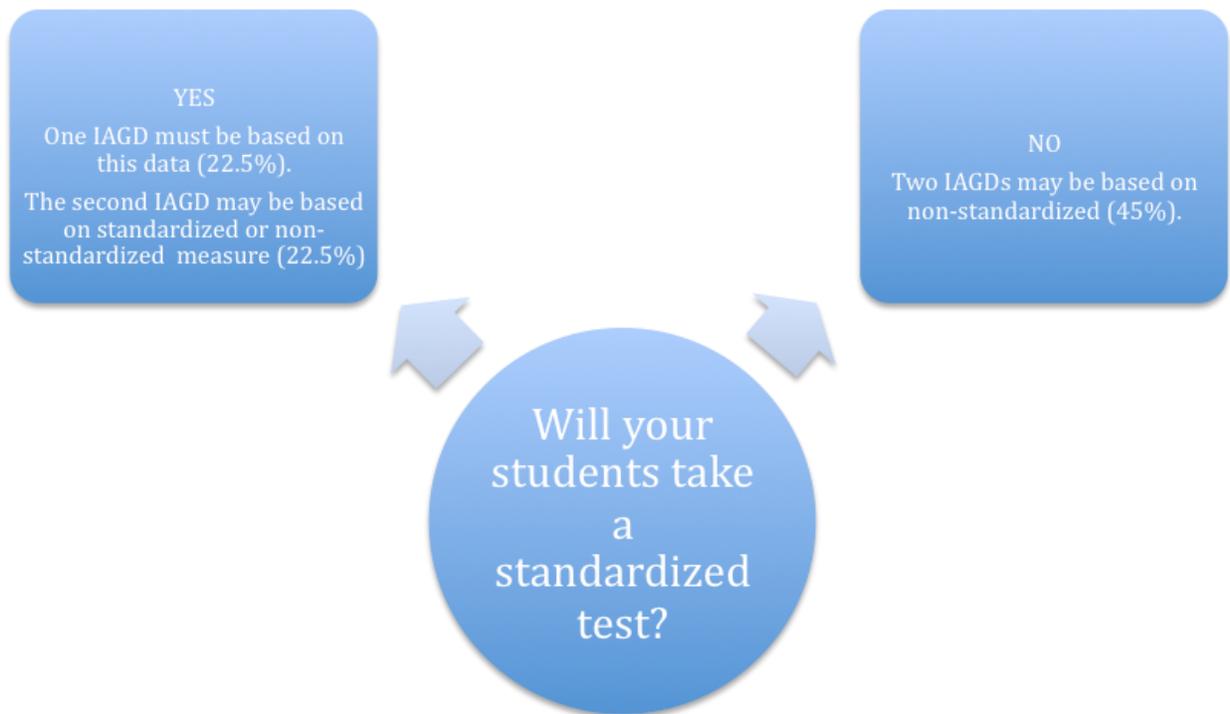
**Student Learning Objective (SLO)—What must be included in a SLO and its IAGDs?**

The SLO must address the central purposes of the educator's assignment, and the SLO should pertain to a majority proportion of the educator's students and a targeted sub group. The IAGDs should provide high quality qualitative and/or quantitative evidence about students' progress over the school year (or semester). There must also be multiple IAGDs to measure student progress over the course of the school year. The SLO and IAGDs should be attainable, yet rigorous; represent a year's worth of growth or more for students (or appropriate growth for a shorter interval of instruction); and should *always* reflect high expectations for student achievement, or address specific behavioral improvement, content mastery, or skill mastery.

Bethel educators are encouraged to work with their PLC colleagues to collaborate on the creation of a SLO that will have the greatest impact on students' achievement in their courses or grade levels. Indicators of Academic Growth and Development (IAGD) are the specific evidence, with quantitative and/or qualitative targets, that will demonstrate that the SLO has been achieved. Educators and administrators should be sure to document the rationale for the goal, including any relevant state, district, and/or *Connecticut Core* standards, as well as the baseline data that were used to set each IAGD. The educator and supervising administrator will discuss the educator's SLO and make any additions/changes collaboratively.

Each IAGD should make clear the following:
- What specific evidence will be collected and analyzed for this Student Learning Objective?
- What level of performance is targeted for students?
- What percentage of students is projected to achieve the targeted performance level?
- What sub-group (such as ELL students or minority students), *if any*, is being targeted?

## Student Learning Objectives Performance Scale

| Exceeded | **Exceeded** the goals contained in the Student Learning Objective (SLO) and the Indicators of Academic Growth and Development (IAGDs) |
|---|---|
| Met | **Met or closely met** the goals contained in the SLOs and IAGDs |
| Partially Met | **Partially met** the goals contained in the SLOs and IAGDs |
| Did Not Meet | **Did not meet** the goals contained in the SLOs and IAGDs |

# Whole School Learning Indicator

The Whole School Learning Indicator (WSLI) worth 5% is based on what school administrators identify as priority focus areas determined through the analysis of student learning data. An educator's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. The WSLI goal will be based on the goals within the school improvement plan and the administrator's achievement of his/her SLO targets. The educator will identify, with the help of the administrator, what he/she can do to support the WSLI goal.

# Student Learning Outcomes Overall Rating (50%)

The educator and the administrator will determine the extent to which the educator met his/her Student Learning Outcomes. If the Student Learning Objective includes a standardized indicator not available by the end of the school year, the supervising administrator and educator will use other indicators which are available for the summative document. Educators and administrators will determine holistically, after careful analysis and discussion, the level of performance for the educator's Student Learning Objective and Whole School Learning Indicator as shown below:

| Exceeded | **Exceeded** the goals contained in the Student Learning Objective (SLO) and the Indicators of Academic Growth and Development (IAGDs); and **exceeded** the Whole School Learning Indicator Goal (WSLI) |
|---|---|
| Met | **Met or closely met** the goals contained in the SLO and IAGDs; and **met or closely met** the WSLI goal |
| Partially Met | **Partially met** the goals contained in the SLO and IAGDs; and p**artially met** the WSLI goal |
| Did Not Meet | **Did not meet** the goals contained in the SLO and IAGDs; and **did not meet** the WSLI goal |

The Student Learning Objective is weighted at 45% and the Whole School Learning Indicator is weighted at 5%. In the event that the educator met his/her SLO goal yet only partially met his/her WSLI goal, for example, then the primary administrator and the educator would collaboratively determine the overall rating for the educator keeping in mind that Student Learning Objective is weighted more heavily for the educator.

# Overall Performance Assessment (100%)

The supervising administrator prepares for the educator's End-of-Year conference by carefully reading the educator's self-reflection document and by examining all relevant student learning data from our data management system and other sources. The administrator additionally prepares by reviewing all evidence collected through classroom observations, informal observations, the review of practice at the Mid-Year Conference, and participation in other professional meetings such as Professional Learning Communities, SRBI data team meetings, Planning and Placement Team meetings, etc. The administrator must carefully and *holistically review* all of the evidence collected throughout the school year, looking specifically for consistency and trends in the educator's performance supported by strong evidence found in the observations, stakeholder feedback, student learning data, and the whole school learning indicator.

Bethel's Educator Evaluation and Support Council established that one of the following **four summative performance levels** would be determined holistically by the administrator based on multiple sources of data analyzed as evidenced from:

**Observations of Educator Professional Practices and Stakeholder Feedback (50%)**
**Student Learning Objectives and Whole School Learning Indicator (50%)**

The following matrix shall be used when determining an overall performance rating:

| Overall Performance Assessment Matrix | | Professional Practices | | | |
|---|---|---|---|---|---|
| | | 4 Distinguished | 3 Proficient | 2 Developing | 1 Below Standard |
| Student Learning Outcomes | 4 Exceeded | Distinguished | Distinguished | Proficient | Gather Further Information |
| | 3 Met | Distinguished | Proficient | Proficient | Developing |
| | 2 Partially Met | Proficient | Proficient | Developing | Developing |
| | 1 Did Not Meet | Gather Further Information | Developing | Developing | Below Standard |

# Support and Development

As a standalone, evaluation cannot hope to grow teaching practice and student learning.  However, when paired with effective and timely support, the evaluation process has the potential to help move educators along the path to distinguished practice. At the summative conference, the differentiated evaluation cycle that is mutually agreed upon by the educator and primary administrator will provide the outline of a plan for professional growth.   This plan will be based on individual strengths and areas for development.  This process may also reveal areas of common need among educators, which can then be targeted with school-wide professional learning opportunities.  The Professional Learning Council will analyze data related to the professional learning needs of educators to develop the district and school wide professional learning calendar.

Rewarding consistent, proficient and distinguished performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: involvement in the COACH program, mentoring early career teachers, leading PLCs and/or data teams, providing professional learning opportunities for teachers, and chairing committees.

# Supervised Assistance

When an educator's performance is rated as developing or below standard, it signals the need for an assistance plan. Educators will be assigned to supervised assistance by their primary administrator, with approval from the Assistant Superintendent of Schools, in an identified area(s) for growth. Educators who are placed on supervised assistance will be switched to an observation cycle, if they were not already.  Educators will receive a number of observations appropriate to their individual plan, but no fewer than 3 formal in-class observations.  Removal from Supervised Assistance will be based on summative ratings of proficient or higher.  There are three levels of assistance that may be provided:

➔ Level One Assistance Plan* An educator would be placed on Level One when an area(s) of concern is identified during the school year.  It is intended to provide short term assistance to address a concern at an early stage.

➔ Level Two Assistance Plan*:  An educator would be placed on Level Two when he/she earns an overall performance rating of developing or below standard and/or has unsuccessfully completed Level One.  It is intended to assist an educator who is having difficulty consistently demonstrating effectiveness.

➔ Level Three Assistance Plan*:  An educator would be placed on Level Three when he/she does not meet the goal(s) of Level Two.  It is intended to build the staff member's effectiveness.

In all three levels, the educator has the right to request representation from the bargaining unit.  On Levels Two and Three, copies of all documentation will be kept in the personnel file.

*The Superintendent may immediately place a staff member in the second or third level to address serious concerns.

## _Level One Assistance Plan_ _(Maximum of 45 School Days)_

The purpose of Level One is for the educator and primary administrator to work collaboratively to focus and remedy an identified area for growth.  It is intended to address a concern in the early stage with a short term or series of short term plans.  The intent of this plan is to be positive, remedial and supportive.  The educator will receive verbal and written notification of being placed on this level.

*Area for Growth:*

The primary administrator must provide verbal <u>and</u> written notification that the non-tenured educator/ tenured educator is being moved into Level One of Supervised Assistance. Notification must identify which component(s) of the *Framework for Teaching* and/or Student Learning Outcomes are needed for growth and the specific data used to identify the problem.

*Plan of Action:*

Within five school days of meeting with the primary administrator, the educator, (with the support and assistance of the primary administrator) will develop and implement the plan of action to address the area(s) for growth.

The plan includes the following:
- Specific areas for growth
- Clear expectations for performance
- Resources and supports to be provided to address the areas for growth
- A timeline for meeting the performance expectation
- Indicators for success
- A date for review

The administrator will make one of the following recommendations:
1. The problem or deficiency has been resolved satisfactorily and the educator returns to the Observation Cycle on Bethel Public School's Educator Evaluation and Support Plan.
2. The educator has made progress but not yet addressed all concerns and remains at Level One of the Supervised Assistance for a mutually agreed upon time (not to exceed 45 school days).
3. The problem has not been resolved, and the educator is placed in Level Two of Supervised Assistance.

A non-tenured educator who does not demonstrate progress in level one may face non-renewal.


## _Level Two Assistance Plan_ _(Maximum of 45 School Days)_

The purpose of placement on Level Two is for tenured educators who have not made satisfactory progress on Level One or have been assigned to the level by the Superintendent of Schools or his/her designee based on the seriousness of the concerns.   The educator will receive verbal <u>and</u> written notification of being placed on this level.

*Plan of Action:*

The plan includes the following:

- Review of progress on previous plan(s)
- Specific areas for growth
- Clear expectations for performance
- Resources and supports to be provided to address the areas for growth
- A timeline for meeting performance expectation
- Indicators for success
- A date for review

The primary administrator will make one of the following recommendations:

1. The problem or deficiency has been satisfactorily resolved, the educator has made satisfactory progress, returns to the general observation cycle and maintains a summative rating of proficient or better.
2. The problem or deficiency has not been resolved and the educator moves to Intensive Assistance, Level Three.

## *Level Three Assistance Plan* *(Maximum of 60 School Days)*

Tenured educators assigned to intensive assistance will work cooperatively with their primary administrators to develop and implement an individualized remediation plan designed to address serious concerns and assist the educator in meeting proficiency.  When concerns are not alleviated through Level One and Level Two of Supervised Assistance, the educator will be placed on Level Three- Intensive Assistance.  An educator can be placed on Intensive Assistance by the Superintendent of Schools or his/her designee if there is an immediate concern. The sequence of events, options, and outcomes of Intensive Assistance are listed below.

1. The educator will receive verbal <u>and</u> written notification when being moved into Intensive Assistance.

2. A Plan of Action will be developed by the Assistant Superintendent and building administrator(s).

   The plan includes the following:
   - Review of progress on previous plan(s)
   - Specific areas for growth
   - Clear expectations for performance
   - Resources and supports to be provided to address the areas for growth
   - A timeline for meeting performance expectation
   - Indicators for success
   - A date for review

3.  All feedback from the administrator to the educator throughout the Intensive Assistance shall be in writing.  Copies of all observation reports and conference summaries will be shared between Assistant Superintendent, administrator and educator.

4. At the end of the designated period, all observation reports, conference summaries, and progress review documents will be examined to determine whether there is improved performance. If improved performance does not occur, the

educator will be informed that his/her performance continues to be below standard. In this case, the records of the Intensive Assistance Program will be used to begin the process of termination.

# Definition of Effective and Ineffective

For purposes of definition, tenured educators will be recognized as effective if they have consecutive summative performance levels of Proficient or Distinguished with no more than one year of disruption with a developing performance level. By contrast, tenured educators will be considered ineffective if they have two consecutive summative performance levels of Developing or one year of a Below Standard summative performance level.

Non-tenured educators will be considered effective if they receive a summative performance level of Proficient or Distinguished in the competency expectations identified in the Supervision and Evaluation section. In year four, the non-tenured educator must receive a performance level of proficient or above in all competencies. In year two, non-tenured educators who have received tenure in another Connecticut district, must receive a performance level of Proficient or above in all competencies.

# Fairness and Accuracy

All administrators are required to complete extensive training on the Bethel Educator Evaluation and Support Plan. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations; professional learning opportunities tied to evaluation feedback and improved student performances.

This comprehensive training will give supervising administrators the opportunity to:

- Understand the nature of learning for students and educators and its relation to the components of the Danielson Rubric.
- Establish a common language that promotes professionalism and a culture for learning through the lens of the components of the Danielson Rubric.
- Understand how coaching conversations support growth-producing feedback.
- Establish inter-rater reliability through calibrations of observer interpretation of evidence and judgment of teaching practice.
- Collaborate with colleagues to deepen understanding of the content.
- Deepen understanding of the evaluation criteria.
- Define proficient teaching
- Collect, sort and analyze evidence across a continuum of performance.
- Engage in professional conversations and coaching scenarios.
- Determine a final summative rating using multiple indicators.

# Dispute Resolution

A panel composed of the Superintendent or designee, representative of the Bethel Education Association and a neutral third person who is trained in the evaluation process, shall resolve disputes where the supervising administrator and educator cannot agree.  Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent of Schools. All disputes must be brought forward by June 30th of the school year that the issue was identified.

# Glossary

**Effective Teaching:** Educators will be recognized as effective if they have consecutive summative performance levels of Proficient or Distinguished with no more than one year of disruption with a developing performance level.  Non tenured educators will be considered effective if they receive a summative performance level of Proficient or Distinguished in the competency expectations identified in the Supervision and Evaluation section.

**Formal Observation:** Scheduled observation that is preceded by a planning conference and followed by a reflection conference which includes verbal and written feedback.

**Indicators of Academic Growth and Development/IAGD:** the specific evidence, with a quantitative target, that will demonstrate whether the Student Learning Objective/SLO was met.

**Ineffective Teaching:** Educators will be considered ineffective if they have two consecutive summative performance levels of Developing or one year of a Below Standard summative performance level.

**Informal Observation:** Non-scheduled observations by the supervising administrator taking place in a classroom or other professional environment.

**Learning Walks:** A 15-20 minute non-evaluative classroom visit made by the administrators and/or educators for the purpose of gathering data and calibration on the *Framework for Teaching*.

**Review of Practice:** Occurs at the mid-year conference and includes a comprehensive look at all aspects of practice and outcomes, including a review of progress towards all goals.

**SMART Goal:**  A goal that is specific, measurable, attainable, results-focused, and timely.

**Stakeholder Feedback Goal:** a goal determined by data gathered from the Parent Survey usually pertaining to the school climate.

**Standardized Assessment:** characterized by the following attributes: 1) administered and scored in a consistent or "standard" manner; 2) aligned to a set of academic or performance standards; 3) broadly administered (e.g. state or nationwide); and 4) commercially produced

**Student Learning Objective/SLO:** objectives or broad goals with high expectations for student learning, pertaining to a large proportion of an educator's students. Objectives should be aligned to relevant state, national, or district standards for the grade level or course.

**Unannounced Observation:** A non-scheduled observation taking place in a classroom that lasts approximately 15-20 minutes and is followed by written and/or verbal feedback.  A conference may be scheduled at the request of the administrator and/or the educator.

**Whole School Learning Indicator/WSLI:** represented by the aggregate rating for the multiple student learning indicators established by the administrator.

# Appendix A

**Framework for Teaching: Clusters of Competency**

**The Framework for Teaching Reflecting Teaching to Support CCSS Learning: The Six Clusters**

*The Six Clusters* is a description of the skills demonstrated by accomplished teachers in promoting high levels of student performance—skills based on foundational knowledge and dispositions and grounded in a deep understanding of the nature of human learning. The clusters are an outgrowth of *The Framework for Teaching* (the FfT), which has been validated through empirical studies as predictive of student learning as measured by state assessments. But while the FfT has enjoyed wide acceptance among members of the professional community of educators, its level of detail also makes it cumbersome for everyday use. The clusters are an attempt to distill the "big ideas" of the FfT's four domains and 22 components into an efficient tool (composed of six large concepts) that can serve as the focus not only for evaluation, but for professional growth by teachers through not only their own reflection on practice but also their conversations with colleagues, mentors and coaches, and supervisors.

The clusters—like the full framework—are themselves generic in nature; that is, they apply to all teaching situations, in all disciplines and at different ages and levels. Furthermore, they reflect teaching to high standards of student learning, as reflected in the Common Core State Standards and other high-level standards. Some of these principles of teaching for CCSS learning are, indeed, generic. For example, teaching for deep conceptual understanding, the use of precise academic language, and the skills of argumentation are evident in all disciplines. Similarly, student skill in questioning the reasoning of classmates, and persevering in challenging content, occur in all settings.

On the other hand, teaching occurs in real settings, with real students, and about specific content. Therefore, while there is a generic skill of argumentation, for example, it plays out differently in mathematics from in literacy. Hence. the clusters document is offered in several versions: a generic version, a literacy version, and a mathematics version. Furthermore, literacy skills are evident not only in English classrooms for literary analysis, but also for reading for meaning in other disciplines, such as social studies and science. These versions translate the generic language of the narratives and critical attributes, where appropriate, into content-specific language to guide both teachers and leaders.

Furthermore, while the clusters – like the full Framework for Teaching – reflects teaching practices that are common across all settings, actual teaching occurs with students in all their diversity – cultural, linguistic, and developmental. Hence, accomplished teachers must be familiar with their students' individual characteristics and needs, and create their plans and provide instruction accordingly. Therefore, when the language of the Framework refers to attending to individual students, it is to this full range of learners that it applies. These are the "common themes" of the Framework for Teaching, which are infused in all of the components, and elements, and ensure an inclusive environment for learning.

The generic version of the revised FfT, reflecting those instructional practices that are common across disciplines, comprises the remainder of this document. The literacy and mathematics versions are currently in development, and will be available for use in early, 2015.

For those familiar with *The Framework for Teaching*, the following table summarizes the relationship between the clusters and the full FfT, together with the ways in which teachers demonstrate their skill for each one.

**The Link between the Six Large Component Clusters and the Full Framework for Teaching**

| Cluster | FfT Components/Elements | Sources of Evidence |
|---|---|---|
| 1. Clarity of Instructional Purpose and Accuracy of Content<br>● *To what extent does the teacher demonstrate depth of important content knowledge and conduct the class with a clear and ambitious purpose, reflective of the standards for the discipline and appropriate to the students' levels of knowledge and skill?*<br><br>● *To what degree are the elements of a lesson (the sequence of topics, instructional strategies, and materials and resources) well designed and executed and aligned with the purposes of the lesson? To what extent are they designed to engage students in high-level learning in the discipline?* | ● 1a, 1b, 1c, 1d: Knowledge of content, clarity, and appropriateness for students of instructional outcomes; resources for classroom use<br>● 1e: Planned activities aligned to instructional purpose<br>● 3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language<br>● 3b, 3c: Questions, activities, and assignments aligned to instructional purpose | ● Planning documents: learning outcomes, instructional activities<br>● Observation:<br>o Statements to students about purpose, conversation with students<br>o Accuracy of content<br>o Alignment of questions, activities, and assignments to purpose<br>● Reflection: success in achieving the lesson objectives? |
| 2. Safe, Respectful, Supportive, and Challenging Learning Environment<br>● *To what extent do the interactions between teacher and students, and among students, demonstrate genuine caring and a safe, respectful, supportive, and also challenging learning environment? Do teachers convey high expectations for student learning and encourage hard work and perseverance? Is the environment safe for risk taking? Do students take pride in their work and demonstrate a commitment to mastering challenging content?* | • 2a: All<br>• 2b: Expectations for learning and achievement, student perseverance in challenging work, and pride in that work | ● Observation:<br>o Interactions of students and teacher<br>o Student perseverance and pride<br>● Student surveys? |
| 3. Classroom Management<br>● *Is the classroom well run and organized? Are classroom routines and procedures clear and carried out efficiently by both teacher and students with little loss of instructional time? To what extent do students themselves take an active role in their smooth operation? Are directions for activities clearly explained so that there is no confusion? Do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards? How does the physical environment support the learning activities?* | ● 2c: All<br>● 2d: All<br>● 2e: All | ● Observation:<br>o routines<br>o student conduct<br>o physical environment |

| | | |
|---|---|---|
| 4. Student Intellectual Engagement<br>● *To what extent are students intellectually engaged in a classroom of high intellectual energy? What is the nature of what students are doing? Are they being challenged to think and make connections through both the instructional activities and the questions explored? Do the teacher's explanations of content correctly model academic language and invite intellectual work by students? Are students asked to explain their thinking, constructing logical arguments citing evidence, and to question the thinking of others? Are the instructional strategies used by the teacher suitable to the discipline, and to what extent do they promote student agency in the learning of challenging content?* | • 1e: Design of instruction<br>• 2b: Importance of the content<br>• 3a: Explanations of content: their rigor and invitations for thinking<br>• 3b: Quality of questions/discussions, student discourse<br>• 3c: Intellectual challenge | ● Planning documents<br>● Observation:<br>o The nature of the work students are doing<br>o The quality of teacher presentation of content<br>o The nature of student discourse and class discussion<br>• (If available) the worksheet or activity students are doing<br>● (If available) samples of student work |
| 5. Successful Learning by All Students<br>● *To what extent does the teacher ensure the learning by all students? Does the teacher monitor student understanding through specifically designed questions or instructional techniques (such as exit tickets)? To what extent do students monitor their own learning and provide respectful feedback to classmates? Does the teacher make modifications in presentations or learning activities where necessary, taking into account the degree of student learning? Has he or she sought out other resources (including parents) to support students' learning? In reflection, is the teacher aware of the success of the lesson in reaching students?* | • 1b: Knowledge of students<br>• 1d: Resources for students<br>• 1f: Design of summative and formative assessments aligned to outcomes<br>• 3d: Monitoring of student learning, feedback to students, student self-assessment<br>• 3e: Persistence, lesson adjustment<br>• 4a: All<br>• 4b: All<br>• 4c: All | ● Planning documents for formative and summative assessments<br>● Observation: monitoring, feedback, adjustment<br>● Reflection: comments on learning of individuals<br>● Artifacts documenting both record keeping and communication with families |
| 6. Professionalism<br>● *To what extent does the teacher engage with the professional community (within the school and beyond) and demonstrate a commitment to ongoing professional learning? Does the teacher collaborate productively with colleagues and contribute to the life of the school? Does the teacher engage in professional learning, and take a leadership role in the school to promote the welfare of students?* | • 1d: Resources to extend professional knowledge<br>• 4d: All<br>• 4e: All<br>• 4f: All | ● Artifacts documenting<br>o contributions to a professional culture<br>o engagement with professional learning<br>o participation in other professional activities |

**Cluster 1: Clarity of Instructional Purpose and Accuracy of Content**

Teaching is a purposeful activity; it is goal directed and designed to achieve certain well-defined ends. Even when operating within the confines of an established curriculum (as virtually all teachers are) teachers must determine the purposes for a given class on a given day. In all disciplines, those daily purposes are embedded in larger goals, which develop over time. That is, important understanding of complex concepts (such as the distinction between democratic and republican forms of government, or the behavior of prime numbers) and the skills of constructing paths of reasoning, do not lend themselves to a single day's lesson, and are not "ticked off" as complete. They develop slowly, with the purpose for a given day embedded in a longer sequence of lessons. In fact, the very phrase "habits of mind" suggests that it takes time to develop such understanding and skill, and increased sophistication in content. Therefore, while is essential for teachers to be able to demonstrate clarity of instructional purpose, those purposes are not of the type that can be considered "finished."

Clarity of instructional purpose is essential to good teaching; classroom time is, after all, limited, and available time must be used wisely. Instructional purposes are statements, then, of what the teacher intends for students to learn; they should be clear and appropriately challenging for the students in the class. It is not sufficient for a teacher to state what the students will *do* during a lesson; he or she should also be clear about what they will *learn.* Admittedly, the learning outcomes are realized for students through the tasks, and investigations in which they engage, but these activities and tasks must be designed such that they serve the teacher's instructional purpose.

Clarity of purpose implies alignment with the state or district's curriculum outcomes (the Common Core or other high level state standards), consisting of the factual, conceptual and procedural knowledge, skills, and understandings identified in the standards as well as the strategies and processes which relate to and underlie these skills and understandings. The content should be challenging and rigorous, and also appropriate for the students in the class; this suggests that learning outcomes may have to be individualized, to some degree, in order to enable all students to access the curriculum and to accommodate different students' backgrounds in prerequisite understanding, language proficiency, and special needs.

Such clarity of purpose requires deep knowledge of the content, of subject-specific pedagogy, and of one's students. Deep knowledge of content (as distinct from superficial familiarity) includes the teacher's understanding of the "big ideas" of the subject and of how these are related to other important concepts, both within the discipline and in other disciplines. Clarity of purpose also implies knowledge of essential prerequisite understanding, flexibility of thinking, and recognition that there are many pathways to understanding. In planning a lesson, a teacher should be clear about those pathways: what sequence of activities and tasks will lead to student understanding. It is not sufficient that an activity be fun; it must also serve an important instructional goal.

Teachers demonstrate their deep knowledge of content and pedagogy in many ways: both in planning documents and in the course of a lesson, in which the presentation of content and responses to student questions and comments are essential to learning. Indeed, a knowledgeable teacher will know whether a student's question is important to the discipline and therefore worth pursuing in depth, or whether it represents a sidebar and can be handled efficiently.

A lesson's activities, as revealed both in the planning documents and in their execution in the classroom, must serve to achieve the lesson's purpose. In a well-designed lesson, these tasks and activities are sequenced and are designed to engage students in the intellectual work of learning. Furthermore, "clarity" extends to the activity itself. Students should not be in the dark about how to complete an activity, what steps they should take, and whether it's to be done on their own or with classmates.

Well-run classrooms are purposeful and businesslike; they may be joyful, but students and teachers are clear not only about what they are doing, but also about what desired learning is being pursued. There is a sense, conveyed through both words and actions, that what's going on in the lesson is important and that learning is exhilarating and empowering. Serendipity may permit the extension of the learning into other areas, but the fundamentals are clear and are grounded in the teacher's deep knowledge of the content and of the ways to engage students in that content.

| Cluster 1 Indicators:1a, 1b, 1c, 1d, 1e, 3a, 3b, 3c | Evidence: |
|---|---|
| ● Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards but also suitability for the students in the class (1a, 1b, 1c)<br>● Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1c)<br>● Planned resources and activities aligned to instructional purpose (1d, 1e)<br>● Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)<br>● Activities and assignments, questions and student discussion, all aligned to instructional purpose (3b, 3c) | ● Planning documents, which state the instructional purpose and planned activities<br>● Observation:<br>- Statements to students about purpose, conversations with students<br>- Accuracy of content<br>- Alignment of activities and assignments to purpose<br>- Questioning sequences that reflect a deep understanding of the content of the lesson<br>● Reflection: success in achieving the lesson objectives |

| Unsatisfactory | Developing | Proficient | Distinguished |
|---|---|---|---|
| The instructional purpose and learning tasks are unclear, the information presented being inaccurate or inappropriate and unsuitable to the students, through some combination of the following:<br>●<br>*the teacher's plans indicate weak content knowledge.*<br>●<br>*the teacher does not try to ascertain varied skill and ability levels among students in the class.*<br>●<br>*learning outcomes, as stated by the teacher, are poorly aligned to the learning standards and either lack clarity or are stated as activities. They are unsuitable for a number of students in the class.*<br>●<br>*at no time during the lesson does the teacher convey to the students what they will be learning.*<br>●<br>*the teacher makes a serious error of content or academic language that will affect students' understanding of the lesson.*<br>●<br>*students indicate through body language or questions that they don't understand the content being presented.*<br>●<br>*students appear confused about the learning task.* | The instructional purpose and learning tasks are muddled, the information presented being primarily accurate and partially appropriate to the students, through some combination of the following:<br>●<br>*the teacher's plans reflect rudimentary understanding of the discipline.*<br>●<br>*the teacher is aware that there are different skill and ability levels in the class but does not use this information in planning.*<br>●<br>*learning outcomes, as stated by the teacher, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the learning standards. They are unsuitable for some students in the class.*<br>●<br>*the teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.*<br>●<br>*the teacher makes no serious content errors but may possibly make minor ones, including imprecise use of academic language.*<br>●<br>*the teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.*<br>●<br>*the teacher finds it necessary to* | The instructional purpose and learning tasks are clear, the information presented being accurate and suitable to the students, through some combination of the following:<br>●<br>*the teacher can identify important concepts of the discipline and their relationships to one another.*<br>●<br>*the teacher has identified broad skill groups of students within the class and uses this information in planning.*<br>●<br>*learning outcomes, as stated by the teacher, are written in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class.*<br>●<br>*the teacher states clearly, at some point during the lesson, what the students are learning.*<br>●<br>*the teacher makes no content errors and models the correct use of academic language.*<br>●<br>*the teacher's explanation of content is clear and invites student participation and thinking.*<br>●<br>*students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so.* | The purpose and learning tasks of the lesson are very clear, with factors in evidence in addition to the elements listed under "Proficient":<br>●<br>*the teacher cites intra- and interdisciplinary content relationships.*<br>●<br>*the teacher is aware of the proficiency level of each student in the class and incorporates this understanding into plans.*<br>●<br>*the teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed using formative assessment materials and practices*<br>●<br>*the teacher explains content clearly, using metaphors and analogies or inviting student predictions to bring content to life.*<br>●<br>*the teacher's questions enable students to extend the lesson objective for deeper understanding.*<br>●<br>*planned learning tasks and materials permit advanced students to extend the lesson's purpose.*<br>●<br>*students have the opportunity for reflection and closure on the content being learned.* |

| | | | |
|---|---|---|---|
| ● *planned learning tasks, materials, and question sequences are of low cognitive challenge, are unrelated to the lesson's stated purpose, or are not suitable for many students.* | *clarify the learning task so that students can complete it.* <br> ● *planned learning tasks, materials, and question sequences are of moderate cognitive challenge or are only partially related to the lesson's stated purpose, or both. They are unsuitable for some students.* | ● *planned learning tasks, materials, and question sequences support the lesson's purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class.* | |

## Cluster 2: Safe, Respectful, Supportive, and Challenging Learning Environment

In order to do their best work, in order to make a commitment to the activity we call school, students must feel respected and honored as people. They must sense that their teachers believe in their capabilities; many adults can trace their success in school, and later in their life, to a teacher who believed they could *be* somebody. For some students, this teacher may be the first, or the only, adult who has conveyed such confidence. It can be life altering.

Teachers convey their respect for students through myriad verbal and nonverbal cues, listening carefully to students' ideas, asking for clarification and elaboration, displaying sensitivity to students' feelings. A teacher's attitude may be outwardly friendly or stern, but beneath even a stern demeanor a teacher conveys an essential *caring*, a sense that each student, regardless of background or family circumstances, is important and has potential. Thus, students need not fear that they will be belittled by the teacher or demeaned in front of other students.

The atmosphere of support and respect is not confined to students as people but extends to them as learners. Many adults ae convinced that they "can't do science" or "were never good at reading poetry." While it's difficult to know the origin of such sentiments, they should never be conveyed by teachers themselves. Thus, when teachers indicate that they sincerely honor all students in their journey for understanding, then students can engage in that quest assured of deep support by the teacher. It's a safe environment, in other words, for students to take intellectual risks, to try out ideas, to question the teacher's—or the book's, or another student's—account. Students know they need not fear ridicule, or unkind sarcasm, from the teacher or from other students. Though the emotional environment clearly signals support and respect, the physical environment also conveys that learning is important and is rich and inviting.

But it's not sufficient for students to feel safe from the teacher and other students in order for them to do their best work; they must also feel challenged, and they must be willing to rise to that challenge. This is partly a matter of the nature of the work itself; that work must be rigorous, engaging, and meaningful. But, in addition, students must be willing to make a commitment to it. There must be, in other words, a prevailing norm of student commitment to high-level work; those who engage in such work must not be regarded by their classmates as "geeks," or "nerds," or some other term that, in student culture, denotes "uncool." Furthermore, just as a classroom culture should honor intellectual work, that same culture should insist that students persevere in challenging content, sticking with it until they "get" it and have achieved a higher level of understanding.

Student cultural attitudes toward work vary profoundly from one age group, and from one school, to another. Overwhelmingly, young children are keen to learn and to explore the world; if instructional tasks are interesting, they will participate willingly and aim to excel. With older students, the situation is more complex; most of the efforts these students must make to succeed in school, after all, take place in private— for example, completing their homework assignments and studying for tests. But other actions occur in public, in front of their peers, such as participating in class discussions and engaging in group work. Thus, students who decide to make a commitment to high-level work in school are making a public declaration of that commitment. It's essential that they not become isolated or "punished" by their peers for that commitment.

In some settings, student norms already expect such commitment, for example, schools in communities whose families appreciate the importance of a rigorous education to ensure a successful future, or schools that have made a serious commitment to creating a culture for learning. But in other settings, particularly schools serving students of poorly educated families, the challenge for educators is far greater. Students' parents may themselves not appreciate the benefits that accrue from a solid education and from further study beyond secondary school.

Thus, teachers whose classrooms constitute a safe and challenging environment for student learning have artfully combined challenge with support. They know their students well enough to know when a student has "blown off" an assignment, or when, in contrast, the student simply does not understand a concept well enough to complete high-quality work. When it comes to student commitment to learning, teachers don't take no for an answer, yet they are ready to provide the necessary assistance when that's what's needed. This teaching is not formulaic; it is a high-level professional enterprise in which teachers know when to cajole, when to reteach, when to praise, and when to enlist the participation of other students—all in the service of high-level learning within an environment of challenge and support. Within this environment, students persevere in their quest for deep understanding and mastery.

A specific tool used by many teachers for ensuring high-quality work, and for enlisting students in the effort to engage everyone in the work at hand, is to teach students the skills of group work. After all, much important academic work is best done in small groups – discussion, solving problems, completing projects – and such group work, in order to be productive, requires important skills, for example, listening to and respectfully disagreeing with others, assuming tasks for completing work, summarizing the status of a project. Furthermore, students must be able to engage in such work even when not under the direct supervision of the teacher. This is a specific skill, and is reflective of a more general classroom culture of productivity. Students are not born with such skills; they need to be explicitly taught, and practiced. When they are, they make a material contribution to the culture of productive engagement with high-level work.

| Cluster 2 Indicators: 2a, 2b, 2c | Evidence: |
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| ▪ Language of caring and respect between teacher and students and among students, and teacher's awareness of students' lives beyond school (2a)<br>▪ High levels of cognitive energy (2b)<br>▪ A safe environment for student risk taking (2a)<br>▪ High expectations for students' capabilities for learning (2b)<br>▪ Productive student engagement in small group work (2c)<br>▪ Students persevering with hard work, even in the face of challenges (2b) | ● Observation:<br>o Interactions between teacher and students and among students<br>o Student perseverance and commitment to learning<br>o Student productive engagement in small group work<br>● Student surveys |

| Unsatisfactory | Developing | Proficient | Distinguished |
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| Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance, through some combination of the following:<br><br>●<br>*the teacher uses disrespectful talk toward students; student body language indicates feelings of hurt or insecurity.*<br>●<br>*the teacher does not address disrespectful interactions among students.*<br>●<br>*the teacher displays no familiarity with, or caring about, individual students' interests or personalities.*<br>●<br>*the teacher conveys to at least some students that the work is too challenging for them.*<br>●<br>*students exhibit little or no pride in their work; they abandon their efforts in the face of difficulty.*<br>●<br>*students participate in only routine responses and tasks.* | Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modest levels of student perseverance, through some combination of the following:<br><br>●<br>*the quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.*<br>●<br>*the teacher attempts to respond to disrespectful behavior among students, with uneven results.*<br>●<br>*the teacher attempts to make connections with individual students, but student reactions indicate that the efforts are only partially successful.*<br>●<br>*the teacher conveys only modest expectations for students.*<br>●<br>*the teacher encourages students to persevere with challenging work; but only some do so, or they do so in a desultory manner.*<br>●<br>*few students offer their ideas on questions that seem to entail intellectual risk.*<br>●<br>*students offer assistance to classmates in a supportive manner when prompted by the teacher.*<br>●<br>*group work is sometimes collaborative, sometimes not. Teacher makes intermittent attempts to support group processes.* | The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work, through some combination of the following:<br><br>●<br>*talk between teacher and students and among students is uniformly respectful, with no intervention needed by the teacher to correct disrespectful talk among students.*<br>●<br>*the teacher makes connections with individual students.*<br>●<br>*the teacher demonstrates a high regard for student abilities.*<br>●<br>*student work and conduct during a lesson indicate commitment to high quality; students persevere in understanding challenging content.*<br>●<br>*students participate willingly and appear confident in offering their ideas in front of classmates.*<br>●<br>*students spontaneously offer assistance to classmates in a supportive manner.*<br>●<br>*students are productively engaged collaboratively during small-group work.* | Classroom interactions indicate high levels of caring and respect, and student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality, through some combination of the following in addition to the elements listed under "Proficient":<br><br>●<br>*the teacher demonstrates knowledge and caring about individual students' lives beyond school.*<br>●<br>*student questions and comments indicate a desire for deep understanding of the content.*<br>●<br>*students take initiative in improving the quality of their work.*<br>●<br>*students volunteer ideas, even when these ideas might seem to be unpopular among classmates.*<br>●<br>*students recognize and express appreciation for the efforts of their classmates.*<br>●<br>*group work is productive; groups take shared ownership of, and pride in, the products of their work. All members contribute to the group's work.* |

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| ● *students receive no support from their classmates.* ● *students show no signs of active collaboration in group work, with either copying or one student dominating group work.* | | | |

## Cluster 3: Classroom Management

A fundamental requirement for any productive classroom is that it run smoothly. Teachers must establish efficient procedures for the completion of routine tasks, such as taking attendance, guiding transitions into work groups, distributing and collecting materials, and handling end-of-class dismissal. These procedures accomplish several essential purposes, are taken care of with a minimal loss of instructional time, and provide, for students, the security of familiar routines. Efficient routines convey to students that the teacher is in charge, though not a dictator, thus assuring them that they need not fear chaos.

Classrooms are, after all, crowded places; there are typically over 25 students, plus a teacher, in a relatively small space. This fact is a source of anxiety for many new teachers; they fear they will be overwhelmed by the large numbers of students under their care, particularly if the students are physically larger than the teacher. What is to prevent, after all, an outright mutiny, with students simply refusing to comply with the teacher's directions? How to avoid chaos, with students doing whatever they choose, perhaps causing harm to themselves or other students? How can a teacher ensure that students actually *learn* anything? What is to guarantee that students will actually follow the rules, rather than just take charge themselves? These are not unreasonable questions, and a new teacher's anxieties are understandable. In creating and then promulgating classroom routines and procedures, including behavioral norms, a teacher should keep in mind the principles that follow.

*Routines and norms should be created with student participation.*

Students, like other people, need to feel in control of their lives; they are quickly alienated by a teacher whose approach to classroom management is one of "This is how it is, because I say so." Moreover, classroom routines are established not only to maintain an orderly environment, but to solve real or potential practical problems. Thus, students will readily recognize that since they like to have a chance to speak in a discussion, the challenge is to work out an approach allowing everyone the opportunity to be heard. The same thinking applies to virtually all routines: the question "What would happen if we all just went for the door at the same time?" will elicit, even from young children, the recognition that the result would be chaotic—chairs could be overturned or some students knocked over. Next can come the question "What might be some reasonable procedures for leaving the room?"

The attitude of the teacher in establishing routines and procedures is all-important. It's essential that the teacher convey to the students a concern to establish, with them, an environment in which important and interesting work can be accomplished. Therefore, routines and norms are needed for many activities: distributing and collecting materials, keeping a neat classroom, moving between large- and small-group activities, and so on. That is, the purpose of the routines is to maximize student learning; it's not because the teacher insists on control. This attitude permits the teacher to sincerely elicit student contributions.

*Routines must be taught.*

But even after students and the teacher have developed the routines and norms for how the class will operate, those routines must be taught and practiced. That is, teachers cannot simply assume that their students will automatically know what is intended by a direction such as "Move into your small work groups." Unless students have practiced a routine by which to accomplish such a task, the alternative, given the crowded nature of many classrooms, can be chaos. Thus, experienced teachers devote some time at the beginning of a year to actually *teach* the routines for all sorts of everyday classroom procedures: distributing and collecting materials, pushing chairs in at the end of class, and so on. Teaching routines is the same as teaching other skills: the routine is described, and students have a structured opportunity to practice it (for example, a transition to small groups) and do it again, incorporating feedback about the success of the first attempt. The same also applies to norms of behavior; they can be isolated, and role-played, so that students know what to expect when involved in a situation calling for a teacher to take corrective action. In this way, students are not caught off guard, or unprepared, by events.

Naturally, without having been in a classroom during the first few days of school, when the classroom routines and procedures were established, an observer can infer only from teacher directions and student actions, whether routines have, in fact, been established earlier in the year. Moreover, those teachers who are fortunate enough to have the assistance of volunteers or paraprofessionals in their classrooms have in addition the challenge of ensuring that those individuals are productively engaged in making a substantive contribution to the life of the class.

| Cluster 3 Indicators: 2c, 2d, 2e | Evidence: |
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| ▪ Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c)<br>▪ Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c)<br>▪ Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both (2d)<br>▪ Physical environment supportive of learning activities (2e)<br>▪ Productive contribution to the class by volunteers and paraprofessionals (2c) | ● Observation:<br>o Routines<br>o Student conduct<br>o Physical environment |

| Unsatisfactory | Developing | Proficient | Distinguished |
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| The classroom environment is disorganized and chaotic, because of some combination of the following:<br><br>● *much instructional time is lost through absent or inefficient classroom procedures.*<br>● *groups not working with the teacher are not involved in productive work.*<br>● *no standards of conduct appear to have been established, or the teacher does not monitor student behavior, or, when noticing student misbehavior, appears helpless to do anything about it.*<br>● *there are physical hazards in the classroom, endangering student safety.*<br>● *volunteers and paraprofessionals have no defined role and may be idle much of the time.* | The classroom environment is a little rough, because of some combination of the following:<br><br>● *procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough.*<br>● *small groups are only intermittently engaged while not working directly with the teacher.*<br>● *standards of conduct appear to have been set, but the teacher's attempts to maintain order meet with uneven success, or the teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.*<br>● *the physical environment is not an impediment to learning but does not enhance it.*<br>● *volunteers and paraprofessionals participate but require frequent supervision or their work is not well integrated with classroom activities.* | The classroom functions smooth and efficiently, because of some combination of the following:<br><br>● *timesaving procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies, transitions to other grouping patterns, etc.*<br>● *all students are productively engaged during small-group work, a fact indicating established procedures.*<br>● *the teacher regularly monitors student behavior; student behavior is generally appropriate. When needed, the teacher's response to misbehavior is effective.*<br>● *the classroom is arranged to support the instructional goals and learning activities.*<br>● *volunteers and paraprofessionals work with minimal supervision in synch with classroom goals* | The classroom functions seamlessly, with factors in evidence in addition to the elements listed under "Proficient":<br><br>● *students take the initiative with their classmates to ensure non-instructional routines run smoothly.*<br>● *students ensure productive small-group work by, for example, assigning roles.*<br>● *the teacher's monitoring of student behavior is seamless and preventive, accomplished through nonverbal means; student behavior is entirely appropriate.*<br>● *productive classroom norms are well established, and students, as well as the teacher, act to maintain them*<br>● *students take the initiative to adjust the physical environment.*<br>● *volunteers and paraprofessionals take initiative in their work in the class, a fact indicating clear roles and training.* |

## Cluster 4: Student Intellectual Engagement

Student engagement is at the very heart of good teaching; it is typically the first item educators identify when invited to describe the classroom of a teacher whom they consider an expert.

However, the term *engagement* does not have a single, or a simple, definition. First, intellectual engagement is not the same as being busy or on task; it's quite possible for students to be occupied doing work—for example, completing a worksheet—that does not represent new learning. Furthermore, physical activity is not sufficient; an activity might involve students in working with physical materials but doing so in a formulaic manner. The key to student engagement is not physical, but mental, activity. A task might be "hands-on." But in order to qualify as intellectual engagement, it must be "minds-on." School, in other words, from the point of view of students, is not a spectator sport. Therefore, it's essential to maximize the extent to which students are involved in intellectual activity, such as exploring new ideas, making connections, or formulating and testing hypotheses.

A useful rule of thumb that indicates the degree of student intellectual engagement is the answer to the question "Who's doing the work?" When students listen while the teacher makes a presentation, demonstrates a procedure, or applies a rule, their role may be entirely passive; they may be simply watching while the teacher performs. Not necessarily, however: a teacher may present new material in such a way that students are invited to connect new information with prior understanding or predict outcomes of a scenario. When teachers structure lessons in such a way that students are intellectually active, those students must explore the nuances of meaning of various concepts, and generate new understanding. This process involves thinking. Thus, a variation on the maxim "Who's doing the work?" is "Who's doing the thinking?" Only if students are actively thinking (as part of a presentation of content, engaging in a discussion led by the teacher or with classmates or completing a task) can they be said to be intellectually engaged.

In addition to students being engaged in thinking; they can also become aware of their own cognitive processes: that is, teachers can engage students not only in cognitive work, but in *metacognitive* work. How did they arrive at a certain conclusion? What's the evidence for it? In making an error in solving a problem what was the trajectory of their thinking? Where did it go off track? Can they retrace their steps and find the error? These latter questions deal with the process of thinking and are highly transferable to other situations, and indeed to other subjects. They enable students, when they encounter difficulty through, for example, arriving at a false conclusion, to retrace their steps and take corrective action.

It should also be noted that student engagement in learning does not always appear tidy; when students are wrestling with a new concept or making connections between new content and previously learned material, they may make a few false starts or pursue what turns out to be a dead end before making a course correction. It's challenging for some teachers to allow their students to engage in this *productive struggle*, but the resulting understanding is satisfying to students, empowering them as learners and solidifying their comprehension.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and encourages students to reflect on what they have done and what they have learned. That is, the lesson has closure, in which the teacher encourages students to derive important learning from the learning tasks, from the discussion, or from what they have read.

For teachers, there are two critical aspects to teaching for student intellectual engagement: designing (or locating) and managing rich learning tasks and skillfully using student discourse.

*Rich learning tasks.*

Designing (or identifying) suitably demanding learning tasks for students is one of the most challenging aspects of teaching, since a task that is challenging for one student may be routine for another. One can analyze the cognitive demand of a task; whether the task is suitably rigorous, or appropriate, for an individual student is determined by the level of knowledge and cognitive development of the student. Thus, a task, in and of itself, is not rigorous or routine; what makes it rigorous or routine is the gap between the demands of the task and the current capabilities of the students who are asked to complete it. If the gap is small or nonexistent, the task is routine and boring; if the gap is too great, the task may be overwhelming. Like Goldilocks's porridge, the gap should be "just right." One technique to address this challenge is to assign tasks with a low bar and a high ceiling—that is, tasks that are accessible to all students, but that, through their expansion, or through the teacher's asking a more demanding follow-up question, can challenge the more-advanced students in the class. Employing this technique is not a simple matter and is developed only after considerable experience.

Another characteristic of rich learning tasks relates to their being "group-worthy," that is, they invite multiple perspectives, which may be represented by the different students working together in  group. Much classroom activity, after all, takes place in small groups, with the teacher playing a mediating, rather than a direct "teaching," role. Tasks that are suitable for group work enable students with different

strengths to make a contribution to the overall effort. In order for such work to be productive, of course, students must have acquired the skills of collaboration described in Cluster 2.

*Student discourse*

Questioning and discussion is used to deepen student understanding (rather than serve as recitation, or a verbal "quiz") Effective teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. These teachers are especially adept at responding to and building on student responses and making use of their ideas.

Class discussions are animated, engaging students in important issues and promoting the use of precise language to deepen and extend understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking, to critique the reasoning of others, and to cite specific evidence to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines..

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| *Cluster 4 Indicators: 1c, 1e, **2b, 3a, 3b, 3c*** | *Evidence*: |
| ● The content is seen as important and interesting (2b).<br>● Content is presented in a manner that engages students in thinking (3a).<br>● Learning tasks require students to engage intellectually, to *think;* some may involve productive struggle (3c).<br>● Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b).<br>● The lesson has a recognizable structure, with time for reflection and closure (3c).<br>● Students explain their thinking and question the thinking of others (3b). | ●Classroom observation:<br>   o The quality of teacher presentation of content<br>   o The nature of the work students are doing<br>   o The nature of student discourse and class discussion<br>●(If available) the worksheet or activity students are doing<br>●(If available) samples of student work |

| Unsatisfactory | Developing | Proficient | Distinguished |
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| The level of intellectual engagement on the part of students is low, through some combination of the following:<br><br>●<br>*the teacher conveys no energy for the importance of the learning goals and assignments.*<br>●<br>*content is presented in a didactic manner, with no invitation for students to think.*<br>●<br>*learning tasks require only recall or have a single correct response or method; students are not invited to stretch their thinking.*<br>●<br>*questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking.*<br>●<br>*all discussion is between the teacher and individual students; students are not invited to speak directly to one another.*<br>●<br>*the teacher does not* | The level of intellectual engagement on the part of students is modest, through some combination of the following:<br><br><br>●<br>*the teacher displays little energy for the lesson's purpose or assignments.*<br>●<br>*the teacher's explanation of concepts includes perfunctory invitations for student thinking.*<br>●<br>*learning tasks are highly scaffolded, the result being a single pathway to completion.*<br>●<br>*the teacher's questions are a mix of those with a single correct answer and others inviting student thinking.*<br>●<br>*the teacher attempts to provide time for students to formulate their ideas; some make productive use of this time.*<br>●<br>*the teacher invites students to respond directly to one another's ideas, but few students do so.*<br>●<br>*the teacher asks students to explain their reasoning and cite specific evidence, but only some students attempt to do so.*<br>●<br>*about half the students are involved in activities and discussions.* | The classroom is a cognitively busy place, with students encouraged to use their minds through some combination of the following:<br><br><br>●<br>*the teacher exhibits energy for the topic and conveys its importance.*<br>●<br>*the teacher's explanation of concepts invites student intellectual engagement.*<br>●<br>*learning tasks, some of which are "group-worthy," demand higher-order thinking, inviting students to take initiative, and may involve productive struggle.*<br>●<br>*many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning.)*<br>●<br>*wait time is used productively; students engage in thoughtful reflection during discussion.*<br>●<br>*students direct their comments to one another during full class discussions; there is lively discussion during small-group work.*<br>●<br>*students are asked to explain their thinking, citing specific reasons; most do so.*<br>●<br>*virtually all students are involved in the activities and discussions* | The classroom is a cognitively vibrant place, with students encouraged to use their minds through some combination of the following, in addition to the elements listed under "Proficient":<br><br>●<br>*students appear to relish challenging tasks and push their classmates with extended questions.*<br>●<br>*students initiate higher-order questions.*<br>●<br>*students extend the discussion, enriching it.*<br>●<br>*students invite comments from their classmates during a discussion.*<br>●<br>*students modify a learning task to make it more meaningful or relevant to their needs.*<br>●<br>*students themselves ensure that all their classmates are involved in the activities and discussions.*<br>●<br>*students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*<br>●<br>*students build on each other's' ideas and make conjectures/connections aimed at either deeper conceptual understanding or at connecting* |

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| *ask students to explain their thinking.*<br><br>●<br>*few students are involved in the activities and discussions.*<br><br>●<br>*the lesson has no recognizable structure; it's a random series of events.* | ●<br>*the lesson has a recognizable structure, although parts of it may be rushed, while others drag.* | ●<br>*the lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks.* | *procedures to underlying concepts.*<br><br>●<br>*students build on each other's' ideas and make conjectures/connections, resulting in deeper conceptual understanding* |

## Cluster 5: Successful Learning by All Students

It is not sufficient for teachers do engage in an activity called teaching; they must ensure that students learn. That is, one way of defining *teaching* is as "that which causes student learning." While this appears an obvious statement, it is frequently overlooked by educators as they attempt to codify *good teaching* in ways that focus exclusively on the actions of teachers without considering the success of those efforts in ensuring student learning.

Teachers recognize that all learning is complex, involving the interplay of conceptual and procedural knowledge, facts and processes, dispositions and habits of mind. Students don't "master" all of these in the same way, or in the same sequence, and they enter any lesson with their own strengths and areas for growth. However, every lesson and longer unit has a focus, and it's in that area of focus that teachers must be able to articulate, and make specific plans to address, what they intend students to learn.

Ascertaining whether students have, in fact, learned what was intended requires the design (or adoption) of summative assessments aligned to those outcomes (so that the teacher can take corrective action before moving on), and formative assessments to be used, on short notice, during the course of a unit or lesson. This requires sophisticated record-keeping systems. In addition, in order for teachers to modify their approach to ensure that all students are making progress towards the instructional purposes of the lesson, they must not only be aware of resources (in the school or, more broadly, in the district or the community) that can be brought to bear.) They also must be committed to do what is needed to help every student succeed.

Traditionally, teachers did not ascertain the extent to which their students had learned the material being taught until they had completed an instructional unit; indeed, the assessment (usually a test of some type) signaled the end of instruction, students' work was graded, and the class went on to the next unit. In this approach, teachers could know whether or to what extent their students *had* learned but could not ensure that they did so. Fortunately, many teachers now employ a subtler approach, one designed to shape instruction during the course of a lesson or unit. Teachers monitor students' responses and activities constantly, monitoring the "pulse" of the class frequently during a lesson and making revisions to their approach when needed. These changes might take the form of making a slight modification in the pace of an activity or in the activity itself, based on students' indications of lack of comprehension (too challenging) or boredom (too easy) Such monitoring occurs constantly and is not specifically planned.

To be effective, monitoring of student learning must be addressed to individual students. Hence, the global question: "Does anyone have any questions?" is unlikely to yield much information on which a teacher can act. Instead, accomplished teachers devise techniques to determine the level of understanding of individuals. For example, students' responses to a carefully-crafted question, with their answers written on whiteboards and held up for the teacher to see, provide important information – about individual students - to the teacher about the extent of their understanding. And if the question has been carefully designed to yield diagnostic information, the teacher acquires a fairly specific notion of what needs to be done to ensure that every student understands. While not providing such timely information, exit tickets, on which students hand in their response to a carefully-designed question as they leave the class, can also supply information on the learning of individual students.

Such assessment becomes completely integrated into instruction, with teachers alert to what's going on during a lesson, watching students for indications that they are following the discussion or that they are acquiring the desired understanding from an instructional activity. Sometimes students provide such indications explicitly; they ask clarifying questions, for example. On other occasions, however, the indications are much more subtle or camouflaged, for example a quizzical look. That said, it is also the case that some objective s are long-term and may necessitate more time for students to work toward to achieve mastery. Through considering assessment information, the teacher will be able to articulate how the students are progressing toward that larger goal. In addition, it is important to note that students will also be engaged in assessing their own progress—working with deliberateness toward goals and aware of how much progress they have made or how they have gone off track.

Another important mechanism to ensure students' success is arranging for them to receive specific and timely feedback on their efforts. This feedback can be provided, of course, by the teacher. But it can also be supplied by other students (as when they challenge – respectfully – the thinking of their classmates), or by the instructional activities themselves. For example, the solution to a problem in mathematics may simply "not work." Whatever the source of the feedback, students come to realize that learning is a process of continual iteration; it's never complete.

Families, too, can be allies in a teacher's quest to ensure student success. They have, after all, known the students for a longer time than has the teacher, and can provide insight into the students' lives and interests beyond school. Such information can be invaluable to a teacher in planning instruction and responding to individuals.

Attention to every student's learning is grounded in some important assumptions, namely, that the students are capable of high-level learning and that the teacher has the necessary skill, resources, and attitude to enable them to succeed. These beliefs are fundamental; if teachers lack a strong sense of efficacy, they will be inclined to give up easily when students experience difficulty (as virtually all students do.) In such cases, teachers find other factors on which to place the "blame" for students' struggles: their backgrounds ("His parents are getting a divorce") the perceived weaknesses of older siblings ("Her brother never could do fractions either"), the lack of skill of a previous teacher ("They should have learned this last year"), or the inadequacy of the adopted materials ("This textbook is terrible").Therefore, teachers' ensuring the learning of every student is a reflection of their confidence that they can teach well and that their students are capable of high-level learning.

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| *Cluster 5 Indicators: 1d, 1f, 3d, 3e, 4a, 4b, 4c* | | *Evidence*: | |

*Cluster 5 Indicators: 1d, 1f, 3d, 3e, 4a, 4b, 4c*

● Both summative and formative assessments, aligned to learning outcomes, have been planned (1f).
● The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d).
● Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d).
● If necessary, the teacher modifies the lesson to ensure that students "get it," drawing on other resources as needed (1d, 3e).
● The teacher's records permit detailed analysis of learning by individuals and groups of students (4b).
● The teacher enlists, as appropriate, the engagement of families in student learning (4c).
● In reflection, the teacher assumes responsibility for student learning (4a).

*Evidence*:

● Planning documents for formative and summative assessments
● Observation: monitoring, feedback, adjustment
● Artifacts documenting record keeping, communication with families
● Reflection: comments on individual students' learning

| **Unsatisfactory** | **Developing** | **Proficient** | **Distinguished** |
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| The teacher makes no attempt to ensure the learning of all students, through some combination of the following: | The teacher makes sporadic or inconsistent attempts to ensure the learning of all students, through some combination of the following: | The teacher makes genuine attempts to ensure the learning of all students, through some combination of the following: | The teacher indicates a deep commitment to the learning of all students, through some combination of the following, in addition to the elements listed under "Proficient": |
| ● *summative assessments are poorly aligned with the learning outcomes.* ● *no formative assessments have been designed for use during the lesson.* ● *the teacher makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding.* ● *feedback to students is only global, such as "Good job, everyone."* ● *the teacher makes no attempt to adjust the lesson, even when such action is clearly needed.* ● *the teacher conveys to* | ● *only some of the instructional outcomes are addressed in the planned assessments.* ● *plans refer to the use of formative assessments but with no specificity.* ● *the teacher requests global indications of student understanding, such as "Any questions?"* ● *feedback to students is neither specific nor oriented toward future improvement of work.* ● *the teacher's efforts to modify the lesson are only partially successful.* ● *the teacher conveys to students a sense of his or her own responsibility for their learning but also uncertainty about how to assist them.* ● *the teacher maintains school-required record-keeping systems but does little else to inform families about student progress.* | ● *all the learning outcomes have a method for summative assessment.* ● *plans include specific formative assessments for use during instruction.* ● *the teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding.* ● *feedback includes specific and timely guidance on how students can improve their learning.* ● *the teacher makes productive changes to the lesson plan in response to evidence of student difficulties* ● *the teacher conveys to students that s/he has other approaches to try when the students experience difficulty.* ● *the teacher maintains a coherent record-keeping system on student learning and regularly sends* | ● *the teacher constantly "takes the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning.* ● *students monitor their own learning, either on their own initiative or as a result of tasks set by the teacher.* ● *high-quality feedback comes from many sources, including other students; it is specific and focused on improvement.* ● *communication with families regarding student learning is two-way.* ● *in reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved.* |

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| *students that when they have difficulty learning it is their fault.*<br>● *Record-keeping systems are in disarray.*<br>● *Families are unaware of their children's progress.*<br>●<br>*in reflecting on the lesson, the teacher cites the extent to which students were busy or were well behaved, with no comments about the extent to which they achieved the intended outcomes.* | ●<br>*in reflecting on the lesson, the teacher cites a combination of student attainment of the instructional goals and other factors, such as whether students were well behaved.* | *home information about student progress.*<br>●<br>*in reflecting on the lesson, the teacher cites student attainment of the instructional goals.* | |

**Cluster 6: Professionalism**

Schools are, first of all, environments to promote the learning of students. But they are also places for the intellectual engagement of teachers, so that they can better promote the learning of their students. Schools are, in other words, learning organizations for teachers, whose full potential is realized only when they regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school and to the broader professional community. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as service on school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to keep their knowledge and skills current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. constantly refine their understanding of how to engage students in learning; thus, growth in content, and content-specific pedagogy are essential to good teaching. And to the extent that information technology is an aid to student mathematics learning, it's essential for teachers to stay abreast of developments in that area as well.

Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. In particular, joint examination of student work provides invaluable insight into the cognitive processes of individual students as they wrestle with conceptd that is not available in any other way. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations (at the regional, state, or even national level), reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

Expert teachers also demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance requires that teachers remain focused on students, putting them first regardless of how this stance might challenge long-held assumptions, past practice, or simply an easier or more convenient procedure. For example, dialogue around the issues surrounding the appropriate use of homework is certain to be spirited, and reveal teachers' deep belief about student learning and how best to support it.

Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student, even when this ethos involves challenging long-established school policies or procedures. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

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| *Cluster 6 Indicators:1d, 4d, 4e, 4f*<br><br>●Collaboration with colleagues for joint planning, and school/district and community initiatives (4d)<br>●Active engagement in workshops, courses, activities to improve practice (1d, 4e)<br>●Integrity and honesty in dealing with colleagues and parents on behalf of students (4f) | | *Evidence*:<br><br>●Artifacts documenting:<br>○Contributions to school life and the professional culture<br>○Professional learning<br>○Other professional activities<br>●Feedback and surveys from colleagues and supervisors | |

| **Unsatisfactory** | **Developing** | **Proficient** | **Distinguished** |
|---|---|---|---|
| The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:<br><br><br>● *The teacher's relationships with colleagues are characterized by negativity; he or she is not trusted.*<br>● *The teacher avoids involvement both in school activities and in district and community projects.*<br>● *The teacher ignores or avoids opportunities to participate in activities for professional learning.*<br>● *The teacher declines to participate in team and departmental decision making, except when required by superiors.*<br>● *The teacher does not prioritize the needs of students and operates in a self-serving manner.*<br>● *The teacher ignores school and district regulations.* | The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:<br><br><br>● *The teacher has cordial relationships with colleagues and is trusted by them.*<br>● *When asked, the teacher participates in school activities, as well as district and community projects.*<br>● *The teacher participates in professional activities when they are required or provided by the district.*<br>● *The teacher participates minimally in team and departmental decision making.*<br>● *The teacher notices the needs of students but is inconsistent in addressing them.*<br>● *The teacher minimally complies with school and district regulations.* | The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students, through some combination of the following:<br><br><br>● *The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity.*<br>● *The teacher frequently volunteers to participate in school events and in school district and community projects.*<br>● *The teacher seeks opportunities for continued professional development.*<br>● *The teacher actively participates in team and departmental decision making.*<br>● *The teacher actively addresses student needs and actively works to provide opportunities for student success.*<br>● *The teacher completely complies with the spirit, as well as the letter, of school and district regulations.* | The teacher indicates, through various actions and statements, a deep commitment to continuing professional learning and engagement with the professional community to advance the interests of students, through some combination of the following in addition to the elements listed under "Proficient":<br><br>● *The teacher takes initiative and a leadership role in organizing collaborative projects.*<br>● *The teacher regularly contributes to, and leads, significant district and community projects.*<br>● *The teacher takes a leadership role in finding opportunities for continued professional development and in contributing to professional organizations.*<br>● *The teacher takes a leadership role in team and departmental decision making, and enjoys the trust of colleagues in terms of honesty, integrity, and confidentiality.*<br>● *The teacher makes a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies.*<br>● *The teacher makes material suggestions for the improvement of school and district regulations.* |

# Appendix B

## Bethel Public Schools
# Literacy Specialist
### Framework for Teaching Rubric

## Domain #1: Planning for Active Learning

| | Below Standard | Developing | Proficient | Distinguished |
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| **1a: Ensuring that instruction is at an appropriate level of challenge and meets students' learning needs** | Planning is informed by a general understanding of reading or the content, rather than data about the students' learning needs.<br><br>The Literacy Specialist does not demonstrate understanding or use of Webb's Depth of Knowledge Levels.<br><br>The plan is <u>not</u> rigorous and only represents low-level expectations.<br><br>The plan is not differentiated and/or not at an appropriate level of challenge.<br><br>Academic or behavioral concerns are identified without a defined plan of intervention. | Planning is informed by a general understanding of students' prior content knowledge and skills.<br><br>The plan references Webb's Depth of Knowledge.<br><br>The instructional plan includes occasional tasks that provide students the opportunity to reach higher levels of knowledge.<br><br>The plan includes some differentiation in instructional strategies, but may not provide instruction at an appropriate level of challenge for all students.<br><br>The plan prepares the Literacy Specialist to address general academic or behavioral concerns and anticipate only general responses to strategy use or to use of materials. | Planning incorporates multiple sources of data about students' prior knowledge or skill development.<br><br>The plan references Webb's Depth of Knowledge, and questions and activities promote some student thinking at DOK Levels 3 and/or 4 when appropriate.<br><br>The plan includes differentiated tasks and activities designed to engage students in higher levels of knowledge. New learning is scaffolded appropriately for those who need support.<br><br>The plan provides specialized instruction at students' zone of proximal development in order to close academic achievement gaps to meet grade level expectations.<br><br>Instructional strategies and plans are entirely suitable to the skills and strategies being learned.<br><br>The plan includes the selection of or design for | ***In addition to the characteristics of proficient:***<br><br>Planning is driven by analysis of student performance data to determine individual learning needs and subsequent instruction.<br><br>The plan incorporates Webb's Depth of Knowledge Levels, and promotes student independence as learners who are aware of DOK 3 and 4 challenges when appropriate.<br><br>Planning indicates a thorough understanding of reading concepts and the pre-requisites for learning new concepts.<br><br>The plan incorporates a variety of strategies, resources, and groupings that appropriately challenge all students.<br><br>Planning provides for opportunities for student choice and for specialized instructional or behavioral interventions. |

| Characteristics | ● Literacy Specialist's discussion of planning is general and data are non-specific; planning shows little or no evidence of differentiation.<br>● Interventions are not specified in the plan or the discussion. | ● Literacy Specialist identifies differentiation strategies that are limited—often based on a single factor—such as student interest.<br>● Literacy Specialist's articulated plans for addressing academic and behavioral concerns are general and not specific to individual students' needs. | supplemental or specialized instruction or behavioral interventions.<br><br>● Literacy Specialist articulates how specific student learning data connects to the instructional design and to any differentiated activities or assignments.<br>● Literacy Specialist articulates the design of instruction to accommodate student needs.<br>● Literacy Specialist can specify how academic and behavioral interventions are aligned to student needs.<br>● Literacy Specialist can identify important concepts of the discipline, knows how they are inter-related, and helps students to understand these connections. | ● Literacy Specialist articulates how multiple sources of data lead to the design and development of differentiated lessons including appropriate levels of challenge.<br>● Literacy Specialist articulates anticipated student misconceptions and how the lesson design addresses these.<br>● Literacy Specialist develops and shares strategies and resources targeted to specific student needs.<br>● Literacy Specialist cites interdisciplinary and intra-disciplinary content connections and plans for students' understanding of these. |

# Domain #1: Planning for Active Learning

| | Below Standard | Developing | Proficient | Distinguished |
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| **1b: Developing and organizing coherent and relevant instruction, lessons, and learning tasks** | Instructional outcomes are not clearly articulated or are a list of activities.<br><br>Lessons lack a clear sequence.<br><br>Activities are poorly aligned to instructional outcomes.<br><br>Lessons are not scaffolded to build knowledge and skills.<br><br>Organization does not engage students. | Instructional outcomes are vague or sometimes confused with a list of learning activities.<br><br>The sequence of lessons and activities are partially aligned to the instructional outcomes, and the activities only partially build upon students' prior knowledge, skills, and interests.<br><br>Organization of the learning is uneven or sometimes confusing, and the organization does not purposefully engage students. | Instructional outcomes are clear, appropriate, represent important learning, and are communicated clearly to students.<br><br>Literacy Specialist demonstrates a solid understanding of the learning process, and includes components of the gradual release of responsibility for learning into the lesson design.<br><br>The lessons and learning include a variety of instructional approaches in one or more of the following: concepts of print, phonological awareness, phonics, vocabulary, comprehension, fluency, critical thinking and writing.<br><br>Lessons and learning tasks are clearly aligned to the learning outcomes and to the CCSS. | *In addition to the characteristics of proficient:*<br><br>The lessons consistently challenge students, promote their independence and incorporate higher-level learning of content skills and concepts.<br><br>The plan actively engages students in an in-depth understanding of the skills and strategies by incorporating students in planning process.<br><br>Alignment among lessons, learning tasks, and assessments enhances learning and promotes the gradual release of responsibility to students.<br><br>The organization of the lessons and tasks is purposeful, promotes meaning, and offers students multiple pathways to develop knowledge. |
| **Characteristics** | ● Learning activities are not well aligned to the instructional goals.<br>● Materials are not engaging, and they do not meet instructional outcomes.<br>● Instructional groups are not suitable to the activities. | ● Learning activities are moderately challenging.<br>● Learning resources are suitable, but their variety is limited.<br>● Instructional groups only partially support lesson objectives.<br>● The lesson structure does not lead all students to | ● Plan clearly articulates clear learning objectives.<br>● Learning activities are clearly matched to learning objectives.<br>● Activities provide an opportunity for higher-order thinking and differentiation when appropriate.<br>● Instructional grouping is purposeful and maximizes | ● Students participate in designing their own assessments.<br>● Students are actively involved in collecting information from formative assessments and establishing individual or group learning goals.<br>● Students are challenged to bring personal relevance and |

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| ● There is no or little variety in the learning activities. | learn more or learn more deeply. | student strengths. Literacy Specialist has identified groups' needs.<br>● Groups are flexible.<br>● Lesson plans indicate possible adjustments based on formative assessment data.<br>● Lesson activities are connected to other disciplines when appropriate.<br>● The Literacy Specialist understands and uses performance-based assessment. | meaning to their learning.<br>● Strategic questions for high-level discourse or inquiry-based learning are pre-planned when appropriate.<br>● The Literacy Specialist understands and uses performance-based assessment regularly.<br>● Students are expected to make real world, career, or global connections with the content, or make interdisciplinary connections. |

# Domain #1: Planning for Active Learning

| | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| **1c: Establishing goals for the instructional support program appropriate to students served and based on the college and career readiness standards and the CCSS** | Plans do not reference or include the CCSS or other critical standards.<br><br>Literacy Specialist has no clear goals for the instructional support program, or the goals are inappropriate to either the situation or the needs of the students.<br><br>Literacy Specialist relies solely on a single strategy or resource. | Plans are only partially aligned to the CCSS or other critical standards.<br><br>Literacy Specialist's goals for the instructional support program are rudimentary and are only partially suitable to the situation and the needs of the students.<br><br>Literacy Specialist's plans rely predominantly on a single strategy or resource and only occasionally promote higher levels of thinking. | Plans are aligned to the CCSS or other critical standards.<br><br>Literacy Specialist's goals for the instructional support program are clear and are appropriate and necessary to the situation and to the needs of the students. These goals have been developed following consultations with colleagues and student learning data.<br><br>Literacy Specialist's plans include multiple instructional strategies and resources (including digital resources) designed to support all students' ability to understand the content. | Plans are consistently aligned to the CCSS or other critical standards.<br><br>Literacy Specialist's goals for the instructional support program are highly appropriate and essential to the situation and the needs of the students. These goals have been developed following consultations with colleagues, students, and student learning data.<br><br>Literacy Specialist's plans include a wide variety of instructional strategies and resources (including digital resources) and multiple opportunities for all students to demonstrate the depth of their understanding of the content. |
| **Characteristics** | ● Literacy Specialist plans lessons that focus totally on content and not on supporting the reading, writing, speaking, listening, research, skills necessary to access learning available through materials, texts, and other resources.<br>● Literacy Specialist does not reference the College and | ● Literacy Specialist plans for the use of at least one additional text or instructional resource to support student learning.<br>● Literacy Specialist plans for the use of at least one strategy to help every student understand the content.<br>● Literacy Specialist rarely references the College and Career Readiness | ● Literacy Specialist plans for the use of a variety of appropriate and compelling texts and instructional materials, including informational texts to support student learning.<br>● Literacy Specialist incorporates a variety of comprehension and communication strategies to assure every student understands the content.<br>● Literacy Specialist plans a | ● Literacy Specialist plans for the use of a variety of texts and instructional materials, including texts in response to the range of reading levels/interests as well as those, which may be suggested by students.<br>● Literacy Specialist plans for meaningful writing assignments for both formative and summative purposes, and students suggest possible writing assignments, if appropriate. |

| | Career Readiness Standards or the CCSS. | Standards or the CCSS. | variety of writing opportunities to support student learning, assuring that writing is used not only as assessment, but also as a means for understanding text.<br>● Literacy Specialist creates questions and activities which support close reading of complex texts.<br>● Literacy Specialist models the use of technology and creates activities for students to use digital resources while learning. | ● Texts selected are complex, challenging, and appropriate to the content.<br>● Students create questions based on close reading of complex texts.<br>● Students choose from a variety of technologies and digital resources to engage each other and to demonstrate their independence in learning and communicating about the content. |

# Domain #1: Planning for Active Learning

|  | Below Standard | Developing | Proficient | Distinguished |
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| **1d: Designing or selecting appropriate assessment tools to monitor student progress** | Assessments are not aligned with instructional goals, and the assessments lack criteria through which student performance will be assessed.<br><br>Single measure assessments are selected that may or may not measure specific criteria and outcomes related to learning goals. | Assessments are somewhat aligned with instructional goals, but assessments are not used consistently to inform instructional planning.<br><br>Formative and summative assessments selected are aligned to learning outcomes to monitor student progress.<br><br>Plans include providing students with information about their current progress, including general strengths and areas of need.<br><br>Assessment criteria are provided, but they may be unclear. | Assessments are clearly aligned with instructional outcomes, and results are used to inform instructional planning.<br><br>Plans include opportunities for students to participate in developing assessment criteria and to using it to assess their own work. | *In addition to the characteristics of proficient:*<br><br>Assessments are fully integrated into instruction.<br><br>Multiple formative and summative assessment tools are selected to monitor and evaluate learning and are appropriate to individual student needs.<br><br>Students assist in establishment of assessment criteria to reflect upon, self-assess, and monitor their own progress over time. |

| Characteristics | ● No formative assessments are planned for or used. ● Assessment criteria are missing. ● Alignment between the instructional goals and the assessment of those goals does not exist. ● Literacy Specialist is not able to analyze or use formative assessment data to improve instruction. | ● Assessment criteria are unclear or ambiguous. ● Assessments are used to design or improve instruction for the whole class. | ● Assessments are closely aligned with the learning goals. ● Assessments are balanced; there are both formative and summative assessments. ● Differentiated assessments are sometimes available for specific students. ● Literacy Specialist usually adjusts whole class and/or individual instruction based on assessment feedback. | ● Assessments provide opportunity for student choice. ● Modified or differentiated assessments are always available for students who need them. ● Literacy Specialist consistently adjusts whole group and/or individual instruction based on assessment feedback. ● Literacy Specialist plans for students to self-assess their work based on specific criteria. |
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# Domain #2:  The Classroom Environment

| | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **2a:**<br>**Creating an environment of respect and rapport** | Patterns of classroom interactions, both between Literacy Specialist and students and among students, are often negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.<br><br>Student interactions are characterized by sarcasm, put-downs, or conflict.<br><br>Literacy Specialist does not deal with disrespectful behavior. | Patterns of classroom interactions, both between Literacy Specialist and students and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' ages, cultures, or developmental levels.<br><br>Students rarely demonstrate disrespect for one another.<br><br>Literacy Specialist attempts to respond to disrespectful behavior, with uneven results.<br><br>The atmosphere in the classroom is neither respectful nor conflictual—it is neutral. | Reading specialist-student interactions are friendly, caring, and respectful.<br><br>Reading specialist-student interactions are appropriate to the ages, cultures, and students' developmental levels.<br><br>Interactions among the students are polite and respectful, with students also exhibiting respect for the reading specialist.<br><br>Literacy Specialist responds successfully to disrespectful behavior among students.<br><br>The atmosphere in the classroom is polite, respectful, and business-like; however, students may be somewhat cautious about taking intellectual risks. | *In addition to the characteristics of proficient:*<br><br>Classroom interactions between Literacy Specialist and students and among students are highly respectful, reflecting genuine warmth and caring with sensitivity to students as individuals.<br><br>Students always exhibit respect for the reading specialist, and they contribute to high levels of civility among all members of the class.<br><br>The atmosphere is one in which all members of the class feel valued and are comfortable taking intellectual risks.<br><br>Students take responsibility for monitoring their own behavior. |
| **Characteristics** | ● Literacy Specialist is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.<br>● Students' body language indicates feelings of hurt, discomfort, or insecurity.<br>● Literacy Specialist displays | ● The quality of interactions between Literacy Specialist and students, or among students, is uneven, with occasional disrespect or insensitivity.<br>● Literacy Specialist attempts to make connections with individual students, but student reactions indicate that these attempts | ● Talk between Literacy Specialist and students and among students is uniformly respectful.<br>● Literacy Specialist makes personal connections with individual students.<br>● Literacy Specialist praises students' contributions and participation, and Literacy Specialist encourages students' risk-taking. | ● Literacy Specialist demonstrates knowledge and caring about individual students' lives beyond the class and school.<br>● There is no disrespectful behavior among students.<br>● When necessary, students respectfully correct one another.<br>● Students participate without fear of put-downs or ridicule from either the Literacy |

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| | no familiarity with, or caring about individual students.<br>● Literacy Specialist disregards disrespectful interactions among students. | are not entirely successful. | | Specialist or other students. |

# Domain #2:  The Classroom Environment

| | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
|---|---|---|---|---|
| **2b:**<br><br>**Establishing a culture for learning** | The classroom culture is characterized by a lack of Literacy Specialist or student commitment to learning.<br><br>There appears to be little or no investment of student energy into the tasks at hand.<br><br>Hard work is not expected from students, nor is it valued.<br><br>Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only a few students. | The classroom culture is characterized by little or uneven commitment to learning by Literacy Specialist or students.<br><br>The Literacy Specialist appears to be only "going through the motions", and students indicate that they are interested in completion of a task, rather than quality.<br><br>The Literacy Specialist directly or indirectly conveys that student success is the result of natural ability rather than hard work.<br><br>High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a cognitively busy place where learning is valued by all.<br><br>High expectations for learning are the norm for most students. The Literacy Specialist conveys that, with hard work, all students can be successful.<br><br>Students understand their role as learners and consistently expend effort to learn.<br><br>Classroom interactions support learning and hard work.<br><br>Student work groups are productive and collaborative.<br><br>Students listen to each other and interact appropriately in groups.<br><br>Students demonstrate active listening skills in groups or pairs. | *In addition to the characteristics of proficient:*<br><br>The classroom culture is an exciting, cognitively vibrant place, characterized by a shared belief in the importance of learning.<br><br>The Literacy Specialist conveys high expectations for learning by all students and insists on hard work from everyone.<br><br>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and helping peers.<br><br>Students work groups exhibit strong productivity, highly collaborative interactions, and a commitment to getting the work done well together. |

| **Characteristics** | • <br>The Literacy Specialist conveys that the reasons for the work are external or trivializes the learning goals and assignments.<br>• <br>The Literacy Specialist conveys to | • <br>Literacy Specialist's energy for the work is neutral, indicating neither a high level of commitment nor a complete lack of commitment.<br>• <br>The Literacy Specialist conveys high | • <br>The Literacy Specialist communicates the importance of learning, and that with hard work and perseverance, all students can be successful. (C)<br>• <br>The Literacy Specialist demonstrates a high | • <br>The Literacy Specialist communicates a genuine passion for the subject.<br>• <br>Students indicate that they are not satisfied unless they have complete understanding.<br>• <br>Student questions and |

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| at least some students that the work is too challenging for them.<br><br>● Students exhibit little or no pride in their work.<br><br>● Class time is devoted more to socializing or avoiding work than to learning. | expectations for only some students.<br><br>● Students comply with the Literacy Specialist's expectations for learning, but don't indicate commitment on their own initiative for the work.<br><br>● Many students indicate that they are looking for an "easy path." | regard for student abilities and efforts.<br><br>● Literacy Specialist conveys an expectation of high levels of student effort from everyone.<br><br>● Students expend good effort to complete work of high quality.<br><br>● Literacy Specialist fosters a learning environment where, with guidance, students find multiple ways of persevering when faced with setbacks. (C) | comments indicate a desire to understand the content, rather than simply learning a procedure for getting the correct answer.<br><br>● Students appropriately recognize the efforts of their peers. (C)<br><br>● Students take initiative in improving the quality of their work and the work of their peers.(C)<br><br>● Students take initiative to find solutions to problems, even when facing setbacks.(C) |

# Domain #2:  The Classroom Environment

| | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **2c:**<br><br>**Managing classroom procedures** | Much instructional time is lost due to inefficient classroom routines and procedures.<br><br>There is little or no evidence of Literacy Specialist's  managing instructional groups and transitions effectively.<br><br>There is little or no evidence of Literacy Specialist's  managing the  handling of materials and supplies effectively.<br><br>There is little evidence that students know or follow established routines. | Some instructional time is lost due to only partially effective classroom routines and procedures.<br><br>Literacy Specialist's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to disruption of learning or loss of learning time.<br><br>With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures.<br><br>Literacy Specialist's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful.<br><br>With minimal guidance and prompting, students follow established classroom routines. | ***In addition to the characteristics of proficient:***<br><br>Instructional time is maximized due to efficient and seamless classroom routines and procedures.<br><br>Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies.<br><br>Routines are well understood and may even be initiated by students. |

| Characteristics | | | | |
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| | • Students not working with Literacy Specialist are not productively engaged.<br><br>• Transitions are disorganized, with much loss of instructional time.<br><br>• There do not appear to be any established procedures for distributing and collecting materials.<br><br>• A considerable amount of time is spent off task because of unclear procedures. | • Students not working directly with Literacy Specialist are only partially engaged.<br><br>• Procedures for transitions seem to have been established, but their operation is not smooth.<br><br>• There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.<br><br>• Classroom routines function unevenly. | • Students are productively engaged during small-group or independent work.<br><br>• Transitions between large- and small-group activities are smooth.<br><br>• Routines for distribution and collection of materials and supplies work efficiently.<br><br>• Classroom routines function smoothly.<br><br>• Routines for small group work and independent work are clear to students. | • With minimal prompting by reading specialist, students ensure that their time is used productively.<br><br>• Students take initiative in distributing and collecting materials efficiently.<br><br>• Students themselves ensure that transitions and other routines are accomplished smoothly.<br><br>• Routines for small group work and independent work are well-known to students who demonstrate what their responsibilities are. |

# Domain #2:  The Classroom Environment

|  | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **2d:**<br><br>**Managing student behavior** | There appear to be no established standards of conduct.<br><br>There is little or no Literacy Specialist monitoring of student behavior.<br><br>Response to students' misbehavior or challenge to the standards is repressive, or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent.<br><br>Literacy Specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is appropriate.<br><br>Literacy Specialist monitors student behavior against established standards of conduct consistently.<br><br>Literacy Specialist's response to student misbehavior is consistent, proportional, respectful to students, and effective.<br><br>Literacy Specialist's response to student misbehavior is sensitive to individual student needs and respects all students' dignity. | *In addition to the characteristics of proficient:*<br><br>Student behavior is entirely appropriate.<br><br>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.<br><br>Literacy Specialist's monitoring of student behavior is subtle and preventive. |
| **Characteristics** | ● The classroom environment is chaotic, with no standards of conduct evident.<br>● Literacy Specialist does not monitor student behavior.<br>● Some students disrupt the classroom, without apparent Literacy Specialist awareness or with | ● Literacy Specialist attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.<br>● Literacy Specialist attempts to keep track of student behavior, but with no apparent system.<br>● Literacy Specialist's response to student misbehavior is | ● Standards of conduct appear to have been established and implemented successfully.<br>● Overall, student behavior is appropriate with only minor infractions.<br>● Literacy Specialist frequently monitors student behavior.<br>● Literacy Specialist's response to student | ● Any student misbehavior is minor and swiftly handled.<br>● Literacy Specialist silently and subtly monitors student behavior.<br>● Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |

| | an ineffective response. | inconsistent: sometimes harsh, other times lenient. | misbehavior is effective. | |
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# Domain #2: The Classroom Environment

| | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **2e:**<br><br>**Organizing physical space** | The classroom environment is unsafe, or learning is not accessible to many.<br><br>There is poor alignment between the arrangement of furniture and resources, including instructional technology, and the lesson activities. | The classroom is safe, and essential learning is accessible to most students.<br><br>Literacy Specialist makes modest use of physical resources, including instructional technology.<br><br>Literacy Specialist attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | The classroom is safe, and students have equal access to learning activities.<br><br>Literacy Specialist ensures that the furniture arrangement is appropriate to the learning activities.<br><br>Literacy Specialist uses physical resources, including instructional technology, effectively. | *In addition to the characteristics of proficient:*<br><br>The classroom environment is safe, and learning is accessible to all students, individualized for those with special needs.<br><br>Literacy Specialist makes effective use of physical resources, including instructional technology.<br><br>Literacy Specialist ensures that the physical arrangement is appropriate to the learning activities.<br><br>Students contribute to the use or adaptation of the physical environment to advance learning. |
| **Characteristics** | ● There are physical hazards in the classroom, endangering student safety.<br>● Many students can't see or hear Literacy Specialist or board.<br>● Instructional technology is not being used even if it is available and its use would enhance the lesson. | ● The physical environment is safe, and most students can see and hear.<br>● The physical environment is not an impediment to learning, but does not enhance it either.<br>● Literacy Specialist makes limited use of available instructional technology and other resources. | ● Modifications are made to the physical environment to accommodate students with special needs.<br>● The classroom is arranged to support the instructional goals and learning activities.<br>● Literacy Specialist makes appropriate use of all available instructional technology. | ● Specific modifications are made to the physical environment to accommodate students with special needs.<br>● There is total alignment between the learning activities and the physical environment.<br>● Students take the initiative to adjust the physical environment.<br>● Literacy Specialist and students make extensive |

| | | | | and imaginative use of available instructional technology. |
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# Domain #3: Instruction

| | Below Standard | Developing | Proficient | Distinguished |
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| **3a:**<br><br>**Communicating with Students** | The instructional purpose of the lesson is unclear to students.<br><br>The directions and procedures are confusing.<br><br>Literacy Specialist's explanation of the content contains major errors and/or does not include any explanation of strategies students might use.<br><br>Literacy Specialist's spoken or written language contains errors of grammar or syntax.<br><br>Literacy Specialist's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | Literacy Specialist's attempt to explain the instructional purpose has only limited success.<br><br>Directions and procedures must be clarified after initial student confusion.<br><br>Literacy Specialist's explanation of the content may contain minor errors; some portions are clear, others difficult to follow.<br><br>Literacy Specialist's explanations do not invite students to engage intellectually or to understand strategies they might use when working independently.<br><br>Literacy Specialist's spoken language is correct, but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds.<br><br>Literacy Specialist rarely takes opportunities to explain academic vocabulary. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within the larger unit of instruction.<br><br>Directions and procedures are explained clearly and are often modeled by the reading specialist.<br><br>Literacy Specialist's explanation of content is scaffolded, clear, and accurate, and the explanation connects with students' prior knowledge and experience.<br><br>During the explanation of content, Literacy Specialist focuses, as appropriate, on specific strategies students should use when working independently.<br><br>The class activities and assignments support students' intellectual engagement.<br><br>Literacy Specialist's spoken and written language is clear and correct, and is suitable to students' ages and interests.<br><br>Literacy Specialist works to increase students' general as well as academic vocabularies.<br><br>Literacy Specialist's use of academic vocabulary is precise and serves to | ***In addition to the characteristics of proficient:***<br><br>Literacy Specialist links the instructional purpose of the lesson to the unit of study and to the larger curriculum.<br><br>The directions and procedures anticipate possible student misunderstanding.<br><br>Literacy Specialist's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding, and connecting with students' prior knowledge, experiences, and interests.<br><br>Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.<br><br>Literacy Specialist's spoken and written language is expressive, and Literacy Specialist finds opportunities to extend students' vocabularies, both within the discipline and for more general use.<br><br>Students contribute to the correct use of academic vocabulary. |

| Characteristics | | | | |
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| | • Literacy Specialist does not convey to students what they will be learning.<br><br>• Students indicate through their questions that they are confused about the learning task.<br><br>• Literacy Specialist makes serious content error(s) that will affect students' understanding of the lesson.<br><br>• Students indicate through body language or questions that they don't understand the content being presented.<br><br>• Literacy Specialist's communications include errors of vocabulary or usage or imprecise use of academic language.<br><br>• Literacy Specialist's vocabulary is inappropriate to the age or culture of the students. | • Literacy Specialist provides little elaboration or explanation about what the students will be learning.<br><br>• Literacy Specialist must clarify the learning task so students can complete it.<br><br>• Literacy Specialist makes no serious content errors, but may make minor ones.<br><br>• Literacy Specialist's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.<br><br>• Literacy Specialist's explanations of content are purely procedural, with no indication of how students can think strategically.<br><br>• Literacy Specialist's vocabulary and usage are correct, but unimaginative or not expressive.<br><br>• When Literacy Specialist attempts to explain academic vocabulary, the effort is only partially successful.<br><br>• Literacy Specialist's vocabulary is too | extend student understanding. | |
| | | | • Literacy Specialist states clearly what the students will be learning and why they will be learning it.<br><br>• If appropriate, Literacy Specialist models the process, strategies, and procedures to be followed when doing the learning tasks.<br><br>• Students engage with the learning tasks, indicating that they understand what they are to do.<br><br>• Literacy Specialist makes no content errors.<br><br>• Literacy Specialist's explanation of content is clear and invites student participation and strategic thinking.<br><br>• Literacy Specialist presents specific strategies students might use, inviting students to interpret them in the context of what they're learning.<br><br>• Literacy Specialist's vocabulary and usage are correct and entirely suited to the lesson, including explanations of academic vocabulary.<br><br>• Literacy Specialist's vocabulary is appropriate to students' ages and levels of development.<br><br>• Literacy Specialist | • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.<br><br>• Literacy Specialist explains content clearly and imaginatively, using metaphors and analogies to bring content to life.<br><br>• Literacy Specialist points out possible areas for misunderstanding.<br><br>• Literacy Specialist invites students to explain the content to their classmates.<br><br>• Students suggest additional strategies they might use in approaching a challenge or analysis.<br><br>• Literacy Specialist uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.<br><br>• Students use academic language independently and correctly. |

| | | advanced, or too juvenile, for students. | assures that all students practice using the academic language while learning it. | |
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# Domain #3: Instruction

| | Below Standard | Developing | Proficient | Distinguished |
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| **3b:**<br><br>**Using Questioning and Discussion Techniques** | Literacy Specialist's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.<br><br>Interaction between Literacy Specialist and students is predominantly recitation-style, with Literacy Specialist mediating all questions and answers.<br><br>Literacy Specialist accepts all contributions without asking students to justify their reasoning.<br><br>Only a few students participate in the discussion; a few students dominate the discussion. | Literacy Specialist's questions are primarily from the *Cognitive Skills Matrix* DOK Levels 1 and 2 which lead students through a single path of inquiry, with answers seemingly determined in advance.<br><br>Literacy Specialist attempts to ask some questions designed to engage students in thinking, but only a few students are involved.<br><br>Literacy Specialist attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, but with uneven results. | While Literacy Specialist may use some low-level questions, he or she also poses other questions from the *Cognitive Skills Matrix* DOK Levels 3 and 4, when appropriate, designed to promote student thinking, understanding, and analysis.<br><br>Literacy Specialist creates a genuine discussion among students, providing adequate time for students to respond to each other as well as to the reading specialist, and steps aside during discussion when doing so is appropriate.<br><br>Literacy Specialist challenges students to justify their thinking when they respond to questions.<br><br>Literacy Specialist successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard— whether in whole class or small group discussion.<br><br>Literacy Specialist explicitly and directly teaches students how to listen, how to probe peers' comments, how to be a productive group member, and how to collaborate in pairs, small groups, and whole groups. Students | ***In addition to the characteristics of proficient:***<br><br>Literacy Specialist focuses most of the questioning at DOK Levels 3 and 4, when appropriate, in order to advance high-level thinking and discourse, and promote meta-cognition and analysis.<br><br>Students formulate many of their discussion questions, initiate topics, challenge one another's thinking, and make unsolicited contributions to the class discourse.<br><br>Students themselves ensure that all voices are heard in the discussion— whether in pairs, small group, or whole class discussion—and they help each other work collaboratively in groups. |

| | | | are assessed on their ability to work effectively in groups as part of their learning (see the *College and Career Readiness Standards*). | |
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| Characteristics | | | | |
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| | ● Questions are rapid-fire and convergent, with a single correct answer.<br>● Questions do not invite student thinking.<br>● All discussion is between Literacy Specialist and students; students are not invited to speak directly to one another.<br>● Literacy Specialist does not ask students to explain their thinking.<br>● Very few students dominate the discussion. | ● Literacy Specialist frames some questions designed to promote student thinking, but many have a single correct answer, and Literacy Specialist calls on students quickly.<br>● Literacy Specialist invites students to respond directly to one another's ideas, but few students respond.<br>● Literacy Specialist calls on many students, but only a small number actually participate in the discussion.<br>● Literacy Specialist asks students to justify their reasoning, but only some students attempt to do so. | ● Literacy Specialist uses open-ended questions, inviting students to think and/or offer multiple possible answers.<br>● Literacy Specialist makes effective use of wait time.<br>● Literacy Specialist models, reinforces, and provides multiple opportunities for students to develop high-quality questions. (C)<br>● Discussions enable students to talk to one another without ongoing mediation by reading specialist.<br>● Literacy Specialist calls on most students, even those who don't initially volunteer; everyone is expected to participate.<br>● Most students actively engage in the discussion.<br>● Literacy Specialist expects students to explain their reasoning with evidence when they reply to a question from the Literacy Specialist or from peers. | ● Students initiate higher-order questions.<br>● Literacy Specialist builds on and uses student responses to questions in order to deepen student understanding.<br>● Students extend the discussion, enriching it, by carefully listening to and building upon the comments and questions of their peers. (C)<br>● Students invite comments from their classmates during a discussion and challenge one another's thinking.<br>● All students are actively engaged in the discussion.<br>● Students use wait time effectively. (C) |

# Domain #3: Instruction

|  | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **3c:**<br><br>**Engaging Students in Learning** | The learning tasks/ activities, materials and, resources are poorly or not aligned with the instructional outcomes.<br><br>The learning tasks and activities require only recall responses or only one correct answer.<br><br>The groupings of students are unsuitable to the activities. Only one type of instructional group is used (whole group or small groups) when variety would better serve the instructional purpose.<br><br>The lesson has no discernable structure, or the pace of the lesson is too slow or rushed.<br><br>Few students are intellectually engaged in the tasks or activities.<br><br>Digital tools and resources are not used even though they could have made the lesson more engaging.<br><br>Many students appear to be disengaged and not cognizant of their part in the community of learners.  They do not demonstrate self-efficacy skills. | The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.<br><br>The groupings of students are only moderately suitable to the activities.  Literacy Specialist relies on one grouping type for most of the class.<br><br>The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or the pacing may be so slow that students have a considerable amount of "down time."<br><br>Digital tools and resources are underutilized and do not support meaningful engagement or student self-direction.<br><br>Some students are actively engaged and seek to be part of the community of learners. Students do not consistently demonstrate self-efficacy skills. | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.<br><br>Most students are actively intellectual ly engaged by most students with important and challenging content and with Literacy Specialist scaffolding to support that engagement.<br><br> The groupings of students are varied, intentional, and suitable to the activities.<br><br>The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged and reflective.<br><br>Students use digital tools and resources to expand or enhance their learning opportunities and to add additional perspectives.<br><br>Students may demonstrate their learning in alternative or creative ways using a variety of digital tools.<br><br>Most students understand they have a role to play in the class, and they demonstrate some self-efficacy skills.  The Literacy Specialist occasionally gives | ***In addition to the characteristics of proficient:***<br><br>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking.<br><br>Literacy Specialist provides suitable scaffolding and challenges students to explain their thinking.<br><br>There is evidence of student initiation of inquiry and student contributions to the exploration of important content.<br><br>Students may serve as resources for one another.<br><br>Digital tools and resources are used readily by students, who may determine different directions for their learning experiences or assessments given the Literacy Specialist's  initial guidance.<br><br>Students and Literacy Specialist use digital tools creatively to expand the classroom to "anytime/anywhere" learning opportunities.<br><br>Students demonstrate self-efficacy.  They are part of creating their own learning plans in the class, and they enjoy and use the |

| | | | students limited autonomy over what they will learn and how they will learn it. | autonomy they are given to take their learning into creative directions. |
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| Characteristics | | | | |
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| | • Students are not intellectually engaged in the lesson. <br>• Instructional materials used are unsuitable to the lesson and/or the students. <br>• The lesson drags or is rushed. | • Some students are intellectually engaged in the lesson, but most are not. <br>• Learning tasks are a mix of those requiring thinking and those requiring only recall. <br>• Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures. <br>• Few of the materials and resources require student thinking or ask students to explain their thinking. <br>• The pacing of the lesson is uneven— suitable in parts but rushed or dragging in others. | • Most students make meaningful contributions to the learning tasks, where appropriate. (C) <br>• Students have some choice in how they will demonstrate their knowledge. <br>• Learning tasks have multiple correct responses or approaches and develop thinking/reasoning skills.(C) <br>• Students are expected to explain their thinking. (C) <br>• Literacy Specialist uses a variety of different types of groupings, suitable to the lesson objectives. <br>• Materials and resources are varied, challenging, and foster intellectual engagement. <br>• Literacy Specialist uses technological/digital resources strategically to engage students. | • Learning tasks strategically develop students' thinking and reasoning, and require explanations of their thinking.(C) <br>• Students use technological/digital resources strategically to demonstrate their learning and understanding. <br>• Students take the initiative to extend their learning by modifying a learning task to make it more meaningful or relevant to their needs. <br>• Students may suggest modifications to groupings or materials used, if appropriate. <br>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |

# Domain #3:  Instruction

| | Below Standard | Developing | Proficient | Distinguished |
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| **3d:**<br><br>**Using assessment in instruction** | Students do not appear to be aware of the assessment criteria.<br><br>There is little or no monitoring of student learning.<br><br>Feedback is absent or of poor quality.<br><br>Students do not engage in self- or peer assessment. | Students appear to be only partially aware of the assessment criteria.<br><br>Literacy Specialist monitors student learning for the class as a whole.<br><br>Questions and assessments are rarely used to diagnose evidence of learning.<br><br>Feedback to students is general, and few students assess their own work. | Students are fully aware of the assessment criteria.<br><br>Literacy Specialist monitors student learning for the whole class, groups or individual students.<br><br>Questions and assessments are used regularly to diagnose evidence of learning by individuals and groups of students.<br><br>Feedback to the entire class and to groups of students is accurate and specific.<br><br>Students engage in self-assessment.<br><br>Literacy Specialist successfully differentiates instruction to address individual students' needs and misunderstandings. | ***In addition to the characteristics of proficient:***<br><br>Assessment is fully integrated into instruction, through extensive use of formative assessment.<br><br>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.<br><br>A variety of forms of feedback, from both Literacy Specialist and peers, is accurate and specific and advances learning.<br><br>Students self-assess and monitor their own progress continuously.<br><br>When asked, students provide specific feedback to peers and to the Literacy Specialist regarding lessons, presentations, and assignments. |
| **Characteristics** | <ul><li>Literacy Specialist gives no indication of what high-quality work looks like.</li><li>Literacy Specialist makes no effort to determine whether students understand the lesson.</li><li>Students receive no</li></ul> | <ul><li>There is little evidence that the students understand how their work will be evaluated.</li><li>Literacy Specialist monitors understanding through a single method, or without eliciting evidence of understanding from students.</li></ul> | <ul><li>Literacy Specialist makes the standards of high-quality work clear to students.</li><li>Literacy Specialist collects a variety of evidence of student understanding—individual and small group evidence is regularly collected.</li></ul> | <ul><li>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li><li>The monitoring of student understanding is sophisticated and</li></ul> |

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| feedback, or feedback is global or directed to only one student.<br><br>● Literacy Specialist does not ask students to evaluate their own or classmates' work. | ● Feedback to students is vague and not oriented toward future improvement of work.<br><br>● Literacy Specialist makes only minor attempts to engage students in self- or peer- assessment. | ● Students are expected to assess their own work and make improvements.<br><br>● Feedback includes specific and timely guidance for individuals and groups of students.<br><br>● Literacy Specialist is constantly "taking the pulse" of the class. | continuous and makes use of a variety of strategies to elicit information about individual student understanding.<br><br>● Students monitor their own understanding, either on their own initiative or as a result of tasks set by reading specialist.<br><br>● High-quality feedback comes from many sources, including students; it is specific and focused on improvement. |

# Domain #3:  Instruction

| | Below Standard | Developing | Proficient | Distinguished |
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| **3e:**<br><br>**Demonstrating flexibility and responsiveness** | Literacy Specialist adheres rigidly to an instruction plan in spite of evidence of poor student understanding or students' lack of interest.<br><br>Literacy Specialist ignores student questions.<br><br>If students have difficulty learning, Literacy Specialist blames them or their home environment for their lack of success.<br><br>Literacy Specialist does not demonstrate knowledge of current motivation theory.<br><br>Literacy Specialist does not demonstrate the ability to support students' academic, social, and emotional growth simultaneously. | Literacy Specialist attempts to adjust the lesson to accommodate and respond to student questions and interests with mixed results.<br><br>Literacy Specialist accepts responsibility for the success of all students, but has only a limited repertoire of strategies to use.<br><br>Literacy Specialist uses mostly extrinsic motivation strategies to help engage students.<br><br>Literacy Specialist attempts to support students' academic, social, and emotional growth simultaneously. | If unexpected events or disruptions occur, Literacy Specialist makes minor adjustments to the lesson and does so smoothly.<br><br>Literacy Specialist successfully accommodates student questions and interests.<br><br>Literacy Specialist adjusts quickly to accommodate student confusion or to alter a lesson that is not working as planned.<br><br>Drawing on a broad repertoire of strategies, Literacy Specialist persists in seeking approaches or interventions for students who have difficulty learning.<br><br>Literacy Specialist uses intrinsic as well as extrinsic motivation strategies to engage students.<br><br>Literacy Specialist develops personal learning plans with some students to assist them in developing intrinsic motivation for learning.<br><br>Literacy Specialist consistently supports students' academic, social, and emotional growth simultaneously.<br><br>Literacy Specialist uses student feedback about | *In addition to the characteristics of proficient:*<br><br>Literacy Specialist seizes impromptu special events to enhance learning, builds on timely opportunities and student interests, and successfully adjusts lesson plans to include these.<br><br>Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, Literacy Specialist persists in seeking effective approaches for students who need help.<br><br>Literacy Specialist uses intrinsic as well as extrinsic motivation strategies to engage students including increasing students' autonomy over their own learning through strategic choices.<br><br>Students develop personal learning plans to increase their self-awareness and to develop their intrinsic motivation for learning.<br><br>Students regularly give feedback to the Literacy Specialist about their learning in order to improve curriculum and instruction. |

| | | | their learning to improve curriculum and instruction. | |
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| Characteristics | | | | |
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| | • Literacy Specialist ignores indications of student boredom or lack of understanding. <br> • Literacy Specialist conveys to students that when they have difficulty learning it, is their fault. <br> • In reflecting on practice, Literacy Specialist does not indicate that it is important to reach all students. <br> • Despite evident student confusion, Literacy Specialist makes no attempt to adjust the lesson. | • Literacy Specialist's efforts to modify the lesson are only partially successful. <br> • Literacy Specialist makes perfunctory attempts to incorporate student questions and interests into the lesson. <br> • Literacy Specialist conveys to students a level of responsibility for their learning, but also his or her uncertainty about how to assist them. <br> • In reflecting on practice, Literacy Specialist indicates the desire to reach all students, but does not suggest strategies for doing so. | • When improvising becomes necessary, Literacy Specialist makes appropriate adjustments to the lesson. <br> • Literacy Specialist incorporates students' interests and questions into the heart of the lesson. <br> • Literacy Specialist conveys to students that s/he has other approaches to try when the students experience difficulty. <br> • In reflecting on practice, Literacy Specialist cites multiple approaches undertaken to reach students having difficulty. <br> • Literacy Specialist seeks students' feedback about units of study and/or projects in order to improve curriculum and instruction. <br> • Some student choice exists when it comes to demonstrating their learning in varied ways. | • Literacy Specialist's adjustments to the lesson, when needed, are designed to assist individual students. <br> • Literacy Specialist seizes a teachable moment to enhance a lesson. <br> • Students take an active part in planning for their learning and self-assessing their progress. <br> • Students use on-line tools to collaborate student-to-student and reading specialist-to-student. <br> • Substantial student choice exists in the ways students can demonstrate their learning. <br> • Literacy specialists work to personalize learning by reflecting on ways to use time and assessment for learning. |

# Domain #4: Professional Responsibilities and Literacy Specialist Leadership

| | Below Standard | Developing | Proficient | Distinguished |
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| **4a: Engaging in continuous professional growth to impact instruction** | Literacy Specialist reflections show little connection to practice.<br><br>Participation in the evaluation process does not follow proper procedures.<br><br>Literacy Specialist role is passive aggressive, not responsive to supervising administrator feedback.<br><br>Literacy Specialist is not able to develop Professional Practices Goals, or they do not address Literacy Specialist's most urgent professional practice deficits. | Literacy Specialist reflections focus on instructional procedures and general student achievement.<br><br>Literacy Specialist's role during the evaluation process is often passive, following set evaluation procedures directed by supervising administrator.<br><br>Supervising administrator's suggestions are accepted and used by the Literacy Specialist for improvement.<br><br>The Literacy Specialist develops appropriate Professional Practices Goal(s) to improve instruction, but they may not include important skills the Literacy Specialist needs to address. | Literacy Specialist reflections are based on student learning data and students' overall performance in class, and Literacy Specialist has specific examples of student work as evidence.<br><br>Literacy Specialist role in evaluation is active, taking the initiative to use the evaluation process for continuous instructional improvement.<br><br>Literacy Specialist accurately assesses classroom instruction, and knows his/her own strengths and areas for growth.<br><br>Literacy Specialist develops a realistic professional growth plan to continuously improve instruction.<br><br>Feedback from supervising administrator is sought after and applied to improve instruction.<br><br>Literacy Specialist's ability to reflect accurately and thoroughly on his/her teaching serves him/her well when developing Professional Practices Goals each year. | *In addition to the characteristics of proficient:*<br><br>Literacy Specialist reflections include specific evidence of the lesson's/unit's effectiveness, including student feedback.<br><br>Literacy Specialist takes full initiative in the evaluation process for the purpose of instructional improvement and to inform professional growth.<br><br>Feedback from the evaluation process, and from colleagues and students, is sought and used to improve instruction.<br><br>Literacy Specialist engages in leadership for professional growth by continuously learning and sharing with colleagues those activities that impact instruction and meet the needs of all students. |

| Characteristics | • Literacy Specialist reflections show little understanding of how his/her practice connects to student learning.<br>• Literacy Specialist focuses only on what students did incorrectly.<br>• Literacy Specialist participates only in evaluation processes, as directed, but doesn't actively use results to improve instruction.<br>• Literacy Specialist attends, but does not actively participate or apply the content presented in professional development. | • In general, reflections focus predominantly on the Literacy Specialist's actions with little reference to how Literacy Specialist behavior impacted student learning.<br>• Literacy Specialist's response to evaluation feedback is limited to improvement of whole-class instruction.<br>• Literacy Specialist actively participates in professional development and attempts to use what is learned to improve instruction. | • Literacy Specialist reflections are clearly focused on the extent to which the class and individual students have met lesson objectives.<br>• Literacy Specialist can articulate connection between his/her own actions and student performance.<br>• Literacy Specialist uses student learning data to determine next steps for instruction.<br>• Literacy Specialist understands that evaluation feedback can be used in a positive way to improve instruction.<br>• Literacy Specialist develops a well-designed professional development plan to improve teaching skills and impact instruction for all students. | • Literacy Specialist reflects on student performance, evaluation feedback, and feedback from colleagues and students to inform their own practice.<br>• Literacy Specialist models for students and guides them to reflect on and develop ownership for their learning.<br>• Literacy Specialist supports colleagues working to improve their instruction by sharing strategies that work.<br>• Literacy Specialist works with colleagues to develop common professional growth plans and to seek out resources and leadership experiences to enhance their practice.<br>• Literacy Specialist shares professional learning with others in order to promote and improve district and school-wide learning initiatives. |
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# Domain #4: Professional Responsibilities and Literacy Specialist Leadership

| | Below Standard | Developing | Proficient | Distinguished |
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| **4b:**<br><br>**Collaborating with colleagues to develop and sustain continuous improvement, and participating in a Professional Learning Community** | Only perfunctory effort is made to participate with colleagues in department meetings, grade level meetings, data teams, or PLC's to develop and sustain improvement.<br><br>Literacy Specialist's behavior/ participation may impede the collaborative process or diminish the positive school climate.<br><br>Literacy Specialist does not contribute to the work of the PLC. | Literacy Specialist participates in structured team activities (i.e. department meetings, grade level meetings, data teams, or PLC's) as required in the school to develop and sustain grade level, course level, or school improvement.<br><br>Literacy Specialist learns from colleagues in collaborative settings and contributes to the work of the PLC.<br><br>Literacy Specialist contributes to sustaining a positive school climate. | Literacy Specialist actively works with colleagues to develop and sustain data-driven grade level/course level improvements as well as contribute to broader school and district improvement.<br><br>Literacy Specialist collaborates with colleagues, administrators and families to meet student needs.<br><br>Literacy Specialist's collaboration contributes to building and sustaining a positive school climate.<br><br>Literacy Specialist consistently demonstrates collaborative skills as well as professional friendliness and receptivity to the ideas of others. | *In addition to the characteristics of proficient:*<br><br>Literacy Specialist takes a leadership role when working with colleagues in developing and sustaining data-driven school improvement initiatives.<br><br>Literacy Specialist seeks out the ideas of colleagues in order to meet the individual learning needs of all students.<br><br>Literacy Specialist's collaboration fosters the building and sustaining of a positive and productive school climate among colleagues, students, and families.<br><br>Literacy Specialist demonstrates leadership in structured team settings when examining student learning data. |

| **Characteristics** | ● Literacy Specialist limits collaborative work and the sharing of resources to only what is required.<br>● Literacy Specialist takes no steps to participate on school or district committees to support change efforts.<br>● Literacy Specialist does not | ● Literacy Specialist is guided by colleagues in work to examine, interpret, and use data to ensure the progress of his or her own students.<br>● Literacy Specialist participates on school or district committees and supports change efforts in the school, as guided by colleagues and/or district requirements. | ● Literacy Specialist actively works with colleagues to examine, interpret, evaluate, and use data to ensure progress of their collective of students.<br>● Literacy Specialist volunteers to serve on school and/or district committees, and actively supports and contributes to change efforts. | ● Literacy Specialist seeks ways to use data, and contributes perspectives about data and its meaning, so as to ensure progress of all students in the school.<br>● Literacy Specialist leads efforts to develop and/or implement change efforts in the school or district. |
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| | demonstrate collaboration skills consistently. | | ● Literacy Specialist follows all PLC protocols. | |

## Domain #4: Professional Responsibilities and Literacy Specialist Leadership

| | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
|---|---|---|---|---|
| **4c:**<br><br>**Communicating and collaborating with families about their students and the instructional program** | Literacy Specialist does not maintain accurate records.<br><br>Little to no attempt is made to engage families in the instructional program or to communicate about individual student progress.<br><br>Communication with families is rare except through report cards. Literacy Specialist does not consistently update *Power School*.<br><br>Literacy Specialist *rarely* solicits or responds promptly and carefully to communication from families.<br><br>Few attempts are made by the Literacy Specialist to respond to different family cultural norms.<br><br>Literacy Specialist responds in inappropriate or disrespectful ways to parents. | Literacy Specialist maintains accurate records.<br><br>Literacy Specialist attempts to communicate with families about individual student progress and programming, but is not consistent or confident.<br><br>Literacy Specialist uses varied communication tools and usually responds promptly to communications from families.<br><br>Literacy Specialist updates *Power School* consistently.<br><br>Respectful communication may occur and an effort is made to take into account different family home languages, cultures, and values, but sometimes communication is perceived as personally or culturally insensitive. | Literacy Specialist maintains accurate and complete records at all times.<br><br>Literacy Specialist communicates frequently with families about the instructional programs and shares specific information about their individual student's progress.<br><br>Responses to family concerns are handled promptly and professionally.<br><br>Communication is always respectful with families and demonstrates understanding of and sensitivity to different families' home languages, culture, and values.<br><br>Literacy Specialist updates *Power School* regularly, and uses a variety of other ways to communicate any student performance concerns. | *In addition to the characteristics of proficient:*<br><br>Families are actively engaged in the instructional program due to Literacy Specialist's and students' outreach.<br><br>Literacy Specialist consistently models the use of a regular two-way communication system that supports frequent, proactive, and personalized communication with families about student performance and learning. |

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| Characteristics | ● Literacy Specialist has no discernable system for record-keeping. <br> ● Families are unaware of their children's progress or of any performance concerns. <br> ● Family engagement in school activities is lacking. <br> ● Communication is perceived as culturally inappropriate or personally demeaning. | ● Literacy Specialist has a record-keeping system, but it may need stronger organization. <br> ● School or districts created materials about instructional programs are sent home. <br> ● Literacy Specialist maintains school required grade book, but does little else to inform families about student progress. <br> ● Literacy Specialist communications are sometimes inappropriate or ineffective. | ● Literacy Specialist has a thorough and accurate record-keeping system. <br> ● Information about the instructional program is available to parents on a regular basis. <br> ● The Literacy Specialist sends information about their student's progress home on a regular basis. <br> ● Literacy Specialist develops activities designed to successfully engage families in their children's learning as appropriate. | ● On a regular basis, students develop materials to inform their families about the instructional programs. <br> ● Students maintain accurate records about their individual learning progress and frequently share this information with families. <br> ● Students contribute to regular and ongoing projects designed to engage families in the learning process. |
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# Domain #4:  Professional Responsibilities and Literacy Specialist Leadership

|  | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **4d:**<br><br>**Demonstrating professional behavior at all times** | Literacy Specialist demonstrates lack of understanding or lack of compliance with the responsibilities, conduct, or commitment to students, the profession, the community and the student's family, as specified in the *Connecticut Code of Professional Responsibility.*<br><br>Literacy Specialist demonstrates no compliance with or advocacy for the ethical use of information or information technology as well as other school and district policies and procedures.<br><br>Literacy Specialist does not seek out additional learning to enhance knowledge and skills.<br><br>Literacy Specialist does not maintain his/her Professional Development record. | Literacy Specialist demonstrates compliance with the *Connecticut Code of Professional Responsibility*, including conduct, commitment and responsibility to the student, the profession, the community, and the student's family.<br><br>Literacy Specialist demonstrates compliance with and advocacy for the ethical use of information and information technology as well as other school and strict policies and procedures.<br><br>Literacy Specialist seeks out professional development opportunities.<br><br>Literacy Specialist maintains an accurate Professional Development record. | Literacy Specialist demonstrates consistent compliance with the *Connecticut Code of Professional Responsibility*, including conduct, commitment, and responsibility to the student, the profession, the community, and the student's family.<br><br>Literacy Specialist demonstrates consistent compliance with and advocacy for the ethical use of information and information technology as well as other district and school policies and procedures.<br><br>Literacy Specialist actively seeks out new research and professional development opportunities for self and colleagues.<br><br>Literacy Specialist maintains an accurate Professional Development record, and takes charge of his/her professional development by assisting with the creation of needed PD programs.<br><br>Literacy Specialist is a member of professional educational organizations. | *In addition to the characteristics of proficient:*<br><br>Literacy Specialist consistently demonstrates and models professional conduct as well as commitment and responsibility to the student, the profession, the community, the student's family—as identified in the *Connecticut Code of Professional Responsibility*.<br><br>Literacy Specialist demonstrates and consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.<br><br>Literacy Specialist models and complies fully with school and district policies and procedures.<br>.<br>Literacy Specialist often presents new learning to colleagues on Professional Development days and other times. |
| **Characteristics** | ● Literacy Specialist is not always honest.<br>● Literacy Specialist ignores school or district procedures, regulations and policies. | ● Literacy Specialist is honest.<br>● Literacy Specialist is not confident in making professional decisions, or hesitates to do so. | ● Literacy Specialist has high standards for personal and professional integrity.<br>● Literacy Specialist is always professionally dressed, and has a | ● Literacy Specialist is a model of professionalism and integrity for colleagues.<br>● Literacy Specialist is highly proactive in ensuring all student |

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| ● Literacy Specialist does not notice or does not respond to the needs of students.<br>● The Literacy Specialist engages in practices that are self-serving, ignoring the needs of the students or the school.<br>● Literacy Specialist does not demonstrate he/she is interested in continuous professional learning.<br>. | ● Literacy Specialist is professionally dressed and acts professionally most of the time.<br>● Literacy Specialist complies with school district regulations.<br>● Literacy Specialist is aware of the *Connecticut Code of Professional Responsibility.*<br>● Literacy Specialist notices the needs of students, but is inconsistent in addressing them. | professional demeanor at all times.<br>● Literacy Specialist makes professional decisions that are consistent with state, district, and school policies and standards—including the *CT. Code of Professional Responsibility*.<br>● Literacy Specialist actively addresses all student needs.<br>● Literacy Specialist protects student confidentiality. | needs are met and is immediately reactive to students in need of support.<br>● Literacy Specialist takes a leadership role regarding school, district, and state policies and regulations.<br>● Literacy Specialist is a leader in presenting Professional Development opportunities to colleagues on a formal and informal basis. |

**Please Note:**

This document is a compilation of ideas and materials from the following sources:

● **Domains 2 and 3 from the 2012 *Danielson Framework* which was released in November 2012;**
● **Additions and clarifications from Bethel's Administrative Council;**
● **Additions and deletions made to the *Danielson Framework* by Bethel's Literacy Specialist Supervision and Evaluation Task Force and by members of Bethel's COACH Program;**
● **Revisions and additions to the *Connecticut Framework for Literacy Specialist Evaluation and Support* and the SEED draft (December 2012 update);**
● **Revision to the Danielson Framework 3c related to technology and digital learning by Jonathan Costa at Education Connection;**
● **Revisions and additions to the *Common Core of Teaching* 2010 Domains 1 and 4;**
● **Ideas from *Next Ed: Transforming Connecticut's Education System*—the Continuous Improvement Plan from the Connecticut Association of Public School Superintendents;**
● **and, finally, additions that represent Bethel's commitment to K-12 digital learning and other critical instructional initiatives—i. e., preparation for the *Smarter Balanced Assessments*, the *Cognitive Skills Matrix* (Bloom, Webb, and Hess), the use of close reading and other comprehension strategies, the *Gradual Release of Responsibility Framework of Instruction* (Fisher and Frey), student-centered instruction, and personalized learning strategies.**

Bethel Public Schools
# Instructional Coach
**Framework for Teaching Rubric (2015)**

## Domain #1: Planning for Active Learning

| | Below Standard | Developing | Proficient | Distinguished |
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| **1a.**<br><br>**Demonstrating knowledge of current trends in specialty area and professional learning.** | The Instructional Coach demonstrates little or no familiarity with specialty area or trends in professional learning | The Instructional Coach demonstrates basic familiarity with specialty area and trends in professional learning. | The Instructional Coach demonstrates thorough knowledge of specialty area and trends in professional learning. | Instructional Coach's knowledge of specialty area and trends in professional learning is wide and deep. The Instructional Coach is regarded as an expert by colleagues |

| | Below Standard | Developing | Proficient | Distinguished |
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| **1b.**<br>**Demonstrating knowledge of the district and school's vision, mission, goals, and program.** | The Instructional Coach demonstrates little or no knowledge of the district and school's vision, mission, and goals.<br><br>The Instructional Coach demonstrates little or no knowledge of the school's program including the curriculum within each area. | The Instructional Coach demonstrates basic knowledge of the district and school's vision, mission, and goals.<br><br>The Instructional Coach demonstrates basic knowledge of the school's program including the curriculum within each area. | The Instructional Coach demonstrates thorough knowledge of the district and school's vision, mission, and goals.<br><br>The Instructional Coach demonstrates thorough knowledge of the school's program including the curriculum within each area. | The Instructional Coach is deeply familiar with the district and school's vision, mission, and goals.<br><br>The Instructional Coach is deeply familiar with the school's program including the curriculum within each area. |

|  | Below Standard | Developing | Proficient | Distinguished |
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| **1c. Establishing goals for the instructional support program appropriate to the context and the goals of the-staff served.** | The Instructional Coach has no clear goals for the instructional support program, or they are inappropriate to either the context and/or the goals of the staff. | The Instructional Coach goals for the instructional support program are rudimentary and are partially suitable to the context and the goals of the staff. | The Instructional Coach goals for the instructional support program are clear and are suitable to the context and the goals of the staff. | The Instructional Coach's goals for the instructional support program are highly appropriate to the context and the goals of the staff. They have been developed following consultations with administrators and colleagues. |

|  | Below Standard | Developing | Proficient | Distinguished |
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| **1d. Demonstrating knowledge of resources, both within and beyond the school and district.** | The Instructional Coach demonstrates little or no knowledge of resources available in the school or district for educators to advance their skills. | The Instructional Coach demonstrates basic knowledge of resources available in the school and district for educators to advance their skills. | The Instructional Coach is fully aware of resources available in the school and district and in the larger professional community for educators to advance their skills. | The Instructional Coach actively seeks out new resources from a wide range of sources to enrich educators' skills in implementing the school's program and goals. |

|  | Below Standard | Developing | Proficient | Distinguished |
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| **1e. Planning the instructional support program, integrated with the overall school program** | The Instructional Coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | The Instructional Coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals (of the overall school program. ) | The Instructional Coach's-plan is well designed (to align with the overall school program and) to support educators in the improvement of their instructional skills. | The Instructional Coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with educators, and has been developed following consultation with administrators and educators. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **1f. Developing a plan to evaluate the instructional support program** | The Instructional Coach has no plan to evaluate the program or resists suggestions that such an evaluation is important. | The Instructional Coach has a rudimentary plan to evaluate the instructional support program. | Instructional Coach'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. | The Instructional Coach evaluation plan is highly sophisticated an innovative, with sources of evidence and a clear path toward improving the program on an ongoing basis. |

# Domain #2: The Classroom Environment

| | Below Standard | Developing | Proficient | Distinguished |
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| **2a. Creating an environment of trust and respect** | Instructional Coach makes no effort to develop or foster professional relationships. | Relationships with the Instructional Coach are cordial and cooperative with most contacts initiated by the Coach. | Relationships with the Instructional Coach are respectful with some contacts initiated by educators. | Relationships with the Instructional Coach are highly respectful and trusting, with many contacts initiated by educators. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **2b. Establish a culture for ongoing instructional improvement.** | The Instructional Coach conveys a sense that the work of improving instruction is externally mediated and is not important to school improvement. | The Instructional Coach presents ideas for improving instruction but does not follow up with educators on implementation. | The Instructional Coach promotes a culture of professional growth in which some educators seek assistance improving their instructional skills. | The Instructional Coach has established a culture of professional inquiry or growth in which educators initiate learning and/or projects to be undertaken with the support of the specialist. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **2c. Establishing clear procedures for educators to gain access to instructional support.** | The Instructional Coach has not communicated clear procedures for educators to use in gaining access to support. | Some procedures (for example, registering for workshops) are clear to educators, whereas others (for example, receiving informal support) are not. | The Instructional Coach has communicated clear procedures for educators to use in gaining access to support. | Procedures for access to instructional support are clear to all educators and have been developed following consultation with administrators and educators; the Coach reflects on procedures in order to improve practice. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **2d. Establishing and maintaining norms of behavior for** | No norms of professional conduct have been established; educators are frequently disrespectful in their interactions with one another. | The Instructional Coach's efforts to establish norms of professional conduct are partially successful. | The Instructional Coach has established clear norms of mutual respect for professional interaction. | The Instructional Coach has established clear norms of mutual respect for professional interaction. Educators ensure |

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| **professional interactions** | | | | that their colleagues adhere to these standards of conduct. |

| | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **2e. Organizing physical space for workshops and training** | The Instructional Coach 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. | The Instructional Coach makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. | The Instructional Coach makes highly effective use of the physical environment, with educators contributing to the physical arrangement. |

# Domain #3: Instruction

|  | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| **3a. Collaborating with educators in the design of instructional units and lessons.** | The Instructional Coach declines to collaborate with classroom educators in the design of instructional lessons and units. | The Instructional Coach collaborates with classroom educators in the design of instructional lessons and units when specifically asked to do so. | The Instructional Coach initiates collaboration with classroom educators in the design of instructional lessons and units. | The Instructional Coach initiates collaboration with classroom educators in the design of instructional lessons and units, locating additional resources from sources outside the school. |

|  | Below Standard | Developing | Proficient | Distinguished |
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| **3b. Engaging educators in learning new instructional skills** | The Instructional Coach offers little or no professional learning opportunities to educators. | The Instructional Coach offers some professional learning opportunities to educators when asked, with some educators actively engaged. | The Instructional Coach offers varied professional learning opportunities to educators. Most educators are engaged in acquiring new instructional skills. | The Instructional Coach offers differentiated professional learning opportunities to educators. Educators are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth. |

|  | Below Standard | Developing | Proficient | Distinguished |
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| **3c. Sharing expertise with staff** | The Instructional Coach's model lessons, coaching cycles, and/or workshops are of poor quality or are not appropriate to the needs of educators being served. The Instructional Coach does not follow-up work with educators when necessary. | Instructional Coach's model lessons, coaching cycles and/or workshops are mixed, with some of them being appropriate to the needs of the educators being served. The Instructional Coach provides follow-up work with educators when necessary but efforts are inconsistent. | Instructional Coach's model lessons, coaching cycles and/or workshops are uniformly high and appropriate to the needs of most educators being served. The Instructional Coach conducts follow-up work with educators when necessary. | Instructional Coach's model lessons, coaching cycles and/or workshops are uniformly high and appropriate to the needs of the educators being served. The Instructional Coach conducts extensive follow-up work with educators when necessary. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **3d. Locating resources for educators to support instructional improvement** | The Instructional Coach fails to locate resources for instructional improvement for educators, even when specifically requested to do so. | The Instructional Coach's efforts to locate resources for instructional improvement for educators are partially successful, reflecting incomplete knowledge of what is available. | The Instructional Coach locates resources for instructional improvement for educators when asked to do so. | The Instructional Coach is highly proactive in locating resources for instructional improvement for educators, anticipating their needs. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **3e: Demonstrating flexibility and responsiveness** | The Instructional Coach adheres to his/her plan, in spite of evidence of its inadequacy. | The Instructional Coach makes modest changes in the support program when confronted with evidence of the need for change. | The Instructional Coach makes revisions to the support program when it is needed. | The Instructional Coach is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or educator input. |

# Domain #4: Professional Responsibilities and Instructional Coach Leadership

| | Below Standard | Developing | Proficient | Distinguished |
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| **4a.** <br><br> **Reflecting on practice** | The Instructional Coach does not reflect on practice, or the reflections are inaccurate or self- serving. | The Instructional Coach'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. | The Instructional Coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. <br><br> The Instructional Coach makes some specific suggestions as to how the support program might be improved. | The Instructional Coach's reflection is highly accurate and perceptive, citing specific examples. <br><br> The Instructional Coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **4b.** <br><br> **Preparing and submitting reports** | When appropriate, the Instructional Coach does not work in conjunction with administration when considering budgets/making budgetary decisions. <br><br> When appropriate, Instructional Coach's reports and records are submitted late routinely, and/or are consistently incomplete or inaccurate. | When appropriate, the Instructional Coach works in conjunction with administration when considering budgets/making budgetary decisions, but is limited in knowledge of anticipated needs and resources available. . <br><br> Reports and records are sometimes submitted on time, and/or are inconsistently complete or accurate.. | When appropriate, the Instructional Coach works in conjunction with administration when considering budgets/making budgetary decision, based on anticipated needs and resources available. <br><br> The Instructional Coach ensures that reports and records are of high quality and are submitted on time. | The Instructional Coach's budget recommendations are made based upon a long term plan for instructional improvement, achieving district goals and improving student data. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **4c.** | The Instructional Coach makes no effort to | The Instructional Coach responds positively to the efforts | The Instructional Coach initiates efforts to collaborate with other | The Instructional Coach takes a leadership role in coordinating |

| Coordinating work with other Instructional Coaches and teacher leaders | collaborate with other Instructional Coach/specialists/ teacher leaders within the district. | of other Instructional Coaches/specialists/ teacher leaders within the district to collaborate. | Instructional Coaches/specialists/ teacher leaders within the district. | projects with other Instructional Coaches/specialists/ teacher leaders within and beyond the district. |
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| | Below Standard | Developing | Proficient | Distinguished |
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| 4d. Participating in a professional community | The Instructional Coach relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. | The Instructional Coach's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | The Instructional Coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | The Instructional Coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |

| | Below Standard | Developing | Proficient | Distinguished |
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| 4e. Engaging in professional development | The Instructional Coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. | The Instructional Coach participation in professional development activities is limited to those that are convenient or are required. | The Instructional Coach seeks out opportunities for professional development based on an individual assessment of need. Instructional Coach is a member of professional educational organizations. | The Instructional Coach actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state, regional, or national conferences or professional learning communities for other specialists. |

| | Below Standard | Developing | Proficient | Distinguished |
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| 4f. Demonstrating professional behavior at all times | Instructional Coach demonstrates lack of understanding or lack of compliance with the responsibilities, conduct, or commitment to students, the profession, the community and the students' families, as | Instructional Coach demonstrates compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to the student, the profession, the | Instructional Coach demonstrates consistent compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment, and responsibility to the | Instructional Coach consistently models professional conduct as well as commitment and responsibility to the student, the profession, the community, the student's family—as identified in the Connecticut Code of Professional Responsibility. |

| | specified in the Connecticut Code of Professional<br><br>Instructional Coach demonstrates lack of understanding or lack of compliance with school and district policies and procedures. | community, and the students' families.<br><br>Instructional Coach demonstrates understanding of and compliance with most school and district policies and procedures. | student, the profession, the community, and the students' families.<br><br>Instructional Coach demonstrates understanding of and compliance with all school and district policies and procedures. | Instructional Coach models and complies fully with school and district policies and procedures. |

# Domain #5: Planning and Preparation for Classroom Instruction

| | Below Standard | Developing | Proficient | Distinguished |
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| **5a. DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY Elements:**<br>**● knowledge of content and structure**<br>**● knowledge of prerequisite relationships**<br>**● knowledge of content-related pedagogy** | In planning, the Instructional Coach makes many content errors.<br><br>The Instructional Coach displays little understanding of prerequisite knowledge important to student learning of the content.<br><br>The Instructional Coach's plans display little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | The Instructional Coach is familiar with important concepts in the discipline but displays a lack of awareness of how concepts relate to one another.<br><br>The Instructional Coach displays some understanding of prerequisite learning, although such knowledge may be inaccurate or incomplete.<br><br>The Instructional Coach's plans reflect a limited range of pedagogical approaches to the discipline. | The Instructional Coach displays accurate knowledge of the important concepts in the discipline and how they relate to one another.<br><br>The Instructional Coach demonstrates accurate understanding of prerequisite relationships among topics.<br><br>The Instructional Coach's plans reflect familiarity with a wide range of effective pedagogical approaches in the subject. | The Instructional Coach displays extensive knowledge of the important concepts in the discipline and how these relate to one another and other disciplines.<br><br>The Instructional Coach demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.<br><br>The Instructional Coach's plans reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **5b. DEMONSTRATING KNOWLEDGE OF STUDENTS** Elements: <br>● knowledge of child and adolescent development <br>● knowledge of the learning process <br>● knowledge of students' skills, knowledge, and proficiencies <br>● knowledge of students' special needs <br>● knowledge of students' interests and cultural heritages | The Instructional Coach displays minimal understanding of how students learn. <br><br> The Instructional Coach does not apply knowledge of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. | The Instructional Coach displays general, accurate knowledge of how students learn. <br><br> The Instructional Coach has little knowledge of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. | The Instructional Coach understands the active nature of student learning and acquires information about levels of development. <br><br> The Instructional Coach applies his/her knowledge of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages to the class as a whole. | The Instructional Coach understands the active nature of student learning and acquires information about levels of development for individual students. <br><br> The Instructional Coach purposefully applies knowledge of groups of students' varied approaches to learning, knowledge and skills, special needs, interests and cultural heritages and makes attempts to apply this knowledge to individualize learning for students. |

|  | Below Standard | Developing | Proficient | Distinguished |
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| **5c. SETTING INSTRUCTIONAL OUTCOMES**<br>Elements:<br>● value, sequence, and alignment<br>● clarity<br>● balance<br>● suitability for diverse learners | The outcomes represent low expectations and lack of rigor.<br><br>Outcomes do not reflect important learning in the discipline.<br><br>The outcomes are stated as student activities rather than outcomes for learning, the outcomes are unclear, and/or there are no learning outcomes represented.<br><br>The outcomes reflect only one type of learning in only one modality.<br><br>Outcomes are not suitable for many students in the class | The outcomes represent moderate expectations and rigor.<br><br>Some outcomes reflect important learning in the discipline.<br><br>The outcomes are vague, and/or consist of a combination of outcomes and activities.<br><br>The outcomes reflect several types of learning in only one modality.<br><br>The outcomes are suitable for some of the students | Most outcomes represent high expectations and are rigorous.<br><br>Most outcomes reflect important learning in the discipline.<br><br>The outcomes are clear, represented in the form of student learning, and suggest viable methods of assessment.<br><br>The outcomes reflect several types of learning in multiple modalities and are differentiated.<br><br>The outcomes are suitable for most of the students. | All outcomes represent high expectations and levels of rigor.<br><br>All outcomes represent high-level learning within that discipline and among others.<br><br>The outcomes are clear, represented in the form of student learning, and allow for multiple methods of assessment including options for student choice<br><br>Outcomes are suitable for all students. |

|  | Below Standard | Developing | Proficient | Distinguished |
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| **5d. DEMONSTRATING KNOWLEDGE OF RESOURCES**<br>Elements:<br>● resources for classroom use | The Instructional Coach is unaware of resources to assist student learning beyond materials provided by the school or district. | The Instructional Coach displays some awareness of resources beyond those provided by the school or district for classroom use. | The Instructional Coach displays knowledge of resources beyond those provided by the school or district, including those on the Internet, for classroom use. | The Instructional Coach has extensive knowledge of resources for classroom use, including those available through the school, district, community, professional |

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| • resources to extend content knowledge and pedagogy<br>• resources for students | The Instructional Coach is unaware of resources for expanding one's own professional skills. | The Instructional Coach displays some awareness of resources for expanding his/her professional skills but does not seek them out. | The Instructional Coach displays awareness of resources to extend his/her professional skills and seeks out such resources. | organizations, universities, and the Internet.<br><br>The Instructional Coach displays extensive knowledge regarding resources to extend his/her professional skills and utilizes it within the classroom. |

# Domain #5: Planning and Preparation for Classroom Instruction

| | Below Standard | Developing | Proficient | Distinguished |
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| **5e.**<br>**DESIGNING COHERENT INSTRUCTION**<br><br>Elements:<br>• learning activities<br>• instructional materials and resources<br>• instructional groups<br>• lesson and unit structure | Learning activities and materials are poorly aligned with the instructional outcomes<br><br>Learning activities are not designed to engage students actively.<br><br>Learning activities have unrealistic time allocations.<br><br>Instructional groups do not support the activities and offer no variety.<br><br>The lesson or unit has no recognizable structure, and learning activities do not follow | Some learning activities and materials are aligned with the instructional outcomes.<br><br>Learning activities and materials represent moderate cognitive challenge but are not differentiated.<br><br>Some learning activities have reasonable time allocations.<br><br>Instructional groups partially support the activities with some variety.<br><br>The lesson or unit has a recognizable structure; however, the progression of | Most learning activities and materials are aligned with the instructional outcomes.<br><br>Learning activities represent significant cognitive challenge with some differentiation.<br><br>Learning activities have reasonable time allocations.<br><br>Most instructional groups are varied appropriately to support student learning.<br><br>The structure of the lesson or unit follows an organized progression. | All learning activities and materials are aligned with the instructional outcomes.<br><br>Learning activities engage students in high-level cognitive activity with appropriate differentiation for individual learners.<br><br>Instructional groups are varied appropriately, with some opportunity for student choice. |

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| an organized progression. | activities is not sequential or may be disjointed. | |

| | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **5f. DESIGNING STUDENT ASSESSMENTS**<br><br>Elements:<br>● alignment with instructional outcomes<br>● criteria and standards<br>● design of formative assessments<br>● use for planning | Assessment procedures are not aligned with instructional outcomes.<br><br>Assessments lack criteria by which student performance will be assessed.<br><br>The Instructional Coach has no plan to incorporate formative assessment in this lesson or unit. | Assessment procedures are partially aligned with instructional outcomes.<br><br>Assessment criteria and standards have been developed, but they lack clarity.<br><br>The Instructional Coach's approach to using formative assessment includes only some instructional outcomes. | Assessment procedures are aligned with instructional outcomes.<br><br>Assessment criteria and standards are clear.<br><br>The Instructional Coach has a well-developed strategy for using formative assessment and has designed particular approaches to be used.<br><br>Assessment methodologies may have been adapted for groups of students. | All the instructional outcomes may be assessed by the proposed assessment plan.<br><br>The assessments contain evidence of student contribution to their development.<br><br>The approach to using formative assessment is well designed and includes student as well as educator use of the assessment information.<br><br>Assessment methodologies have been adapted for individual students. |

# Domain #6: Modeling Instruction

| | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **6a.**<br>**COMMUNICATING WITH STUDENTS**<br><br>Elements:<br>● expectations for learning<br>● directions for activities<br>● explanations of content<br>● use of oral and written language | The purpose and learning focus of the lesson is unclear to students, and/or the directions and procedures are confusing.<br><br>The Instructional Coach's explanation of the content contains major errors and/or offers no opportunity for student participation.<br><br>The Instructional Coach's spoken or written language contains errors of grammar or syntax.<br><br>The Instructional Coach's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | The Instructional Coach attempts to explain the purpose and learning focus with limited success, and/or directions and procedures must be clarified after initial student confusion.<br><br>The Instructional Coach's explanation of the content may contain minor errors; some portions are clear but other portions are difficult to follow.<br><br>The Instructional Coach's spoken language is correct; however, academic vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.<br><br>The Instructional Coach rarely takes opportunities to use or explain academic vocabulary. | The purpose and learning focus of the lesson is clearly visible and communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly.<br><br>The Instructional Coach's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.<br><br>During the explanation of content, The Instructional Coach invites student intellectual engagement.<br><br>The Instructional Coach's spoken and written language is clear and correct.<br><br>The Instructional Coach's use of academic vocabulary is precise and serves to extend student understanding. | The Instructional Coach links the instructional purpose and learning focus of the lesson to curriculum; the directions and procedures are clear and anticipate possible student misunderstanding.<br><br>The Instructional Coach's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates.<br><br>The Instructional Coach's spoken and written language is expressive, and the Instructional Coach finds opportunities to extend students' vocabularies to the larger curriculum and authentic applications. |

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| | | | | Students contribute to the correct use of academic vocabulary and help to extend learning of their classmates. |

| | **Below Standard** | **Developing** | **Proficient** | **Distinguished** |
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| **6b.**<br>**USING QUESTIONING AND DISCUSSION TECHNIQUES**<br><br>Elements:<br>● quality of questions/ prompts<br>● discussion techniques<br>● student participation | The Instructional Coach's questions are of low cognitive challenge, seeking single correct responses, and asked in rapid succession.<br><br>Interaction between The Instructional Coach/Specialist and students is predominantly in a question-and-answer format.<br><br>A few students dominate the discussion.<br><br>The Instructional Coach accepts all contributions without asking students to explain their reasoning or respond to others. | The Instructional Coach's questions lead students through a single path of inquiry, with answers seemingly determined in advance.<br><br>The Instructional Coach/Specialists attempts to frame some questions designed to engage student thinking and understanding, but only a few students are involved.<br><br><br>The Instructional Coach attempts to engage all students in the discussion encouraging them to respond to one another and explain their thinking with limited success. | While the Instructional Coach may use some lower-level questions, s/he poses questions designed to promote student thinking and understanding.<br><br>The Instructional Coach creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.<br><br>The Instructional Coach successfully engages most students in the discussion, employing a range of strategies to ensure that most students respond to one another and explain their thinking. | In addition to the characteristics of "Effective":<br><br>The Instructional Coach uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.<br><br>Students independently engage in a genuine discussion, formulating many questions, initiating topics, and making unsolicited contributions.<br><br>Students ensure themselves that all voices are heard in discussion. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **6c. ENGAGING STUDENTS IN LEARNING**<br><br>Elements:<br>● activities<br>● assignments<br>● grouping of students<br>● instructional materials and resources<br>● structure and pacing | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes.<br><br>The learning tasks/activities require only rote responses, with only one approach possible.<br><br>The grouping or lack of grouping of students does not enhance or may inhibit student learning.<br><br>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking.<br><br>Most students appear to be passive or merely compliant.<br><br>The grouping of students somewhat enhances student learning.<br><br>The lesson has recognizable structure; however, the pacing of the lesson may not provide students with the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.<br><br>Most students are actively engaged with important and challenging content, and The Instructional Coach/Specialist scaffolds learning to support that engagement.<br><br>The grouping of students enhances student learning leading to a deeper understanding of important content.<br><br>The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | Virtually all students are intellectually engaged in challenging content, through well designed learning tasks and activities that require complex thinking by students.<br><br>The Instructional Coach/Specialist provides suitable scaffolding and challenges students to explain their thinking.<br><br>There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.<br><br>The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **6c. ENGAGING STUDENTS IN LEARNING**<br><br>Elements:<br>● activities<br>● assignments<br>● grouping of students<br>● instructional materials and resources<br>● structure and pacing | The learning tasks and materials are poorly aligned with the instructional outcomes.<br><br>The learning tasks require only rote responses, with only one approach possible.<br><br>The grouping or lack of grouping of students does not enhance or may inhibit student learning.<br><br>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and materials are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking.<br><br>Most students appear to be passive or merely compliant.<br><br>The grouping of students somewhat enhances student learning.<br><br>The lesson has recognizable structure; however, the pacing of the lesson may not provide students with the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." | The learning tasks and materials are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.<br><br>Most students are actively engaged with important and challenging content, and the Instructional Coach scaffolds learning to support that engagement.<br><br>The grouping of students leads to a deeper understanding of important content.<br><br>The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and thoughtfully chosen materials that require complex thinking by students.<br><br>The Instructional Coach provides suitable scaffolding and challenges students to explain their thinking.<br><br>There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.<br><br>The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **6d.**<br>**USING ASSESSMENT IN INSTRUCTION**<br>Elements:<br>• assessment criteria<br>• monitoring of student learning<br>• feedback to students<br>• student self-assessment and monitoring of progress | Students are unaware of the assessment criteria.<br><br>There is little or no assessment or monitoring of student learning.<br><br>Feedback is absent or of poor quality.<br><br>Students do not engage in self-assessment. | Students appear to be only partially aware of the assessment criteria used to evaluate their work.<br><br>Questions, prompts, and/or assessments are rarely used to diagnose evidence of learning and to monitor student progress.<br><br>Educator feedback to students is general.<br><br>Few students assess their own work. | Students seem to be aware of the assessment criteria, and the Instructional Coach monitors student learning.<br><br>Questions prompts, and/or assessments are regularly used to diagnose evidence of learning and to monitor student progress.<br><br>The Instructional Coach's feedback to groups of students is accurate and specific.<br><br>Some students engage in self-assessment. | Students are aware of the assessment criteria, and there is some evidence that they have contributed to it. Students self-assess and monitor their progress.<br><br>Questions, prompts, and/or other assessments are fully integrated into instruction, used extensively to diagnose evidence of learning by individual students.<br><br>A variety of feedback, from both the Instructional Coach and peers, is accurate, specific, and advances learning. |

| | Below Standard | Developing | Proficient | Distinguished |
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| **6e.**<br>**DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS**<br><br>Elements<br>• lesson adjustment<br>• response to students<br>• persistence | The Instructional Coach ignores student questions.<br><br>When students have difficulty learning, the Instructional Coach blames them or their environment for their lack of success. | The Instructional Coach accommodates some of the students' questions and interests.<br><br>The Instructional Coach accepts responsibility for the success of all students but has only a | The Instructional Coach successfully accommodates students' questions and interests.<br><br>Drawing on a broad repertoire of strategies, the Instructional Coach persists in seeking approaches for students who have difficulty learning. | The Instructional Coach seizes an opportunity to enhance learning, building on a spontaneous event or students' interests.<br><br>The Instructional Coach successfully adjusts and differentiates instruction to address individual student |

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| | The Instructional Coach makes no attempt to adjust the lesson even when students don't understand the content | limited repertoire of strategies to use.<br><br>The Instructional Coach's adjustment of the lesson in response to assessment is minimal or ineffective. | The Instructional Coach makes a minor adjustment to the lesson and does so smoothly, when needed. | misunderstandings or challenges.<br><br>Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, The Instructional Coach persists in seeking effective approaches for students who need help. |

# Bethel Public Schools
# School Counselor
### Framework for Teaching

## DOMAIN 1: PLANNING AND PREPARATION

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1a:** **Demonstrates knowledge of counseling theory and technique and the role of the school counselor. Plans well for meetings with individuals and groups of students.** | Counselor demonstrates little or poor understanding of counseling theory and techniques. Counselor's work is not consistent with the role of counselor. Counselor does not plan adequately for meeting with students individually or in groups. Counselor rarely schedules meetings with students. | Counselor demonstrates basic understanding of counseling theory and techniques. Counselor assumes some aspects of the role. Counselor's plans are not comprehensive or complete. Counselor schedules occasional meetings with individual students or groups to advance the program goals or address needs. | Counselor demonstrates good understanding of counseling theory and techniques. Counselor's work is evidence of full understanding of the role of counselor at the grade levels assigned. Counselor schedules regular meetings with individual students and/or groups to help students make informed academic and social choices and to implement the school counseling program. | Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques, and the role of the school counselor. Counselor's thorough planning for sessions with students, and initiative in assuming responsibilities as a counselor at the school is evidence of this. |

*Indicators:*
- *Counselor knows the desired outcomes of counseling with students, and plans for sessions appropriately.*
- *Counselor uses flexible systems of planning that are well-suited to counseling.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *1b: Demonstrates knowledge of child and adolescent development.* | Counselor demonstrates minimal knowledge of child and adolescent development. | Counselor demonstrates only basic knowledge of child and adolescent development. Counselor's plans are not well- targeted to the developmental stages of the age group. | Counselor demonstrates accurate and full understanding of typical developmental characteristics of the age group, as well as exceptions to the general patterns. Counselor uses that knowledge in planning appropriately for students. | In addition to accurate knowledge of the typical developmental characteristics of the age group and knowledge of exceptions to the general developmental patterns, counselor can determine individual students' developmental stages and areas in which the students have the need for supported growth. |

*Indicators:*
- *Counselor has a solid understanding of the typical development of the students at the age and grade levels within the school.*
- *Counselor knows the desired outcomes of counseling with students, and plans for sessions appropriately.*
- *Counselor uses flexible systems of planning that are well-suited to counseling.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1c: Demonstrates knowledge of state and federal regulations as they apply to the counselor's work.** | Counselor's work demonstrates little or no knowledge or understanding of governmental regulations. | Counselor demonstrates only a basic awareness of state and federal regulations as they apply to the counselor's role. Counselor has a basic understanding of the roles of PPT and/or Section 504 Chairperson, but is inconsistent in following all district practices and procedures. | Counselor demonstrates full knowledge and understanding of state and federal regulations as they apply to the counselor's role. As needed, the counselor can be relied upon to seek clarification and further knowledge as it applies to specific student situations that are unfamiliar or complex. Counselor is consistent and proficient in fulfilling the roles of chairperson of the Planning and Placement Team and/or Section 504 Accommodation Team according to all district practices and procedures. | Counselor's knowledge and understanding of governmental regulations is extensive. Counselor takes the initiative to serve as a resource to others in the school in clarifying legal requirements, making sound decisions regarding student or school issues that may arise. Counselor is a model to others in fulfilling the roles and responsibilities as the chairperson of the Planning and Placement Team and/or Section 504 Accommodation Team in full compliance with all district practices and procedures. |

*Indicators*
- *Counselor has knowledge of applicable laws, such as the Family Educational Rights and Privacy Act [FERPA], the Individuals with Disabilities Education Act [IDEA], and Section 504 of the Vocational Rehabilitation Act of 1973 as they pertain to the counselor's practice.*
- *As chairperson of Section 504 Accommodation Team and, in grades K-8, chairperson of the PPT process, counselor uses knowledge of the law to make sound judgments in fulfilling responsibilities.*
- *Counselor always seeks advice or further information from district resources when issues arise that are unfamiliar or complex.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1d: Demonstrates comprehensive planning to address students' needs, including individual and small group sessions, and in-class activities** | Counselor's program consists of a random collection of unrelated activities, lacking coherence or an overall structure. Counselor's program is not consistent with district initiatives and is not responsive to the needs of the students or the school. | Counselor's program includes a number of worthwhile activities, but some of them don't fit with the broader goals of the program or the individual needs of students or school. Counselor's program is somewhat consistent with district initiatives and partly responsive to the needs of the students or the school. Counselor does not always use time and resources efficiently. | Counselor's planning is well-developed and comprehensive. Planning addresses the needs of individual students as well as the needs of the school. Counselor's plan is consistent with district initiatives and responsive to the needs of students and the school. Counselor uses individual, group, and classroom formats effectively to meet student needs. Counselor's plans reflect collaboration and communication with others in the school setting, good judgment regarding priorities, and effective use of resources. | In addition to comprehensive planning, the counselor is a model in using individual, small group, or classroom formats working with students. Counselor's work is highly consistent with, and supportive of, district initiatives and highly responsive to the needs of individual students and the students at the school. |

*Indicators:*
- *Counselor organizes time and resources efficiently.*
- *Counselor uses good judgment in setting priorities.*
- *Counselor creates schedules and notifies staff and students appropriately.*
- *Counselor's program is responsive to the needs of the school and the students and is well-aligned to the district's initiatives.*
- *In a crisis situation, the counselor responds quickly, calmly and competently.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1e: Demonstrates comprehensive planning to address crisis prevention and intervention.** | Counselor does not engage in crisis prevention planning. Counselor is not viewed as a resource in a crisis situation and is not able to handle such situations. | Counselor participates in some crisis prevention planning and activities, but on a limited basis. Counselor cannot always be relied upon in a crisis. Counselor is not perceptive to the signs of crisis in students and is unable to serve as a resource to other staff. | Counselor initiates and participates collaboratively with other school staff to engage in comprehensive and thoughtful crisis prevention and intervention planning. Counselor can be relied upon to exercise sound judgment in a student or school crisis. Counselor recognizes signs of crisis in students and assists other staff in recognizing these | Counselor is a leader at the school in planning for crisis situations and developing plans for crisis response. Counselor is a model for staff and trains staff regularly on signs of crisis in students, and best practices for response. Counselor is relied upon as a key member of the crisis team. Staff seeks advice |

| | | | signs and knowing how best to respond. | from counselor in matters concerning crisis prevention, planning and response. |
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*Indicators:*
- *Counselor is an active participant on the team that is responsible for the school's crisis planning.*
- *In a crisis situation, the counselor responds quickly, calmly and competently.*
- *Counselor knows crisis resources, community responders, and details of the school's plans.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1f:** *Effectively utilizes technology for multiple uses, including communicating with others, managing student information, creating and maintaining student records, monitoring student progress, and working with students to achieve goals.* | Counselor demonstrates little or no knowledge or use of technology in all or most aspects of the counseling role. | Counselor demonstrates only basic understanding and limited use of technology. Counselor is inefficient in using basic technologies associated with the role of the school counselor. Counselor uses newer technologies with student on a limited basis. | Counselor demonstrates how to use technology effectively, and uses it regularly to communicate to students, colleagues and families; to manage information; and to meet students' program goals. Counselor is efficient in using all the technologies associated with the role of school counselor. Counselor uses the newer technologies with students to encourage student motivation and achieve their goals. | Counselor demonstrates a thorough and current understanding of technology and uses it regularly and very effectively to communicate, to manage information, and to work with students. Counselor is a model for using the newest technologies with students to achieve their goals. Counselor motivates other colleagues in the use of technology with students. |

*Indicators:*
- *Counselor effectively utilizes district technology, including hardware and software, such as Power School, all MS Office programs, IEP Direct, and in grades 6-12, Naviance.*
- *Counselor appropriately uses email to communicate.*
- *Counselor is proficient in using WORD to complete forms, create Section 504 documents, document parent-staff meetings, etc.*
- *Counselor creatively uses technology to work with students to achieve their goals.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1g: Demonstrates the ability to evaluate the efficacy of the counseling program for individual students as well as groups of students.** | Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important. Counselor does not maintain data on student or school wide performance. | Counselor has a rudimentary plan to evaluate the counseling program on either a student basis or a school wide basis. Counselor maintains some data, but is not able to use available data to make evaluative judgments. | 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 efficiently collects and analyzes a range of informative data to make evaluative judgments on the efficacy of the program. | Counselor's evaluation plan is highly sophisticated, with a wide range of sources of evidence, and a clear path towards improving the program for students and the school on an ongoing basis.<br><br>Counselor serves as a model for creating data systems that are effective and useful in making judgments. Counselor looks for trends, and makes data based decisions. |

*Indicators:*
- *Counselor maintains data on program effectiveness, student growth, and other indicators of program efficacy.*
- *When a program need is identified, counselor suggests revisions to the School Counseling Coordinator.*
- *Counselor monitors student data to determine individual student progress. When a student is not making progress, the counselor takes action to consider changes that may be needed to ensure student growth.*
- *Counselor demonstrates sound judgment in making determinations of program efficacy or need for change.*

# DOMAIN 2: The LEARNING ENVIRONMENT

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2a:** *Creates an environment of respect and rapport.* | Counselor's interactions with students are negative or inappropriate. Counselor has poor boundaries. Counselor does not promote positive interactions among students. | Counselor's interactions with students are a mix of positive and negative. The counselor's efforts at encouraging positive interactions among students are somewhat successful, but are inconsistent or limited in scope. | Counselor's interactions with students are positive and respectful. Counselor actively promotes positive student-student interactions and models respectful adult communications and working relationships. Counselor uses multiple means and methods to teach respectful behaviors and to address any negative behaviors that have a negative impact on school climate. | Counselor is a model for others in portraying respectful relationships with others in the school. Counselor nurtures positive, accepting, nonjudgmental relationships with students within appropriate professional boundaries. Counselor's interactions with others communicate openness and acceptance.<br><br>Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. |

*Indicators:*
- *Counselor utilizes multiple methods and strategies to promote respect and rapport among students, such as using team-building activities with students.*
- *Counselor is an excellent model of respectful adult communication and positive workplace relationships.*
- *Counselor recognizes and acts upon any instances of disrespectful relationships or actions, including bullying, mean behavior, or any actions or communications that negatively impact the school climate.*
- *Counselor demonstrates knowledge of the expectations of the district and state regarding school climate.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
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| **2b:** *Contributes to the establishment of a school wide culture for productive communication.* | Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or 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 only partially or inconsistently successful. | Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers. The counselor communicates efficiently and productively while maintaining confidentiality according to federal laws. Counselor informs other professionals of information necessary on a timely basis. | The school counselor is a model in the school for engaging in productive, efficient communication respectful of the confidentiality laws. The counselor takes the initiative to be a leader in the school in maintaining a positive culture of respectful communication between and among students and teachers. The counselor takes an active role in helping students and staff learn the communication skills necessary to establish and repair open communication between and among students and teachers. |

*Indicators:*
- *Counselor communicates respectfully with others.*
- *Counselor understands the appropriate need for communication and uses sound judgment in sharing information according to the requirements of the Family Educational Rights and Privacy Act [FERPA].*
- *Counselor models and reinforces best practices regarding clear and objective communication.*
- *Counselor acts as a resource to staff in dealing with any conflicts that may arise.*
- *Counselor coordinates and facilitates student/teacher meetings to resolve issues as needed.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
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| **2c:** *Manages routines and procedures efficiently.* | Counselor's routines for the counseling room or for the classroom are non-existent or in disarray. | Counselor has rudimentary and partially successful routines for the | Counselor's routines for the counseling room or classroom work are effective and efficient. The counselor | Counselor's routines for the counseling room or classroom work are expertly managed. Counselor is |

| | | counseling room or classroom. | fulfills all necessary procedures and routines efficiently and effectively. | a model for the efficient use of time and resources in following procedures and routines. Routines and procedures are clear and productive and students follow and respect them. |
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*Indicators:*
- *Counselor schedules and notifies students and teachers of counseling sessions.*
- *Counselor schedules meetings and keeps track of dates and meeting notes.*
- *Counselor creates systems that manage routines and follow procedures in the school efficiently.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
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| **2d:** *Establishes and reinforces standards of conduct, and contributes to the culture for student behavior throughout the school.* | Counselor has established few or no standards of conduct for students during counseling sessions, and makes few or no contributions to maintaining an environment of civility in the school. | Counselor's efforts to establish standards of conduct for counseling sessions are only 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 session, and actively establishes and reinforces an atmosphere of positive school wide behavior and civility. Counselor takes an active role in teaching appropriate behaviors to students. Counselor is skilled in tracking behavioral data and analyzing the data to improve student behaviors and school climate. In schools implementing PBIS, the counselor is active in implementing and supporting the team's school-based initiatives. | Counselor is highly effective in creating and modeling clear standards of conduct for students and students model the appropriate behaviors and contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of positive school wide behaviors in the school. Counselor is a leader in the school's implementation of PBIS and in collecting, tracking and analyzing student and school wide behavior within the PBIS framework. |

*Indicators:*
- *Counselor collaborates with the school's teams that monitor school trends in behaviors and is active in implementing programs, interventions, etc.*
- *Counselor is skillful in educating students regarding the standards of conduct and reinforces such standards in all interactions with students.*
- *Counselor is a model of the behaviors valued by the school for students and staff.*

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| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2e:** *Organizes physical space for effective delivery of services.* | The physical environment is not clean, organized or welcoming to students. The environment is inappropriate for the planned activities. | Counselor makes insufficient attempts at cleanliness, organization or appeal in the counseling environment. | Counseling room and its physical space and lay out are clean, well-organized, and inviting to students, staff and parents. There is evidence of careful planning to create a room that reflects the role and mission of the school counselor and supports the work of the counselor with students. Counselor contributes to the formation and on-going support of parent resource materials and materials that support the work of the counselor with students. | In addition to creating a model workspace for the counselor to work with students, staff and parents, the counselor looks for other environmental improvements that can contribute to the work of the counseling staff and create a physical space that clearly communicates the mission of the counseling professional. |

*Indicators:*
- *Counselor's office is neat, clean, well-organized, and welcoming to students.*
- *Counselor's materials and files are organized and accessible, supporting an efficient use of time.*
- *Counselor assists in creating and maintaining parent resource materials or centers.*

# DOMAIN 3:  DELIVERY OF SERVICES

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3a:**<br>**Assesses students' individual needs and the needs of the school accurately.** | Counselor does not assess student needs, or the attempts at assessments result in inaccurate conclusions. Counselor does not assess school's needs. Counselor does not demonstrate the ability to assess needs. | Counselor's assessments of student or school needs are perfunctory, incomplete or inaccurate.  Counselor does not consistently recognize the need for student or school assessment. | Counselor assesses student needs accurately and conscientiously, and also knows the range of student needs in the school.  Counselor uses the assessment information to plan interventions or take proactive steps. Counselor assesses school wide needs regularly and is sensitive to changing trends in the school.<br><br>In the area of behavioral assessment, counselor recognizes the need for assessment and works well with other team members to accurately assess students' behavioral needs | Counselor conducts detailed, accurate, and individualized assessments of student needs and uses this information for specific program planning. Counselor is intuitive and insightful regarding students' social, emotional and behavioral needs and initiates individual student assessment on a timely basis. Counselor initiates school needs assessments that provide useful information for the administration and teams within the school to support ongoing initiatives.<br><br>Counselor is a model in using data and anecdotal information to make assessment judgments.  The counselor teaches other professionals in the building how to assess student and school wide needs. |

*Indicators:*

- *Counselor conducts accurate and targeted needs assessments.*
- *Counselor recognizes need for individual student assessments and follows through appropriately.*
- *Counselor identifies trends through meetings with teachers, and a review of school and individual student data.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3b:** **Assists students in the formulation of academic, behavioral, personal/social, and career plans, based on knowledge of student needs.** | Counselor fulfills few or none of the counseling responsibilities related to assisting students with the formation of goals or plans.<br><br>Counselor does not engage in helping students establish or revise student success plans. Counselor does not follow through on responsibilities assigned regarding all the varied types of student planning. | Counselor's attempts to assist students to formulate academic, behavioral, personal/social, and career plans are only partially successful. Counselor fulfills some of the responsibilities related to assisting students with the formation of goals or plans. | Counselor takes an active role in assisting students to formulate academic, behavioral, personal/social, and career plans based on knowledge of students' needs. Counselor is proficient in using district resources to assist students in their development and revision of Student Success Plans. Counselor takes an active role in helping teachers develop appropriate behavioral plans for students and is knowledgeable about a range of behavioral solutions. | In addition to taking an active role in assisting students to formulate academic, behavioral, personal/social, and career plans based on a full knowledge of students' needs, counselor is a leader and model in the development of the Student Success Plans, and the work with students to formulate realistic well developed plans.<br><br>The counselor is a resource to other professional staff in the building in working with teachers and students to create student behavioral plans that are effective, age appropriate, and successful.<br><br>Counselor always reaches out to students and is a key professional at the school assisting students in making independent and informed academic and social choices. |

*Indicators:*
- *Counselor meets with students to develop goals, establish plans, revise plans as needed.*
- *Counselor follows through on all responsibilities associated with working with students to develop and revise Student Success Plans (Gr. 6-12).*
- *In responding to student behaviors, counselor appropriately gathers quantitative and qualitative information, assesses needs and develops appropriate student behavior plans.*


| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| | | | | |

| 3c: Implements the Developmental School Counseling Curriculum effectively. | Counselor has little or no understanding of the established school counseling curriculum and the curriculum standards of the CT State Department of Education. The counselor's goals for the counseling program are not clear, or the goals are inappropriate to either the situation or the age of the students. | Counselor has a basic understanding of the established school counseling curriculum and the curriculum standards of the CT State Department of Education. Counselor's goals for the counseling program are rudimentary, and are only partially suitable to the situation and the age of the students. | Counselor has a thorough understanding of the established school counseling curriculum and is well-versed in the curriculum standards of the CT State Department of Education. Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. The counselor's goals for the school program include working collaboratively with others to identify student needs and meet them. | Counselor's understanding and application of the school counseling curriculum and the curriculum standards of the CT State Department of Education is outstanding. Counselor uses that understanding to create a well planned and highly effective counseling program at the school that meets the needs of all levels of students, is responsive to the school climate, and is characterized by a highly collaborative relationship with other professionals in the building. Counselor takes initiative to suggest revisions or updates to the school counseling curriculum as needed. |
|---|---|---|---|---|

*Indicators:*
- *Counselor delivers the DSCC with fidelity to all of the students at the school.*
- *Counselor is well-versed in the CSDE Standards for curriculum and professional practice of school counselors, and practice reflects that knowledge.*
- *Counselor delivers instruction in social emotional learning using any additional materials chosen by the department.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *3d: Demonstrates a varied and effective repertoire of counseling techniques used in working with individuals and groups.* | Counselor has a very limited repertoire of counseling techniques and strategies to effectively work with students individually or in groups. | Counselor displays a limited range of counseling techniques and strategies to use in individual or group settings, resulting in limited opportunities for students' learning and growth. | Counselor uses a wide range of effective counseling techniques and strategies when working with students individually and in groups. Counselor's skills in both individual and group formats increases the opportunities for students' learning and growth. | Counselor uses an extensive and effective repertoire of counseling techniques and strategies. Counselor serves as a model for other professionals in the ability to lead and facilitate productive groups with clearly defined goals and structure. |

*Indicators:*
- *Counselor uses a variety of techniques including questioning, interviewing, summarizing, and clarifying.*
- *Counselor uses good judgment in making decisions about approaches or strategies that are best suited to the individual student and the age and grade level of the students at the school.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3e:**<br>***Coordinates a full range of available school, district, and community resources to meet students' and school's needs.*** | Counselor has little or no knowledge of the range of resources available. Counselor does not make connections with other programs in order to meet students' needs. | Counselor has limited knowledge of school, district, or community resources. Efforts to coordinate services with other programs in the school are partially successful, resulting in lost opportunities for students and families. | Counselor has knowledge of a wide range of school, district and community resources. Counselor successfully collaborates with other programs within the school and district to meet student needs. Counselor shares information and resources with parents. Counselor establishes positive relationships with personnel from other resources to create supports to students' needs. | Counselor brings together programs and agencies both within and beyond the school or district to meet individual student needs. Counselor takes a leadership role in involving community and district resources for the purpose of maximizing the supports available for students and families. Counselor takes a leadership role in communicating information about the resources to other professionals in the school and to parents. |

*Indicators:*

- *Counselor communicates with all school teams and resources (ex. PBIS team, Data Teams, Student Assistance Team) on a regular basis.*
- *Counselor works closely with teams from other district schools to enhance the success of students' transitions between schools.*
- *Counselor is aware of the range of options for classes, services, clubs, teacher expertise, etc. available for students at the school.*
- *Counselor is aware of the types of services in the community that may afford assistance to students and families with needs and how to access such services.*
- *Counselor is aware of the DCF referral process, the counselor's responsibility as a mandated reporter, and how to make a referral. As needed, the counselor assists other staff in making such a referral.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3f: Demonstrates flexibility and responsiveness.** | Counselor does not respond to the needs of the school or the students. Counselor is often inflexible. | Counselor is not consistently responsive to the needs of school and students. Counselor is inconsistently available to students. | Counselor is consistently responsive to the needs of the school and students. Counselor is flexible, and can meet changing demands and situations. Counselor maintains a high degree of visibility and availability to students. Counselor's efforts are characteristically preventative and proactive. | Counselor is highly flexible and can address changing situations and demands in stride. Counselor's efforts are characteristically preventative and proactive. Counselor is highly responsive to student and staff needs. Counselor serves as a resource to the school staff in understanding the social, emotional, and behavioral needs of students at that developmental level. |

*Indicators*:
- *Counselor meets with students in a timely manner when needs arise.*
- *Counselor maintains a high degree of visibility and availability to students.*
- *Counselor's efforts are always preventative and proactive.*
- *Counselor is responsive in times of need.*
- *Counselor serves as a resource to the school staff in understanding the social, emotional, and behavioral needs of students at that developmental level.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3g**<br>**Demonstrates effective collaboration and consultation skills** | The counselor does not assume a role as consultant to staff, administrators or parents.  Attempts at consultation are flawed and ineffective.  The counselor is not seen by staff as a person who has expertise or skills to offer.  The counselor does not have effective collaboration skills in working with others. | Counselor only partially assumes a role of consultation to staff, administrators and parents, but role is limited in scope and expertise.  Counselor has engaged in some limited collaboration with other staff.  Counselor's collaboration style is limited in effectiveness and productivity. | Counselor is an effective collaborator who works productively with various staff in the school building on many issues related to student success.  Counselor provides consultation and shares expertise regularly with staff, administrators, and parents. | Counselor is a model of effective collaboration in the school setting.  Counselor plays a lead role in helping others develop effective collaboration skills.  Counselor has well-developed consultation skills and is a source of expertise and sound judgment sought out by other professionals in the school or district. |

*Indicators:*
- *The counselor demonstrates effective interpersonal and consultation skills.*
- *Counselor is viewed by school staff as a "go to" person for advice regarding the needs of students.*

# DOMAIN 4:  PROFESSIONAL RESPONSIBILITIES

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4a:*<br><br>*Reflects continuously on professional practice.* | Counselor does not reflect on professional practice, or the reflections are inaccurate or self-serving. | Counselor's reflections on professional practice often lack accuracy or objectivity, do not cite specific examples, and contain only global suggestions as to how the work of the counselor could be improved. | Counselor's reflections provide accurate and objective descriptions of professional practice, and cite specific examples. Counselor makes specific, plausible suggestions as to how the work of the counseling program could be improved. | Counselor's reflections are highly accurate and perceptive, citing specific and important examples of what could be improved. Counselor continually strives to perfect professional practice and enhance knowledge and skills. Counselor's reflections are not limited to the counselor's own practice, but consider the school and district counseling program as well. |
| *Indicators:*<br>● *Counselor thoughtfully considers practice and self-evaluates accurately.* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4b:**<br><br>***Creates and maintains accurate records in compliance with district practice and applicable laws and submits reports in a timely manner.*** | Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion and lack of compliance with district practice and state or federal laws. | Counselor's reports, records and documentation are generally accurate, but are sometimes late, incomplete, or lacking in attention to detail. Counselor does not consistently follow protocols for monitoring student data pertaining to counseling interventions. Counselor's record keeping regarding PPTs and IEPs is inconsistent. | Counselor's reports, records and documentation, including those for PPTs and IEPs are accurate, complete, submitted in a timely manner with attention to detail. Counselor follows protocol for monitoring student data pertaining to counseling. | Counselor's approach to record keeping is highly systematic, efficient, and accurate, and serves as a model for colleagues in other schools. Counselor establishes and follows protocols for monitoring student data pertaining to counseling. |

*Indicators:*
- *Counselor follows all district practices and procedures regarding the implementation of IDEA, FERPA, and Section 504, and meets all expectations for professional practice.*
- *Counselor understands regulations regarding maintenance of records.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4c: Communicates accurately and effectively with families.* | Counselor provides little or no information, or provides inaccurate information to families, either about individual students or the counseling program as a whole. | Counselor provides limited, though accurate, information to families about individual students and the counseling program as a whole. | Counselor provides thorough and accurate information to parents about individual students' progress. Counselor provides outreach to families about the counseling program as a whole.<br><br>Counselor shares information of interest to parents of students. Written and verbal communications are professional. Written communications are clear and written in an acceptably professional manner.<br><br>Counselor initiates communication with parents and works to create a positive working relationship and open communication. | Counselor is highly effective in reaching out to parents and creating and maintaining positive working relationships.<br><br>Counselor is a leader in establishing pathways to communicate with parents and share information of interest to parents. Counselor's written communications are models of professional practice. |

*Indicators:*
- *Counselor initiates communication with parents.*
- *Counselor establishes and maintains positive relationships with parents.*
- *Counselor's verbal and written communications are professional, appropriate to the situation, and free of judgment.*
- *Counselor is sensitive to, and respectful of, the cultural and religious practices and diversity of families.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4d:**<br>**Actively participates in a Professional Learning Community (PLC) and in the school's SRBI program.** | Counselor's relationships with colleagues are sometimes negative or self-serving, and counselor is infrequently involved in school and district events and projects. Counselor is a passive member of PLC. Counselor does not assist in the implementation of SRBI. | Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. Counselor participates tangentially in PLC, and is inconsistently involved in the implementation of SRBI. | Counselor participates actively in school and district events, committees, and projects, and maintains positive and productive relationships with all colleagues. Counselor is an active and effective member of PLC. Counselor is an integral member of the school's SRBI team. | Counselor makes a substantial contribution to school and district events, committees, and projects, and assumes leadership with colleagues. Counselor is a leader and very effective contributor to PLC's. Counselor is a leader in the effective implementation of SRBI. |

*Indicators:*
- *Counselor maintains mutually respectful relationships with colleagues.*
- *Counselor is a contributing member of the PLC.*
- *Counselor takes on a role of leadership and initiative in the school's implementation of SRBI.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4e:* <br><br> ***Engages enthusiastically in professional development, and continuously seeks out information about improving professional practice in counseling.*** | Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills. | Counselor 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 is current in his/her understanding of counseling practice. Counselor is a member of local and state counseling organizations. | Counselor actively pursues professional development and other new learning opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. Counselor is current in counseling practices, and is a member of professional counseling organizations at the state and/or national level. Counselor is a resource to others on the pupil services staff, contributing a valued point of view for solving problems related to student or school matters. |

*Indicators:*
- *Counselor seeks new learning.*
- *Counselor is a resource to others on the pupil services staff, contributing a valued point of view for solving problems related to student or school matters.*

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4f:*<br><br>***Demonstrates professionalism and integrity at all times; demonstrates strong and appropriate advocacy for students, and maintains confidentiality without fail.*** | Counselor does not demonstrate professionalism. Counselor sometimes displays dishonesty in interactions with colleagues, students, and the public, and sometimes violates principles of confidentiality. Counselor does not advocate for students or for the counseling program. | Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality. Counselor is ineffective, however, as an advocate for students and their needs, or for the counseling program. | Counselor maintains very high standards of honesty, integrity, and confidentiality in all interactions with colleagues, students, and the public. Counselor is an effective advocate for students and for the counseling program. | Counselor can be counted on to hold the highest standards of honesty, integrity, confidentiality, and advocacy for students, often taking a leadership role with colleagues. |
| *Indicators:*<br>● *Counselor advocates for students appropriately.*<br>● *Counselor always maintains student confidentiality according to laws.* | | | | |

**Bethel Public Schools**

# Occupational and Physical Therapists

**Framework for Teaching**

## Domain 1: Planning and Preparation Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *1a:*<br><br>*Demonstrates knowledge and skill in occupational or physical therapy.* | Therapist demonstrates little or no knowledge and skill in the pediatric therapy area. | Therapist demonstrates fundamental knowledge and skill in the pediatric therapy area. | Therapist demonstrates thorough knowledge and skill in the pediatric therapy area. | Therapist demonstrates extensive knowledge and skill in the pediatric therapy area; and may hold an advanced certificate in the therapy or related field. |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *1b:*<br><br>*Establishes therapeutic goals appropriate to the setting and the students served.* | Therapist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. | Therapist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. | Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. Therapist clearly communicates these goals to the school staff. | Therapist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and team members. Therapist clearly communicates, clarifies and interprets these goals to the school staff. |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *1c:*<br><br>*Demonstrates knowledge of district, state, and federal regulations and guidelines.* | Therapist demonstrates little or no knowledge of special education laws and procedures, including the provision of related services in the educational setting. | Therapist demonstrates basic knowledge of special education laws and procedures, including the provision of related services in the educational setting. | Therapist demonstrates thorough knowledge of special education laws and procedures, including the provision of related services in the educational setting. | Therapist's knowledge of special education laws and procedures is extensive. Therapist takes a leadership role in reviewing, revising, and interpreting district policies and the provision of related |

| | | | | services in school settings to others. |
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| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1d**<br><br>**Demonstrates knowledge of resources, both within and beyond the school 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 and district and is familiar with community resources. | Therapist demonstrates extensive knowledge of resources for students available in the school, district and community and establishes working relationships with outside resources. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1e:**<br><br>**Plans goals and objectives integrated with the student's broader school program, to meet the student's individual needs.** | Therapist develops goals and objectives unrelated to students' school functioning and areas of identified need. | Therapist develops goals and objectives that are partially relevant to students' school functioning or are somewhat reflective of students' identified needs. | Therapist develops goals and objectives that are measurable, clearly related to students' school functioning, based on assessed needs, and developmentally appropriate to the students' age and grade level. | Therapist develops goals and objectives that are measurable, clearly related to the students' curriculum and school functioning, based on identified needs, and are developmentally appropriate and creative. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1f:**<br><br>**Plans for resources necessary to support the therapy program.** | Therapist has little or no knowledge of the resources necessary to support the therapy program or how to plan for resources. | Therapist uses some basic resources for the therapy program. | Therapist plans for resources to support the therapy program and chooses and uses resources that are appropriate for the goal of the therapy program and the age and grade of the student. | Therapist takes a leadership role in choosing and using highly appropriate and effective resources and assists in the acquisition of resources for the district. |

# Domain 2: The Learning Environment Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2a:** *Establishes rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety.* | Therapist's interactions with students are negative or inappropriate; students appear uncomfortable in the therapy setting. | Therapist's interactions 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 during the therapy session. | Therapist demonstrates outstanding interpersonal skills in working with students. Student participation in therapy sessions reflects a high degree of comfort and trust in the relationship. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2b:** *Organizes time efficiently and effectively; creates schedules that are mindful of time, resource, and students' needs.* | Therapist exercises poor judgment in setting priorities, often resulting in confusion, missed deadlines, and conflicting schedules. | Therapist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Therapist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Therapist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2c:** *Maintains clear procedures for pre-referrals, referrals, and consultations consistent with district procedures.* | Therapist is unaware of, or does not follow established district or school procedures for pre-referrals, referrals, and consultations. | Therapist has established procedures for referrals, but the details are not always clear, or are not consistent with district policies. | Therapist consistently follows all district procedures for pre-referrals, referrals, observations, and consultations. | Therapist consistently follows all procedures for pre-referrals, referrals, observations, and consultations consistently; recognizes needs for changes and updates and/or modifies the processes as needed in collaboration with administrators and other therapists. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2d:** *Establishes and maintains standards for student behavior in all interactions with students.* | No standards or expectations for student behavior have been established, and therapist disregards or fails to address negative student | Standards and expectations for student behavior appear to have been established for the therapy setting. Therapist attempts to monitor and correct | Standards and expectations for student behavior have been established for the therapy setting and are appropriate to the students' age and grade. Therapist | Standards and expectations for student behavior have been established and are highly appropriate to the students' needs, age and grade. Therapist is highly effective in the |

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|---|---|---|---|---|
| | behavior during sessions. | negative student behavior during sessions. Does not consistently follow through on students' behavioral intervention plans. | consistently follows through on established behavioral intervention plans. | implementation of the students' behavioral support plans and contributes to their development and revisions. |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *2e:* <br><br> *Organizes the work space in a way that is comfortable and conducive to providing appropriate professional services.* | The area used for sessions is disorganized and poorly suited to working with students. Materials are not prepared or available for use. | The area used for therapy sessions is moderately well organized, safe, and moderately well suited to working with students of that age and grade. Materials are usually prepared and available. | The area used for therapy sessions is well organized, safe, and leads to efficient use of time and resources. Materials are planned, easily available, and in good working condition. | The areas used for therapy is highly organized, safe, efficient, and is inviting to students. Materials are well thought out, prepared and convenient for use when needed. |

# Domain 3: Delivery of Service Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *3a:*<br><br>*Responds appropriately and readily to referrals, consulting with teachers and administrators, and accurately evaluates students' needs.* | Therapist fails to respond to referrals or conducts incomplete, poorly designed, or inaccurate assessments of students' needs, with limited or no understanding of eligibility criteria for related services. | Therapist responds to referrals when pressed and makes adequate assessments of students' needs. Therapist demonstrates rudimentary knowledge of eligibility criteria for related services. | Therapist responds to referrals and makes thorough assessments of students' needs in a timely manner and consistently in compliance with eligibility criteria for related services. | Therapist is proficient in responding to referrals and makes highly competent assessments of students' needs. Therapist has advanced knowledge of eligibility criteria for related services. Therapist interprets the criteria and communicates this clearly to parents and team members. |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *3b:*<br><br>*Develops and implements therapeutic activities to maximize students' success.* | Therapist fails to develop therapeutic activities suitable for students, or activities are not aligned with the findings of assessments and students' goals and objectives. | Therapist's activities for students are partially suitable for them or partially aligned with findings of assessments and students' goals and objectives. | Therapist's activities for students are well suited for them and are clearly aligned with findings of assessments and students' goals and objectives. | Therapist develops comprehensive therapeutic activities for students and finds ways to creatively engage students and meet their needs, incorporating activities that are aligned to the students' classroom curriculum. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *3c:*<br><br>*Monitors students' progress and communicates progress to parents clearly.* | Therapist fails to accurately monitor students' progress using data and record keeping systems, or does not report progress in a timely manner according to district procedures. | Therapist inconsistently uses data and record keeping systems to accurately document students' progress. Reports progress without elaboration to parents in a timely manner according to district procedures. | Therapist consistently uses data and record keeping systems to accurately document students' progress in a timely manner. Therapist clearly communicates any areas of limited or unsatisfactory progress to parents. | Therapist is highly skilled in developing data systems and effective record keeping systems to analyze students' growth. Therapist clearly & thoroughly interprets data and communicates students' progress to parents in a timely manner. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3d:** *Effectively communicates findings or progress in evaluation and other written reports.* | Therapist has limited knowledge of evaluation tools appropriate for the educational setting or chooses inappropriate tools. | Therapist is knowledgeable about fundamental evaluation tools appropriate for the educational setting and inconsistently matches the appropriate tools to the reason for testing or the concerns of the referral. Written reports are basic and lack insight in analysis of data. | Therapist is knowledgeable about a wide variety of evaluation tools appropriate for the educational setting and also uses sound clinical observation skills to gain additional information to address concerns expressed in the referral. Written reports are clear, understandable and make appropriate judgments based on the data reviewed. | Therapist is proficient in collecting relevant information from a variety of sources, including other team members and parents. Therapist has extensive knowledge of a wide variety of evaluation tools appropriate for the educational setting and takes the initiative to seek out new evaluation tools as needed. Written reports are comprehensive and reflect insight and excellent therapeutic judgment in the analysis of data. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3e:** *Communicates effectively with parents.* | Therapist fails to communicate with families. Does not respond to parent requests for additional information regarding therapy or the outcomes of therapy. | Therapist's communication with families is partially successful. There are occasional insensitivities to the culture, language or dynamics of the family. Inconsistently responds to parents' requests for information. | Therapist communicates freely with families and is sensitive to the culture, language and dynamics of the family. Therapist consistently is responsive to parents' needs and requests for information. | Therapist is highly effective in communicating openly with parents, using language and explanations that are matched to families' level of understanding. Therapist is professional in all communication and shows great sensitivity to the culture, language, and dynamics of the family. |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| **3f:** *Demonstrates flexibility and responsiveness.* | Therapist does not demonstrate flexibility to accommodate changes in schedules or programs. Has difficulty collaborating and or responding to requests from other team members. | Therapist demonstrates some flexibility to accommodate changes in students' schedules and programs. Makes an effort to collaborate with other team members and to | Therapist demonstrates flexibility in accommodating to changes in students' programs and schedules. Actively collaborates with colleagues and responds to requests | Therapist demonstrates a high degree of flexibility in accommodating changes in students' programs and schedules. Initiates collaboration with other team members and seeks to provide useful information and |

| | | respond to team members' requests. | from other team members. | strategies to colleagues and team members. |

# Domain 4: Professional Responsibilities Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4a:*<br><br>*Reflects on professional practice regularly.* | Therapist does not reflect on practice or the reflections are inaccurate or self-serving. | Therapist's reflection on practice is partially accurate and objective, without citing specific examples and with only global suggestions as to how it may be improved. | Therapist's reflection provides an accurate and objective description of practice, citing specific strengths and areas to target for improvement. Therapist makes some specific suggestions as to how therapy service delivery may be improved. | Therapist's reflection is highly accurate and perceptive, citing specific examples that were successful as well as those not successful. Therapist demonstrates insight and identifies areas for advanced professional practice and growth. |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *4b:*<br><br>*Collaborates with school staff, team members, and administrators.* | Therapist is not available to staff for questions and planning. Lacks the professional knowledge and/or initiative to serve as a resource to school teams. | Therapist is available to staff for questions and planning and can offer fundamental knowledge as a resource. | Therapist is consistently available to staff for collaboration and planning. Serves as a resource to school staff and works as an effective team member on behalf of students. | Therapist provides highly professional input and insight to student planning and consultation and collaboration process with staff. Has a holistic view of the student and serves as a valued team member. Takes initiative to participate in problem solving process. |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *4c:*<br><br>*Participates Professional Learning Communities and provides leadership in the implementation of SRBI.* | Therapist's relationships with colleagues are not productive in the interests of students. | Therapist sometimes participates in school and district teams. Makes a limited contribution to the schools' SRBI team process. | Therapist participates actively in professionally relevant school and district team activities, events, and projects. Makes a positive contribution to the schools' SRBI team process. | Therapist makes a substantial contribution to professionally relevant school and district teams, activities and projects, and provides leadership to the schools' SRBI team. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4d:**<br><br>*Engages in continuous professional development* | Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Therapist's participation in professional development activities is limited to those that are convenient or are required. | Therapist seeks out opportunities for professional development based on an individual assessment of need. | Therapist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **4e:**<br><br>*Shows professionalism and integrity at all times, demonstrates strong advocacy for students, and maintains confidentiality without fail* | Therapist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Therapist is honest in interactions with colleagues, students, and the public, plays a modest advocacy role for students, and does not violate norms of confidentiality. | Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and appropriately advocates for students. | Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to appropriately advocate for students, taking a leadership role with colleagues. |

**For therapists with one or more years of pediatric school-based experience prior to hire**:

Year One Proficient: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2e, 3a, 3b, 3c, 3e, 3f, 4b, 4d, 4e.

Year Two Proficient: 2d, 3d, 4a, 4c.

Year Three and Four:  ALL

**For therapists with no prior pediatric school-based experience prior to hire:**

Year One Proficient: 1d, 1f, 2a, 2b, 2c, 2e, 3a, 3b, 3e, 3f, 4d, 4e.

Year Two Proficient: 1a, 1b, 1c, 1e, 2d, 3c, 3d, 4a, 4b, 4c.

Year Three and Four:  ALL

# Bethel Public Schools
# Speech-Language Pathologist
**Framework for Teaching**

## DOMAIN 1:  PLANNING AND PREPARATION Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1a: Demonstrates knowledge and skill in the area of speech-language.** | Speech-Language Pathologist demonstrates little or no knowledge and skill in the area of communication disorders. | Speech-Language Pathologist demonstrates basic knowledge and skill in the area of communication disorders. | Speech-Language Pathologist demonstrates thorough knowledge and skill in the area of communication disorders. | Speech-Language Pathologist demonstrates extensive knowledge and skills in the area of communication disorders and holds an advanced certificate such as the Certificate of Clinical Competency or specialty recognition from a professional organization such as ASHA. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1b: Establishes goals for the therapy program appropriate to the setting and children's needs.** | Speech-Language Pathologist has no clear goals for the therapy program, or the goals are inappropriate to either the situation or individual student. | Speech-Language Pathologist's goals for the program are rudimentary and are partially suitable to the situation and individual students. | Speech-Language Pathologist's goals for the therapy program are clear and appropriate to the situation and to the individual students. | Speech-Language Pathologist's goals for the therapy program are highly appropriate to the situation and to individual students.  The SLP seeks and shares innovative therapy materials and techniques. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1c: Demonstrates knowledge of district, state, and federal regulations and guidelines.** | Speech-Language Pathologist demonstrates little or no knowledge of special education laws and state or district procedures. | Speech-Language Pathologist demonstrates basic knowledge of special education laws and state or district procedures; applies eligibility criteria according to state guidelines. | Speech-Language Pathologist demonstrates thorough knowledge of special education laws and state or district procedures; becomes familiar with and applies changes related to the program. | Speech-Language Pathologist's knowledge of special education laws and district procedures is extensive; seeks and shares new information related to the program; takes a leadership role in reviewing and revising district policies. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1d: Demonstrates knowledge and resources including technology resources in the area of speech-language.** | Speech-Language Pathologist demonstrates little or no knowledge of professional or student resources available through the school or district and does not seek input.<br><br>Speech-Language Pathologist demonstrates little or no knowledge of technology resources for speech-language. | Speech-Language Pathologist demonstrates basic knowledge of professional or student resources available through the school or district and seeks input.<br><br>Speech-Language Pathologist demonstrates some knowledge of technology resources for speech-language. | Speech-Language Pathologist demonstrates thorough knowledge of professional or student resources available through the school or district and some familiarity with resources outside the district.<br><br>Speech-Language Pathologist demonstrates thorough knowledge of technology resources for speech-language. | Speech-Language Pathologist demonstrates extensive knowledge of professional or student resources available through the school or district and in the larger professional community.<br><br>Speech-Language Pathologist demonstrates extensive knowledge of technology resources for speech-language. |
| *Evidence* | | | | |
| *Evidence* | | | | |


| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1e: Plans a coherent therapy program to meet the needs of individual students within the educational program, and includes technology.** | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.<br><br>Technology is not used or is not used to support appropriate overall structure. | Speech-Language Pathologist's plan has a guiding principle and includes a number of worthwhile activities, but some do not fit with the broader goals and objectives for individual students.<br><br>Technology is used inconsistently to support broader goals and objectives. | Speech-Language Pathologist has developed an individualized therapy program that includes appropriate activities to support the established goals and objectives for individual students.<br><br>Technology is used consistently and appropriately to support broader goals and objectives. | Speech-Language Pathologist's plan is highly coherent and serves to support students individually, within the broader educational program.<br><br>Speech-Language Pathologist uses technology creatively to support student's communication in the classroom. |
| *Evidence* | | | | |


| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1f: Design assessment process and data collection system to determine if students are learning.** | Speech-Language Pathologist has no plan to evaluate student progress or resists suggestions that such an evaluation is important. | Speech-Language Pathologist has a rudimentary plan to evaluate student progress and responds to suggestions that such an evaluation is important. | Speech-Language Pathologist has a plan to assess student progress around clear goals and the collection of evidence. | Speech-Language Pathologist's student assessment plan contains detailed sources of evidence and uses the data to continuously improve the student's program. |
| *Evidence* | | | | |

# DOMAIN 2: LEARNING ENVIRONMENT Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2a: Creates an environment of respect and rapport.** | Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between Speech-Language Pathologist and students, and among students; students appear uncomfortable in the therapy setting. | Interactions, both between the Speech-Language Pathologist and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students; efforts at developing rapport are partially successful. | Civility and respect characterize interactions, between Speech-Language Pathologist and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students; students appear comfortable in the therapy setting. | Students play an important role in ensuring positive interactions among their peers. Relationships between Speech-Language Pathologist and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2b: Establishes a culture for learning.** | Speech-Language Pathologist displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work. Speech-Language Pathologist has low or unrealistic expectations for students. | Speech-Language Pathologist's attempt to create a culture for learning is only partially successful. Speech-Language Pathologist displays moderately appropriate expectations for student achievement. Students themselves display some pride in their work. | The sessions are positive, and are characterized by realistic expectations for most students, genuine commitment to the work by both Speech-Language Pathologist and students, with students demonstrating pride in their work. | High levels of student energy and Speech-Language Pathologist passion for the subject create a culture for learning in which both students and Speech-Language Pathologist share a belief in the importance of the activity, and all students hold themselves to high standards of performance, initiating improvements to their work. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2c: Organizes time effectively.** | Speech-Language Pathologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules. | Speech-Language Pathologist's time-management skills are moderately well developed; essential activities such as creating and following schedules, completing reports and IEP's are carried out, but not always in the most efficient manner. | Speech-Language Pathologist exercises good judgment in setting priorities, creates and follows schedules, and completes reports; IEP's are accomplished in an efficient manner. | Speech-Language Pathologist's time-management skills are excellent; all tasks are accomplished in a seamless manner, including IEP's. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2d: Manages student behavior in the therapy setting.** | No standards of conduct have been established; disregards or fails to address negative behaviors during sessions. | Standards of conduct appear to have been established during sessions; attempts to monitor and correct negative student behavior are partially successful. The SLP follows the basics of students' established behavioral treatment plans. | Standards of conduct have been established; student behavior is monitored against those standards; response to students is appropriate and respectful. The SLP follows students' established behavioral treatment plans with a high degree of consistency. | Standards of conduct have been established; monitoring of students is subtle and preventive; students engage in self-monitoring of behavior. The SLP follows students' established behavioral treatment plans with a high degree of consistency, and makes recommendations to the team regarding any changes that may be necessary. |
| **Evidence** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2e: Organizes physical space for provision of professional services.** | The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The therapy setting is safe, and essential learning is accessible to most students. The Speech-Language Pathologist's use of physical resources, including technology, is moderately effective. Speech-Language Pathologist may attempt to modify the physical arrangement to suit learning activities, with partial success. | The therapy setting is safe, and learning is accessible to all students. The Speech-Language Pathologist ensures that the physical arrangement is appropriate to the learning activities. The Speech-Language Pathologist makes effective use of physical resources, including technology. | The therapy setting is safe, and the physical environment ensures the learning of all students, including those with special needs. Speech-Language Pathologist advocates for the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |
| **Evidence** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2f: Establishes and maintains clear procedures for pre-referrals, referrals, and evaluations.** | Speech-Language Pathologist is unaware of the process and does not follow established procedures and/or does not request clarification. | Speech-Language Pathologist has rudimentary knowledge of the process and requests clarification when unsure. | Speech-Language Pathologist consistently follows the established procedures and is knowledgeable of the process. | Speech-Language Pathologist assists in the development or modification of procedures for pre-referral, referral, and evaluation. |
| **Evidence** | | | | |

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# DOMAIN 3: DELIVERY OF SERVICE Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3a:** **Responds to referrals and evaluates student needs.** | Speech-Language Pathologist fails to respond to referrals or makes hasty assessment of student needs. | Speech-Language Pathologist responds to referrals and makes adequate assessment of student needs. | Speech-Language Pathologist responds to referrals and makes thorough assessment of student needs. | Speech-Language Pathologist is proactive in responding to referrals and makes highly competent assessment of student needs. |
| **Evidence** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3b:** **Develops and implements treatment plans to maximize students' success.** | Speech-Language Pathologist fails to develop treatment plans (IEP's) for students, or plans are mismatched with the findings of assessments. Speech-Language Pathologist is unable to use the selected district program and technology to develop IEP's. | Speech-Language Pathologist's treatment plans (IEP's) for students are partially suitable or not always aligned with identified needs. Speech-Language Pathologist has the basic skills to use the selected district program and technology to develop IEP's. | Speech-Language Pathologist's treatment plans (IEP's) for students are suitable for them and aligned with identified needs. Speech-Language Pathologist can consistently use the selected district program and technology to develop IEP's. | Speech-Language Pathologist develops comprehensive treatment plans (IEP's) for students, finding ways to creatively meet student needs and incorporate many related elements. Speech-Language Pathologist is highly effective at using the selected district program and technology to develop IEP's; assists others and makes suggestions for improvement. |
| **Evidence** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3c:** **Engages students in learning including learning with technology.** | Activities, assignments, materials, and groupings of students are inappropriate to therapeutic outcomes of students' cultures or levels of understanding, resulting in little engagement during the therapy session. Therapy session has no structure or is poorly paced; does not consider the use technology to engage students. | Activities, assignments, materials, and groupings of students are partially appropriate to therapeutic outcomes of students' cultures or levels of understanding, resulting in moderate engagement during the therapy session. Therapy session has a recognizable structure, but is not fully maintained; inconsistently considers use of technology to engage students. | Activities, assignments, materials, and groupings of students are fully appropriate to therapeutic outcomes of students' cultures or levels of understanding, resulting in engagement during the therapy session. Therapy session is challenging and coherently structured with appropriate pace; considers the use of technology to engage students when appropriate. | Students are highly engaged throughout the therapy session. The session is adapted as needed to the specific needs of individuals. The structure and pacing allow for student reflection and closure. The lesson is highly creative in the use of technology, when appropriate. |
| **Evidence** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3d:** **Assesses students accurately during the referral process and writes thorough reports.** | Speech-Language Pathologist has limited knowledge of assessment tools; reports are incomplete or inappropriate to the audience; does not respond to supervisory input; does not use technology. | Speech-Language Pathologist has basic knowledge of assessment tools and matches them to the concerns expressed in the referral; reports are accurate but may lack clarity or are not always appropriate to the audience; inconsistently uses technology. | Speech-Language Pathologist is knowledgeable about a wide variety of assessment tools and selects appropriate instruments to address the concerns expressed in the referral; reports are accurate and appropriate to the audience; uses technology for assessment and report writing. | Speech-Language Pathologist is highly competent in selecting, evaluating and using new assessment tools; reports are accurate, clearly written, address concerns expressed in the referral and are tailored for the audience. |
| ***Evidence*** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3e:** **Assesses students' progress throughout the school year, and makes adjustments when necessary.** | Speech-Language Pathologist does not assess student progress accurately.  SLP does not report progress on a timely basis. | Speech-Language Pathologist inconsistently collects and utilizes some data to measure student progress. SLP reports progress in a rudimentary way, with little explanation. SLP doesn't use data consistently to make adjustments in planning. | Speech-Language Pathologist consistently collects student progress data and analyzes data accurately to determine student mastery levels.  SLP reports student progress to parents in a comprehensive, timely manner. SLP uses data consistently to make adjustments in the instructional plan. | Speech-Language Pathologist is comprehensive in the collection of student progress data and is insightful in determining student progress. SLP reports student progress to parents in a comprehensive, timely manner.  SLP uses data consistently to make adjustments in the instructional plan. |
| ***Evidence*** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3f:** **Demonstrates flexibility and responsiveness.** | Speech-Language Pathologist adheres to the instruction plan, even when a change might improve student performance; is unresponsive to school and district needs. | Speech-Language Pathologist modifies the instruction plan when needed; has a limited repertoire of therapeutic strategies to draw upon; responds to school and district needs upon request. | Speech-Language Pathologist adjusts the instruction plan when needed; has a wide variety of therapeutic strategies to draw upon; is proactive in response to school and district needs. | Speech-Language Pathologist seizes opportunities to enhance student success, building on spontaneous events or student interest; has an extensive repertoire of therapeutic strategies; extends self and offers solutions for school and district needs. |
| ***Evidence*** | | | | |

# DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4a:**<br><br>**Reflects regularly on practice.** | Speech-Language Pathologist does not accurately assess the effectiveness of the lesson, and has no idea about how the lesson could be improved. | Speech-Language Pathologist provides a partially accurate and objective description of the lesson, but does not cite specific evidence; makes general suggestions on how the lesson might be improved. | Speech-Language Pathologist provides an accurate and objective description of the lesson; makes specific suggestions as to how the lesson could be improved. | Speech-Language Pathologist's reflection on the lesson is thoughtful and accurate, citing specific evidence; draws on an extensive repertoire to suggest alternative strategies and predict the success of each. |
| **Evidence** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4b:**<br><br>**Maintains accurate records.** | Speech-Language Pathologist's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion. | Speech-Language Pathologist's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful. | Speech-Language Pathologist's systems for maintaining both instructional and non-instructional records are accurate, efficient, and successful. | Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient, and successful. |
| **Evidence** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4c:**<br><br>**Communicates with staff, students, and families in a variety of ways, including using technology.** | Speech-Language Pathologist fails to communicate with families or communicates in an insensitive or unprofessional manner.<br><br>Speech-Language Pathologist does not use technology to communicate. | Speech-Language Pathologist's communication with students, staff, and families is partially successful; there are occasional insensitivities to cultural or linguistic traditions and often violate confidentiality protocols.<br><br>Speech-Language Pathologist makes limited use of technology to communicate. | Speech-Language Pathologist communicates with students, families, and staff doing so in a manner sensitive to cultural and linguistic traditions and respecting confidentiality protocols at all times.<br><br>Speech-Language Pathologist uses a variety of appropriate technologies to effectively and regularly communicate. | Speech-Language Pathologist communicates with students, families, and staff in a professional manner and is highly sensitive to cultural and linguistic traditions; reaches out to staff and families to enhance trust.<br><br>Speech-Language Pathologist uses a variety of appropriate technologies to effectively and regularly communicate with students, families, and staff to engage them in an ongoing dialogue. |
| **Evidence** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4d:*<br><br>*Collaborates with teachers and administrators.* | Speech-Language Pathologist is not available to teachers and administrators for questions and planning and declines to provide background material when requested; does not use technology for collaboration. | Speech-Language Pathologist is available to teachers and administrators for questions and planning and provides background material when requested; makes limited use of technology for collaboration. | Speech-Language Pathologist initiates contact with teachers and administrators to confer regarding individual cases; uses a variety of appropriate technology for collaboration. | Speech-Language Pathologist seeks out teachers and administrators to confer regarding cases, soliciting their perspective on individual students; uses a variety of appropriate technology to effectively communicate with teachers and administrators. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4e:*<br><br>*Participates in a Professional Learning Community.* | Speech-Language Pathologist avoids participating in a professional learning community; relationships with colleagues are negative or self-serving. | Speech-Language Pathologist becomes involved in the professional learning community when specifically asked; relationships with colleagues are cordial. | Speech-Language Pathologist participates actively in the professional learning community; maintains positive and productive relationships with colleagues. | Speech-Language Pathologist makes a substantial contribution to the professional learning community; assumes a leadership role with colleagues. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4f:*<br><br>*Continues to develop professionally.* | Speech-Language Pathologist does not participate in professional development activities, even when such activities are needed for the development of skills. | Speech-Language Pathologist's participation in professional development activities is limited to those that are convenient or required. | Speech-Language Pathologist seeks out and completes opportunities for professional development based on individual assessment of need. SLP demonstrates understanding of SRBI and assists in the implementation. | Speech-Language Pathologist actively pursues professional development opportunities and shares that information with colleagues. The SLP presents important professional development to SLP and other colleagues. SLP demonstrates understanding of SRBI and assists in the implementation. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4g:** <br><br> **Demonstrates professionalism and leadership.** | Speech-Language Pathologist has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Speech-Language Pathologist fails to comply with school and district regulations and timelines. | Speech-Language Pathologist is honest and well-intentioned in serving students and contributing to decisions in the school; makes occasional, unintentional errors in applying district policies and procedures. | Speech-Language Pathologist displays a high level of ethics and professionalism in dealings with both students and colleagues. Speech-Language Pathologist complies fully with school and district policies and regulations, in addition to complying with the ASHA Code of Ethics. | Speech-Language Pathologist is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Speech-Language Pathologist takes a leadership role in seeing that colleagues comply with school and district regulations. |
| *Evidence* | | | | |

# Bethel Public Schools
# School Psychologist
**Framework for Teaching**

## Domain 1: Planning and Preparation Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1a:**<br><br>***Demonstrates 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 range of psychological instruments to evaluate students. | Psychologist uses appropriate psychological instruments to evaluate students and understands appropriate guidelines for psychometric testing. | Psychologist uses a wide range of psychological instruments to evaluate students, and knows the proper situations in which each should be used, and understands appropriate guidelines for psychometric testing. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1b:**<br><br>***Demonstrates knowledge of child and adolescent development, and learning and personality development.*** | Psychologist demonstrates little or no knowledge of child and adolescent development, and learning and personality development. | Psychologist demonstrates basic knowledge of child and adolescent development, and learning and personality development. | Psychologist demonstrates thorough knowledge of child and adolescent development, and learning and personality development. | Psychologist demonstrates extensive knowledge of child and adolescent development, learning, and personality development, and understands variations on the typical patterns. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1c:**<br><br>***Establishes goals for interventions that are appropriate to the setting and the age and grade of the students served.*** | Psychologist has no clear goals for interventions, or they are inappropriate to either the situation or the age and grade of the students. | Psychologist's goals for interventions are rudimentary, and are partially suitable to the situation and the age and grade of the students. | Psychologist's goals for interventions are clear and appropriate to the situation in the school and to the age and grade of the students. | Psychologist's goals for interventions are highly appropriate to the situation in the school and to the age and grade of the students, and have been developed following consultations with students, parents, and colleagues. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *1d:*<br><br>*Demonstrates knowledge of state and federal regulations.* | Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district. | Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly. | Psychologist displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the district. | Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *1e:*<br><br>*Plans the psychology program, integrated with the regular school program, to meet the needs of individual students.* | Psychological services consist of a random collection of unrelated activities, lacking coherence or an overall structure. | Psychological services have a guiding principle and include a number of worthwhile activities, but some of them don't fit with the broader goals of the school psychology program. | Psychologist has developed intervention plans for students that include important goals, and the plan is integrated into the regular school program. | Psychologist services are highly coherent and preventive, and serve to support students individually, and are integrated into the broader educational program. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *1f:*<br><br>*Demonstrates knowledge of referral resources within the school, district, and community-at-large.* | Psychologist demonstrates little or no knowledge of referral resources for students available through the school or district. | .<br>Psychologist demonstrates only basic knowledge of referral resources for students available through the school, district, or within the community. | Psychologist demonstrates thorough knowledge of referral resources for students available through the school or district, and demonstrates familiarity with the referral resources outside the district. | Psychologist demonstrates extensive knowledge of resources for students available through the school or district, and in the larger community. |

# Domain 2: The Learning Environment Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *2a:*<br><br>*Establishes rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety.* | Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the environment. | 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 are comfortable when working with the psychologist. | Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.<br>The psychologist is a resource to teachers and other colleagues, and serves as a model of how to establish respect and rapport as a prerequisite for learning. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *2b:*<br><br>*Promotes 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 attempts to promote a culture for positive mental health in the school among students and teachers, and is partially successful. | Psychologist promotes a culture for positive mental health among students and teachers, and other members of the school community. | The psychologist is a leader in promoting a culture for positive mental health throughout the school. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *2c:*<br><br>*Establishes and maintains clear procedures for referrals, meetings, and consultations.* | 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. Psychologist does not consistently follow district protocols for referrals, meetings, and consultations. | Procedures for referrals, meetings, and consultations with parents and administrators are clear and maintained. | Procedures for all aspects of referral, meeting, consultation, and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2d:**<br><br>**Establishes and maintains standards of conduct for all interactions with students.** | No or few standards of conduct have been established, and the school psychologist disregards or fails to address negative student behavior during assessment, intervention, or other work sessions. | Standards of conduct have been established, but they do are not consistently maintained. Psychologist attempts to monitor and correct negative student behavior during meetings , but is only partially successful. | Standards of conduct have been established for the related service area and all other areas where psychologist meets with students. Psychologist monitors student behavior against the established standards; response and correction to students is appropriate and respectful. | Standards of conduct have been established for the related services area and all other areas where psychologists meet with students. Psychologist's monitoring of students is subtle, proactive, and preventive, and students engage in self-monitoring of behavior. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2e:**<br><br>**Organizes the work space in a way that is comfortable and conducive to providing appropriate professional services.** | The psychologist's work area is disorganized and poorly suited to working with students. | The psychologist's work area is moderately well-organized and moderately well-suited to working with students. | The psychologist's work area is well organized, welcoming, and conducive to providing professional services. Privacy and quiet are available. | The psychologist's work area is highly organized and is inviting to students. The work space is highly conducive to providing professional services to students, is welcoming, quiet, and comfortable. |

# Domain 3: Delivery of Service Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3a:** **Responds appropriately and readily to referrals, consults with teachers and administrators, and accurately evaluates students' needs.** | 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. Response to referrals is timely. | Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. Response to referrals is timely. | Psychologist consults frequently with colleagues, contributes insights, and tailors evaluations to the questions raised in the referral. Response to referrals is timely. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3b:** **Evaluates student needs in compliance with 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 timelines 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 also fully understand and comply with procedural timelines and safeguards. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3c:** **Plans interventions to maximize students' likelihood of success.** | Psychologist fails to plan interventions suitable to students, or mismatched with the findings of the assessments. | Psychologist's plans for students are partially suitable for them, or sporadically aligned with identified needs. | Psychologist's plans for students are suitable for them, and are aligned with identified needs. | Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3d:** **Initiates and maintains contact with physicians and community mental health service providers.** | Psychologist does not initiate or maintain contact with physicians and community service mental health service providers. | Psychologist initiates and maintains occasional contact with physicians and community service mental health service providers. | Psychologist initiates and maintains ongoing contact with physicians and community service mental health service providers. Psychologist informs others of relevant information from these contacts, and uses information to improve student interventions. | Psychologist initiates and maintains ongoing contact with physicians and community mental health service providers. Psychologist establishes collaborative relationships with key community providers. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3e:** **Demonstrates flexibility and responsiveness.** | Psychologist adheres to his or her plan, in spite of evidence of its inadequacy. | Psychologist makes modest changes in the intervention program when confronted with evidence of the need for change. | Psychologist makes revisions in the intervention program when it is needed; psychologist is flexible and responsive to student, teacher, and parent feedback. | Psychologist is continually seeking ways to improve the intervention program, and makes changes as needed in response to student, parent, or teacher input. Psychologist is flexible and responsive to student, teacher, and parent feedback. |

# Domain 4: Professional Responsibilities Component Summary

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4a:** <br> **Reflects on professional practice regularly.** | 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 intervention 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. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4b:** <br> **Communicates with families (establishing rapport, securing permissions).** | Psychologist fails to communicate with families, or communicates in an insensitive manner. | Psychologist's communication with families is partially successful but there are occasional insensitivities to cultural and linguistic traditions. | Psychologist communicates with families and does so in a manner sensitive to cultural and linguistic traditions. | Psychologist communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4c:** <br> **Maintains accurate records.** | Psychologist's records are in disarray; they may be missing, insecure, or illegible. | Psychologist's records are accurate and legible, and 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. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4d:*<br><br>*Participates in their school/district Professional Learning Communities and demonstrates leadership in the implementation of SRBI.* | Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district PLC's. Psychologist does not assist in the implementation of SRBI. | Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district PLC's, when specifically requested. Psychologist is only tangentially engaged in the implementation of SRBI. | Psychologist's participates actively in school and district PLC's, and maintains positive and productive relationships with colleagues. Psychologist is a major contributor to the PLC, and works hard to address the implementation of SRBI. | Psychologist is a leader who makes a substantial contribution to school and district PLC's, and assumes leadership with colleagues in the implementation of SRBI. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4e:*<br><br>*Engages in continuous professional development.* | Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. | Psychologist 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. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4f:*<br><br>*Shows professionalism and integrity at all times, demonstrates strong advocacy for students, and maintains confidentiality without fail.* | 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 advocating for students, taking a leadership role with colleagues |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *4g:*<br><br>*Writes accurate, clear, comprehensive, and timely reports.* | Psychologist prepares reports that are a simple listing and explanation of test scores or prepares reports that are confusing and poorly written with conclusions that are irrelevant to the referral, and recommendations that are unrealistic or inappropriate. | Psychologist prepares timely reports that are readable and understandable, with conclusions that are relevant to the referral, and recommendations that are appropriate and realistic. | Psychologist prepares timely reports that are well written with clear explanations, relevant conclusions, and recommendations that are appropriate and realistic. | Psychologist prepares reports that are comprehensive, well-written, with clear explanations of complicated concepts, conclusions relevant to the referral, and recommendations that are appropriate and realistic. |

# Bethel Public Schools
# School Social Worker
## Framework for Teaching

**DOMAIN 1: KNOWLEDGE, ASSESSMENT & PLANNING**

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| **1a: Demonstrates understanding of the school environment, family dynamics, and child development and applies this knowledge to help students succeed in school.** | Social worker has little or no understanding of family dynamics as it relates to the situation or age of the students.<br><br>Social worker does not appreciate or demonstrate understanding of the demands of the school environment.<br><br>Social worker does not appreciate or demonstrate an understanding of the developmental norms at a given age/grade level. | Social worker has only a rudimentary understanding of family dynamics and this understanding is not adequate for assisting students or their families in a consistently productive manner.<br><br>The social worker does not demonstrate a full understanding of the developmental norms at the age/grade level, or the demands of the school environment.<br><br>The social worker is not consistently able to utilize students' strengths and skills to address their needs.<br><br>The social worker has knowledge of the family dynamics, school requirements and child development but does not use this knowledge to work effectively in working with students. | Social worker demonstrates thorough knowledge of the school environment, family dynamics, and child development.<br><br>Social worker is competent in identifying the developmental norms at the students' age/grade level.<br><br>Social worker is able to apply this knowledge to assist children and families with functioning successfully.<br><br>Social worker demonstrates full understanding of the demands of the school environment and the skills students need to be successful in the environment.<br><br>Social worker is perceptive in understanding the student's family system and how it affects the student's learning.<br><br>Social worker is skilled in determining the individual, family, and school factors which influence the student's ability to learn and be successful in school. | School social worker demonstrates extensive knowledge and expertise in school social work services.<br><br>School social worker demonstrates extensive knowledge of family dynamics and child development.<br><br>Social worker is highly proactive in working with students and families to assist them in dealing successfully with the demands of the educational setting.<br><br>Social worker is highly skilled and insightful in determining the individual, family, and school factors which influence the student's ability to learn and be successful in school and provides leadership to others on the school team in this area. |

Indicators of Success:
- Compares students skill set to the demands of the school environment and the typical developmental norms at the age/grade level
- Social worker uses this knowledge to drive assessment and interventions

| Component | Below Standard | Developing | Proficient | Distinguished |
|-----------|----------------|------------|------------|---------------|
| **1b: Accurately assesses the needs of students, groups, and the school as a whole.** | Social worker does not accurately identify the need for assessment.<br><br>Social worker makes limited or no attempts at assessing student, group and/or school needs.<br><br>Social worker's attempts at assessments are based on minimal or limited sources of information, resulting in inaccurate and/or invalid results. | Social worker generally considers knowledge of the student, groups and school as a whole when conducting needs assessments.<br><br>Observations and data collection reflect general areas of students' strengths and weaknesses.<br><br>Social worker is not independent in the completion of complex or at-risk assessments.<br><br>Social Summary Assessments of students are generally accurate, but are limited in scope or range. | Social worker is skilled in observation and data collection and can accurately interpret information from a variety of sources to identify students' strengths, weaknesses, and needs.<br><br>The social worker competently and insightfully considers knowledge of students, the demands of the learning environment, and the school in analyzing assessment information to identify needs.<br><br>The social worker makes sound and insightful judgments when assessing students for a variety of risk factors.<br><br>Social worker conducts accurate and well-written social summary assessments of students as a component of a multi-disciplinary evaluation to determine the presence of a disability. | In addition to the characteristics of proficient:<br><br>The social worker is highly skilled in utilizing a broad variety of assessment practices to gather information to identify school, group, and student needs.<br><br>The social worker is a leader and major contributor to multi-disciplinary teams in identifying school, group and student needs.<br><br>The social worker's experience, judgment and insight in making assessments of students, group or school needs are critical to the school's or team's ability to plan interventions.<br><br>The social worker's expertise and opinion in assessment are sought by other pupil services staff and administrators. |

Indicators of Success:
- Social worker conducts accurate assessments of students routinely and in crisis situations
- Social worker accurately determines students at risk for harm to self or others in crisis situations and child safety in abuse/neglect situations
- Social worker is competent in multiple types of assessment, including assessments of: handicapping conditions, mental health diagnosis, behavioral difficulties, physical aggression, crisis situations, safety issues, suicide and self-harm, poor attendance, school phobia, involvement with the juvenile justice system, neglect or physical/sexual abuse, poverty, and homelessness.
- Formal assessments, such as Functional Behavior Assessments and Social Summaries are conducted as needed.

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| **1c:** **Based on assessed student and school needs, plans evidence-informed interventions and programs aligned with a multi-tiered intervention system.** | Planning for interventions, on a group or individual basis is either non-existent or consists of a random collection of unrelated activities, lacking coherence or an overall structure.<br><br>If interventions are planned, they lack relevance to the findings of assessment.<br><br>Social worker lacks understanding of evidence-based interventions and programs or a multi-tiered system. | Planning for interventions on a group or individual basis includes a number of worthwhile activities, but some of them are not appropriate or well-targeted for the student's identified needs or are not developmentally appropriate.<br><br>Planning is not comprehensive or well-structured.<br><br>Social worker has a basic understanding of evidence-based interventions and how to work and plan within a multi-tiered system of intervention. | Social worker is knowledgeable of the multi-tiered intervention system used at the school and plans interventions that are appropriately targeted and can be implemented at each tier.<br><br>In planning interventions, the social worker builds on and utilizes areas of individual, group or school strengths.<br><br>Social worker develops intervention plans that are appropriate and well-targeted to students' assessed needs.<br><br>The social worker fully understands the needs of the school and its students, resulting in interventions that are proactive and well-targeted to needs. | Based on valid assessment information and with consideration of the goals of the grade, the school and district, the social worker develops highly appropriate and well-targeted interventions and plans aimed at minimizing or eliminating non-academic barriers to learning for individual students, groups of students, and the school as a whole.<br><br>Social worker's intervention plans are highly coherent, comprehensive, proactive, and very effective.<br><br>Social worker creates plans that are dynamic and can change as the student's or school's needs change.<br><br>Social worker has recognized expertise in the use of a multi-tiered intervention system and is a leader in sharing that information with other professionals on the team.<br><br>Multi-disciplinary team members seek social worker's input and guidance when planning multi-tiered assessments and interventions. |

Indicators of Success:

● Social worker plans creates intervention plans based on functional behavioral assessments, and through the positive behavioral supports and intervention process in Tiers I, II and II

● Social worker creates appropriate plans for providing IEP individual & small group counseling , and for students in general education Tier III intervention process

● Social worker creates appropriate plans for short term solution-focused counseling in Tiers I, II, III

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *1d: Engages in comprehensive planning to address crisis prevention and intervention.* | Social worker does not engage in crisis prevention planning.<br><br>Social worker is not viewed as a resource in a crisis situation and is not able to handle such situations.<br><br>Social worker has limited or no understanding of the research and best practices involved with crisis prevention and intervention.<br><br>Social worker does not recognize overt or subtle signs of crisis in students and situations. | Social worker has a basic understanding of the research and best practices in crisis prevention and intervention.<br><br>Social worker is willing to assist in a crisis but cannot consistently be relied upon.<br><br>Social worker participates in some crisis prevention planning and activities, but on a limited basis, with limited contribution to team's efforts.<br><br>Social worker is not consistently or accurately perceptive to the signs of crisis in students and is not consistently able to serve as a resource to other staff. | Social worker has good working knowledge of the research and best practices in crisis prevention and intervention.<br><br>Social worker can be relied upon to exercise sound and reliable judgment in a student or school crisis.<br><br>Social worker initiates and participates collaboratively with other school staff to engage in comprehensive and thoughtful crisis prevention and intervention planning.<br><br>Social worker recognizes signs of crisis in students and assists other staff in recognizing these signs and knowing how best to respond.<br><br>Social worker demonstrates sound judgment in collaborating with administrators on when to contact community agencies such as police, DCF, Community Crisis Intervention systems, and Juvenile Justice system. | Social worker has advanced knowledge of research and best practices for crisis prevention and response.<br><br>Social worker is a leading contributor at the school in the planning for crisis prevention and response.<br><br>Social worker is a model for staff and trains staff regularly on signs of crisis in students and best practices for response.<br><br>Social worker is relied upon as a key member of the crisis team. Staff members seek advice from the social worker in matters concerning crisis prevention, planning and response.<br><br>Social worker provides training to other staff in the school and district regarding contacting and utilizing community agencies such as police, DCF, Community Crisis Intervention systems, and Juvenile Justice system. Social worker contributes to district practices and policies for crisis prevention and intervention. |

Indicators of Success:
- Social worker is an active participant and contributor on the school team that is responsible for the school's crisis planning
- In a crisis situation, the social worker responds quickly, calmly, and competently.
- Social worker knows crisis resources, community responders, and details of the school's plans.

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *1e Demonstrates knowledge of district, state, and federal regulations and guidelines as they apply to social work practice, including IDEA, Section 504, FERPA, laws related to Truancy and Child Abuse, etc.* | School social worker demonstrates little or no knowledge of laws and procedures or critical governmental regulations that apply to social work practice in the schools. | School social worker demonstrates a basic awareness of state and federal regulations as they apply to the social worker's role.<br><br>Social worker has a basic understanding of the roles of the social worker in the implementation of the special education and Section 504 Accommodation team processes at the schools.<br><br>Social worker is inconsistent in following all district practices and procedures in the provision of special education and Section 504 Accommodations.<br><br>Social worker has basic knowledge of state and federal laws pertaining to child abuse and neglect, truancy, and the workings of the juvenile justice system. | Social worker demonstrates full knowledge and understanding of state and federal regulations as they apply to the social worker's role in a school setting.<br><br>As needed, the social worker can be relied upon to seek clarification and further knowledge as it applies to specific student situations that are unfamiliar or complex.<br><br>Social worker is consistent and proficient in fulfilling the roles of the social worker in the special education or Section 504 evaluation processes.<br><br>Social worker is consistent and proficient in following the district practices and procedures in both the special education and Section 504 Accommodation Team processes.<br><br>Social worker has full understanding of the state and federal laws pertaining to child abuse and neglect, truancy, and the workings of the juvenile justice system and uses that knowledge to assist students and staff. | Social worker's knowledge and understanding of governmental regulations and district practices is extensive.<br><br>Social worker takes the initiative to serve as a resource to others in the school in clarifying legal requirements, making sound decisions regarding student or school issues that may arise.<br><br>Social worker is a model to others in fulfilling the roles and responsibilities in the special education and Section 504 Accommodation Team processes in full compliance with all district practices and procedures.<br><br>Social worker's knowledge of state and federal laws pertaining to child abuse and neglect, truancy, and the workings of the juvenile justice system is extensive. The social worker can interpret these regulations for practice in the schools to other staff. The social worker uses that knowledge to help families and staff make informed decisions about student matters and the resources available.<br><br>The social worker is seen as a district resource who assists administrators in the development and revision of applicable policies related to the safety of students, staff, and the protection of those within the school environment. |

# DOMAIN 2: The ENVIRONMENT

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *2a: Creates an environment of respect and rapport.* | School social worker's interactions with students are negative, inappropriate, or do not contribute to the development of trust, respect and rapport.<br><br>Students do not seek out the school social worker or do not wish to work with the social worker.<br><br>Social worker's interactions with staff are not respectful or professional. | School social worker's interactions with students and staff are a mix of positive and negative interactions.<br><br>Social worker's efforts at developing rapport and respect are only partially successful, or are successful with only a limited range of students.<br><br>Social worker's judgment in what constitutes a respectful and appropriately comfortable working relationship with students and with staff is not fully consistent with professional practice. | School social worker's interactions with students are positive, respectful, developmentally appropriate for the students, and support the development of trust, respect, and rapport.<br><br>A wide range of students seek out the social worker and consistently develop a positive working relationship with the social worker.<br><br>Social worker's interactions with other staff are professional, respectful, and focused on achieving common goals on behalf of students and the school. | In addition to the characteristics of proficient:<br><br>Student's interactions with social worker reflect a high degree of comfort and trust in the relationship.<br><br>The social worker is a resource and model to teachers and other colleagues, serving as a model of how to establish trust, respect and rapport as a prerequisite for learning.<br><br>Staff and students seek social worker assistance in restoring relationships upset by negative interactions or conflict situations. |
| Indicators of Success:<br>● Social worker is able to discuss difficult and complex issues with student, staff and families in an honest, sensitive, and supportive manner. | | | | |

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *2b: Contributes to the establishment of a school wide culture for productive communication.* | Social worker does not demonstrate understanding of strategies or professional practices that support productive communication.

Social Worker makes no attempt to establish a culture for productive communication in the school as a whole, either among or between students and teachers. | Social worker demonstrates partial understanding of the factors which contribute to productive and respectful communication in the school environment.

Social worker's attempts to promote a culture for productive and respectful communication between and among students and teachers are only partially or inconsistently successful. | Social worker's understanding of the factors which contribute to productive and respectful communication in the school environment is evident in interactions, collaboration with others and work with students.

Social worker's practice and interactions consistently support productive and respectful communication between and among students and teachers.

The social worker communicates efficiently and productively while maintaining confidentiality according to federal laws.

Social worker facilitates respectful and honest communication between and among students and teachers. | In addition to the characteristics of proficient:

The social worker is a model in the school for engaging in productive, efficient communication respectful of the confidentiality laws.

The social worker takes the initiative to be a leader in the school in maintaining a positive culture of respectful communication between and among students and teachers.

The social worker takes an active role in helping students and staff learn the communication skills necessary to establish and repair open communication between and among students and teachers.

Social worker consistently models positive and productive communication between and among students and staff. |

Indicators of Success:
- Social worker protects student confidentiality in accordance with the law and shares information on a need to know basis with staff.

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *2c: Organizes time effectively and manages routines and procedures efficiently.* | Social worker has no plan for organization or time management and is ineffective in managing routines and establishing procedures.<br><br>Social worker appears to have difficulty setting priorities, resulting in confusion, missed deadlines and conflicting schedules. | Social worker's time-management skills are moderately-well developed; essential activities are carried out, but not always in the most efficient manner.<br><br>Social worker establishes fairly consistent and partly successful organizational systems, routines and procedures.<br><br>Social worker is not always on time with meeting deadlines and due dates. | Social worker exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.<br><br>Social worker is well-organized and establishes efficient routines and procedures.<br><br>Social worker always meets professional responsibilities on time. Social worker is responsive to student and staff needs in a timely manner. | In addition to the characteristics of proficient:<br><br>Social worker demonstrates excellent time-management skills, prioritizes appropriately, and accomplishes all tasks in an expeditious manner.<br><br>Social worker's schedule is reliable and well-known to administrators, teachers, and students.<br><br>Social worker is a leader in initiating and scheduling multidisciplinary team meetings, such as: PLC, PPT, Section 504, PBIS, Crisis and Data Team meetings. |
| Indicators of success:<br>● Social worker consistently attends scheduled multi-disciplinary team meetings, including: Professional Learning Communities, PPTs and Section 504 Team meetings. | | | | |

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| **2d: Establishes and maintains standards of student conduct and contributes to promoting and maintaining a positive school climate.** | Few or no standards of student conduct have been established by the social worker.<br><br>Social worker disregards or fails to address negative student behavior during assessment, intervention, or other work sessions. | Standards of conduct have been established, but they are not consistently maintained or effective. School social worker's attempts to monitor and correct negative student behavior during meetings are only partially successful. | Standards of conduct have been established by the social worker for meetings and work with students.<br><br>Social worker monitors student behavior against the established standards. Response and correction to students are appropriate and respectful.<br><br>Social worker's efforts at supporting students' appropriate behaviors are consistent, well-planned and effective.<br><br>Social worker contributes effectively to the formulation of student and school wide proactive behavioral planning. Social worker effectively implements behavioral support and intervention plans. | In addition to the characteristics of proficient:<br><br>School social worker's monitoring of students is highly consistent, subtle, proactive, preventive, and highly effective.<br><br>Social worker promotes and supports students' engagement in self-monitoring of behavior.<br><br>Social worker participates in Positive School Climate Committee Meetings to assist the district with promoting a positive school climate. |

Indicators:
- Both individually and on teams, social worker helps staff teach, encourage, and support positive student conduct.
- Participates in multidisciplinary team meetings and makes contributions to maintain a positive school climate.
- Social worker understands the schools' Positive Behavioral Interventions and Support system and is an active proponent.

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *2e: Organizes physical space for effective delivery of services.* | Social worker's work area is disorganized or unkempt, and poorly suited to working with students.<br><br>Social worker does not create or maintain a professional environment suitable or appropriate to meet the needs of students at that age/grade level.<br><br>Social worker does not provide privacy in the working environment for students. | Social worker's work area is fairly well-organized and moderately well-suited to working with students.<br><br>Social worker's work area is created and maintained in a way to be fairly supportive of a professional work environment that is appropriate for students at that age/grade level.<br><br>Social worker does not consistently provide appropriate privacy and quiet for students. | Social worker's work area is well organized, welcoming, and conducive to providing professional services.<br><br>Social worker is respectful of students' privacy. A quiet space for calming and de-escalation is always available when needed for students.<br><br>Social worker's work area is consistently supportive of a professional work environment and is always age-appropriate welcoming space for students. | The social worker creates a work environment that is an age-appropriate, creative reflection of the interests of the students at that age/grade level.<br><br>The work area is highly conducive to providing professional social work services to students. |

Indicators of success:
- Office space is organized, professional, and conducive to providing services for students and families.
- Materials are age appropriate, interesting to students, and support student engagement.
- Quiet and privacy are available when needed.

**DOMAIN 3– DELIVERY OF SERVICES**

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *3a: Provides evidenced-informed programs and services within a multi-tiered intervention system and monitors progress regularly.* | Social Worker rarely implements evidenced-informed interventions that are consistent with a multi-tiered system of response to intervention.<br><br>Social worker has little to no knowledge of evidence based practices or strategies.<br><br>Social worker does not address the needs of individual students, groups of students or the school.<br><br>Progress monitoring is either lacking or inconsistent and decision making is not data-based. | Social Worker inconsistently implements evidenced-informed interventions that are appropriate within a multi-tiered system of response to intervention.<br><br>Social worker may address the needs of individual students, groups of students or the school, but does not consistently address the needs of all.<br><br>Social worker utilizes a limited range of methods and strategies to assist students.<br><br>Social worker's progress monitoring is fairly consistent and decision-making is partially data-based. | The social worker consistently implements evidenced-informed interventions that are appropriate within a multi-tiered system of response to intervention and well-targeted to address the needs of the student, group or school for whom they are designed.<br><br>The social worker's interventions capitalize on individual or group strengths and include a variety of methods including individual or group counseling, instruction, and skills development.<br><br>Social worker consistently addresses the needs of individuals, classrooms and the school to improve student learning and understands how meeting the needs of one affects the others.<br><br>Progress monitoring is consistent and based on multiple factors. Decision-making is consistently data-based and reflects sound judgment in analysis. | In addition to the characteristics of proficient:<br><br>The social worker has an outstanding repertoire of evidenced informed interventions that are employed for needs of students, groups or the school as a whole.<br><br>The social worker serves as a model for other counseling professionals in the selection of interventions within the tiers of a response to intervention system, and can articulate and train others in the model.<br><br>Social worker is sought after for professional expertise in implementing intervention plans and can problem solve issues that other professionals have with intervention, effectiveness, addressing the needs of individuals and groups, progress monitoring and interpreting results of data. |

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| **3b: Provides outreach to families and includes them in plans to improve student engagement and achievement.** | Social worker fails to initiate communication with families, or communicates in an insensitive manner.<br><br>Social worker fails to communicate relevant information to families.<br><br>Social worker fails to connect families with appropriate school and community resources.<br><br>Social worker fails to engage families in plans to improve student's success at school. | Social worker's communication with families is inconsistent, not timely, or insufficient to engage families productively in plans to improve student success at school.<br><br>Social worker's communication with families fails to include all of the relevant information the family needs.<br><br>Social worker inconsistently connects families with the appropriate school or community resources. | Social worker communicates regularly and confidentially with families in a manner sensitive to cultural and other family characteristics or differences.<br><br>Social worker is consistently successful in engaging families in plans to improve students' success in school<br><br>Social worker consistently reaches out to families of students to establish a positive relationship using effective communication strategies.<br><br>The social worker competently and accurately identifies families and students who can be assisted through involvement with community agencies.<br><br>Social worker is proactive and responsive in identifying and differentiating appropriate resources for students and families and helping families gain access to community resources. | In addition to the characteristics of proficient:<br><br>Social worker communicates regularly and confidentially with families in a highly empathic manner that is sensitive to the needs and concerns of the student and family.<br><br>The social worker is intuitive and insightful in identifying the needs of families.<br><br>The social worker is creative and resourceful in involving families in their children's success in school. |

Indicators of Success
- Social worker provides a range of services to families including: education, short term solution focused counseling, referrals to outside resources, and coordination and collaboration between school, home, outside treatment providers or agencies.

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *3c: Collects data and other critical information and incorporates it into planning, intervention, assessment, report writing and record keeping.* | School social worker neglects to collect important information on which to base decisions.<br><br>Social worker does not create meaningful and reliable systems for data collection and maintenance.<br><br>Social worker does not analyze data and reach logical conclusions based on data for decision making.<br><br>Social worker does not utilize technology for data collection, data maintenance or analysis.<br><br>Social worker's reports, records and documentation are missing, late, or inaccurate, resulting in confusion and lack of compliance with district practice and state or federal laws.<br><br>Social worker's written reports are inaccurate or not understandable to the reader. | School social worker collects most of the important information on which to base decisions.<br><br>Social worker's systems for data collection are basic and may be inconsistent.<br><br>Social worker's analysis of data for decision making is not consistently accurate, comprehensive, or skilled.<br><br>Social worker's reports, records and documentation are generally accurate, but are sometimes late, incomplete, or lacking in attention to detail.<br><br>Social worker does not consistently follow protocols for monitoring student data pertaining to counseling interventions.<br><br>Social Worker's record keeping regarding PPTs and IEPs is inconsistent.<br><br>Written reports are fairly accurate, but lacking in clarity and not always understandable to the reader. | School social worker collects relevant information from multiple sources to inform decision making.<br><br>Social worker creates effective data collection and maintenance systems which can be relied upon to serve as an effective means of communicating information.<br><br>The social worker regularly and accurately uses data to measure progress, analyze growth or regression, and make decisions.<br><br>Social worker is competent in using technology for data collection, maintenance and analysis.<br><br>Social worker's reports, records and documentation, including those for PPTs and IEPs are accurate, complete, submitted in a timely manner with attention to detail.<br><br>Social worker writes comprehensive reports which are accurate, clearly written, and easily understood by the reader. | In addition to the characteristics of proficient:<br><br>Social worker is insightful in knowing which data to collect for various purposes of social work and how to analyze it.<br><br>Social worker is a model for others in the creation of data collection and maintenance systems using technology. The social worker has advanced knowledge of the technologies that support data collection, maintenance and analysis and shares that information with other pupil services staff.<br><br>The social worker writes reports that are comprehensive, well-written, easily understood by readers, that communicate information sensitively and with objectivity.<br><br>Social worker's approach to record keeping is highly systematic, efficient, and accurate, and serves as a model for colleagues in other schools. |

Indicators of Success
- Collects multiple types of data for: IEP goals, progress monitoring, functional behavioral assessments, behavioral intervention plans.
- Uses data to measure progress and academic, social, or behavioral functioning.
- Uses data to determine response to strategies and interventions.

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| **3d: Knowledgeable of resources within the school, district, community and state and promotes ongoing collaboration between the school and community agencies.** | Social worker demonstrates little or no knowledge of the referral resources for students available through the school, district, or the community.<br><br>Social worker does not make connections with other programs in order to meet students' needs.<br><br>Social worker does not contribute, or contributes negatively to relationships with community agencies and providers. | Social worker demonstrates only basic knowledge of referral resources appropriate for the student's needs available through the school or district, or within the community.<br><br>Social worker's efforts to coordinate services with other programs in the school, district or community are inconsistent or limited, resulting in lost opportunities for students and families.<br><br>Social worker has established some relationships with community providers. | Social worker has thorough knowledge of a wide range of school, district and community resources.<br><br>Social worker successfully collaborates with other programs within the school and district to meet student needs.<br><br>Social worker initiates the sharing of information and resources with parents.<br><br>Social worker effectively brings together programs and agencies both within and beyond the school or district to meet individual student needs.<br><br>Social worker establishes a referral network of agency contacts.<br><br>Social worker establishes positive relationships with personnel from other agencies to maintain ongoing collaborative efforts on the students' behalf.<br><br>The social worker effectively coordinates the efforts of the school, family, and the community to help improve students' academic, social, emotional and behavioral competencies. | In addition to the characteristics of proficient:<br><br>Social worker demonstrates extensive knowledge of resources for students available through the school, district, and in the larger community.<br><br>Social worker takes a leadership role in involving community and district resources for the purpose of maximizing the supports available for students and families.<br><br>Social worker takes a leadership role in communicating information about the resources to other professionals in the school and to parents in a variety of ways, including district website, workshops for staff and/or parents, newsletters, parent meetings, etc.<br><br>The social worker establishes a wide referral network of agency contacts and school/agency partnerships that facilitates agency responsiveness and interagency collaboration. |

Indicators of Success:
- Social worker works closely with families to secure various types of assistance.
- Agencies with whom social worker actively develops relationships may include:  Wellmore System of Care, DDS, Husky, SSI, SSD, IICAPS, Voluntary Services, the Judicial System, and professionals within private practice.

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *3e: Demonstrates effective collaboration and consultation skills.* | The social worker does not assume a role as consultant to staff, administrators, or parents.<br><br>Attempts at consultation are flawed and ineffective.<br><br>The social worker is not seen by staff as a person who has expertise or skills to offer.<br><br>The social worker does not have effective collaboration skills in working with others. | Social worker only partially assumes a role of consultation to staff, administrators and parents, but role is limited in scope and expertise.<br><br>Social worker has engaged in some limited collaboration with other staff.<br><br>Social worker's collaboration style is not consistently efficient or productive. | Social worker is an effective collaborator who works productively with various staff in the school building on many issues related to student success.  Social worker provides consultation and shares expertise regularly with staff, administrators, and parents.<br><br>Social worker establishes productive relationships with other professionals on the team.<br><br>Social worker is a resource to colleagues with SRBI, Positive Behavior Support, and Behavior Intervention Planning. | In addition to the characteristics of proficient:<br><br>Social Worker is a model of effective collaboration in the school setting.<br><br>Social worker plays a lead role in helping others develop effective collaboration skills.<br><br>Social Worker has highly developed consultation skills and is a source of expertise and sound judgment sought out by other professionals in the school or district. |
| Indicators of Success:<br>● Social worker consults with, and is a resource for colleagues when planning for social and emotional learning- including within SRBI, PBIS, FBA and PBSIP processes. | | | | |

**DOMAIN 4:  PROFESSIONAL RESPONSIBILITIES**

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *4a: Engages in continuous professional growth to impact services* | Social worker does not reflect on practice, or the reflections are inaccurate or self-serving.<br><br>Social worker resists participation in professional development, even when such activities are clearly needed for the continuous development of skills. | Social worker's reflections on professional practice are fairly accurate and objective, but don't cite specific examples.<br><br>Reflections contain only broad or general suggestions as to how professional practice might be improved.<br><br>School social worker's participation in professional development activities is limited to those that are convenient or are required.<br><br>Social worker does not consistently seek out PD activities that would improve professional practice. | Social worker's reflection provides an accurate and objective description of professional practice, citing specific examples of success and areas of potential growth.<br><br>Social worker makes specific suggestions as to how an intervention plan or professional practice could be improved.<br><br>School social worker seeks out opportunities for professional development based on individual assessment of learning needs and on new ideas/research relevant to the continuous improvement of social worker professional practice. | Social worker's reflections are highly accurate and perceptive, citing specific examples that were or were not fully successful for at least some students.<br><br>Social worker draws on an extensive professional repertoire to suggest alternative strategies for future work.<br><br>Social worker actively pursues professional development opportunities and makes a substantial contribution to colleagues by providing workshops to them.<br><br>Social worker is current on the professional practice research, and helps others understand and implement it. |

Indicator of Success:
- Social worker seeks out professional development opportunities based on student needs
- Social worker collaborates with colleagues to assist with providing professional development workshops that are relevant and timely
- Social worker is familiar with, and utilizes the resources of the National and CT Social Worker Associations and the School Social Workers Association of America.

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *4b: Collaborates with teachers, PPS colleagues, and administrators to develop and sustain continuous improvement individually, as well as within a Professional Learning Community.* | Social worker is not available to staff for questions and planning and does not provide pertinent information when requested.<br><br>School social worker's behavior/participation may impede the collaborative process with colleagues.<br><br>Social worker avoids being involved in school and department PLC's. | Social worker is available to staff and administration for questions and planning, and social worker provides pertinent information when requested.<br><br>School social worker's relationships with colleagues are cordial, and school social worker participates in school and department PLC's as required within the role. | Social worker initiates contact with teachers, other PPS colleagues, and administration to confer regarding individual cases. Social worker is notably collaborative in assisting teams with problem solving to maximize student success.<br><br>Social worker actively seeks to assist the educational team with problem-solving to improve student and school success.<br><br>School social worker participates actively in school and department PLC's and maintains positive and productive relationships with colleagues.  Social worker is an enthusiastic contributor to PLC, and uses data and SRBI strategies to continuously improve practice and student success. | In addition to the characteristics of proficient:<br><br>School social worker makes a consistently substantial contribution to school and department PLC's, and assumes a leadership role with colleagues. Social worker models the use of data and SRBI strategies to continuously improve practice.<br><br>Social worker seeks out teachers, other PPS staff, and administrators to confer regarding cases, soliciting their perspectives on individual students. Social worker facilitates and exemplifies collaboration on behalf of students.<br><br>Social worker assists administrators in the development and delivery of district policies and procedures such as, Child Abuse and Neglect Protocol, Student At-Risk Protocol, Crisis Team Protocol, Procedure for Death of Student/Staff. |

Indicator of Success:
- Social worker actively seeks to assist the educational team with problem solving to improve student success
- Social worker is a contributing member of school and district teams

| Component | Below Standard | Developing | Proficient | Distinguished |
|---|---|---|---|---|
| *4c: Demonstrates professionalism as a school social worker at all times.* | Social worker displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.<br><br>Social worker does not follow all of the standards for school social work practice and ethics as established by National Association of Social Workers, the State of Connecticut, and the School Social Work Association of America. | Social worker is honest in interactions with colleagues, students and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.<br><br>Social worker's practice is based on some of the standards for school social work practice and ethics as established by National Association of Social Workers, the State of Connecticut, and the School Social Work Association of America. | Social worker is professional at all times and displays high standards of honesty, integrity, confidentiality, and ethical practice in interactions with colleagues, students, and the public.<br><br>Social worker readily and appropriately advocates for students.<br><br>Social worker's practice is fully in accordance with federal laws, state regulations, district procedures and protocols, as well as the National Association of Social Workers' Professional Code of Ethics. | Social worker is highly professional and can be counted on to hold the highest standards of honesty, integrity, and confidentiality.<br><br>Social worker is a highly effective advocate for students, taking a leadership role with colleagues and influential in dealing with community agencies on behalf of the student and family.<br><br>Social worker has advanced knowledge of current social worker professional organizations' research, standards, and recommendations for professional practice. |

*Resources include:*
- *Enhancing Professional Practice:  A Framework for Teaching (Danielson 2007)*
- *Connecticut State Department of Education Practice Guidelines for Delivery of School Social Work Services 2012*
- *School Social Work Association of America National Practice Model 2012*
- *National Association of Social Workers*
- *School Social Workers' Association of America*

# Bethel Public Schools
# Library Media Specialist
## Framework for Teaching

**DOMAIN 1:  PLANNING AND PREPARATION**

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *1a: Demonstrates knowledge of literature, of the current trends in library media practice, and of information technology* | Library media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology. | Library media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology | Library media specialist demonstrates thorough knowledge of literature, of current trends in practice, and of the most current information technology. | Drawing on extensive professional resources, library media specialist demonstrates rich understanding of literature, of current trends in best practice, and of the most current information technology. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *1b: Demonstrates knowledge of the academic program as well as students' and teachers' information needs within that program* | Library media specialist demonstrates little or no knowledge of the content standards and of students' and teachers' needs for information skills within those standards | Library media specialist demonstrates basic knowledge of the content standards and of students' and teachers' needs for information skills within those standards. | Library media specialist demonstrates thorough knowledge of the content standards. LMS supports students and staff as effective users of ideas and information. | Library media specialist takes a role within the school and district to articulate the needs of students and teachers' within the school's academic program.  LMS ensures that students and staff are effective users of ideas and information. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1c:** **Establishes goals for the library media program appropriate to the setting and the students and teachers served** | Library media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age/needs 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/needs 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/needs of the students. | Library media specialist's goals for the media program are highly appropriate to school's context and to the age/needs of the students, as well as the needs of the teachers. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1d: Demonstrates knowledge of print and digital resources, both within and beyond the school and district, and access to such resources** | 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 print and digital resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. LMS provides expertise necessary to assure the library media program is aligned with the mission, goals, and objectives of the school. | Library media specialist is fully aware of print and digital resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program. LMS provides leadership and expertise necessary to assure the library media program is aligned with the mission, goals, and objectives of the school and the district. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **1e:** **Designs coherent instruction integrated with the overall academic program** | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | 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. | Library media specialist coordinates knowledge of content, of information needs, 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 actively engage students in significant learning. | Library media specialist coordinates knowledge of content, of information needs, 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 actively engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs and interests. |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| *1f: Designs student and program assessment* | Library media specialist has no plan to evaluate students' work or the LM program, and/ or resists suggestions that such an evaluation is important. | Library media specialist has a rudimentary, inconsistent plan to evaluate the library media program and/or the growth of students' skills. | Library media specialist's plan to evaluate students and/or the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. This evaluation plan is appropriate to the grade level and to the level of student access in which the LMS works.<br><br>LMS and classroom teachers collaborate when appropriate to develop students' information literacy and technology skills overtime through specific assignments. The LMS will formally and/or informally assess students' understanding and application of those skills. | Library media specialist's evaluation plan for the library media program and for students' growth is highly sophisticated, with imaginative sources of evidence and a clear path toward improving student performance and the program on an ongoing basis. This evaluation plan is appropriate to the grade level and to the level of student access in which the LMS works.<br><br>LMS and classroom teachers collaborate when appropriate to develop students' information literacy and technology skills overtime through specific assignments. The LMS will formally and/or informally assess students' understanding and application of those skills. |
| *Evidence* | | | | |

## DOMAIN 2: Library-Media Center and Classroom Environment

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2a:** *Creates an environment of respect and rapport* | Interactions, both between the library media specialist, teachers, and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. | Interactions 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, with teachers and students, are professional, welcoming, and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. The LMS models and teaches the social and academic behaviors appropriate to library media users. | Interactions among the library media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring as well as sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library. Students demonstrate the social and academic behaviors appropriate to library media users. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2b:** *Establishes a culture for problem solving, information seeking, and love of reading* | 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 the major components of the position. | Library media specialist, in interactions with both students and teachers, conveys a sense of the importance of research problem solving and information seeking, establishes a reading culture where all students and teachers read.<br><br>LMS directly teaches and models the importance of asking questions, and evaluating information quality and validity in order to improve students' understanding. | Library media specialist, in interactions with both students and teachers, conveys a sense of the essential nature of research problem solving, seeking information and reading a broad range of literature. Students appear to have internalized the values inherent in a reading culture.<br><br>LMS directly teaches and models the importance of asking questions, and evaluating information quality and validity in order to improve students' understanding. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2c:**<br>***Establishes and maintains library procedures and supervises library assistants*** | Library 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 and volunteers are confused as to their role. | Library 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 or volunteers are partially successful. | Library media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants and volunteers are clear as to their role. | Library 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 and volunteers work independently and contribute to the success of the library media center. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2d:**<br>***Manages student behavior effectively*** | 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 often inappropriate, or repressive and 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 are 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. The LMS and his/her staff regularly monitor all areas of the library. | 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. The LMS and his/her staff regularly monitor all areas of the library. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **2e:** **Organizes physical space to enable smooth flow, adequate space for different activities, effective signage, and attractive, motivating displays** | 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. Book displays are attractive and inviting to students. The LMS organizes the flexible physical spaces to facilitate monitoring. | 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 motivating and inviting. The LMS organizes the flexible physical spaces to facilitate monitoring. |
| *Evidence* | | | | |

# DOMAIN 3: INSTRUCTION– Delivery of Instruction and Service

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3a:** *Maintains and extends the library collection in accordance with the academic needs and within budget limitations* | Library media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas. The collection does not represent changes in the curriculum. | 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 collection balance. The collection does not consistently reflect updates in the curriculum. | Library media specialist adheres to district and professional guidelines in selecting materials for the collection, and periodically purges the collection of outdated material. Collection is balanced among different areas. Teachers are consulted about and urged to participate in collection building. The collection reflects the continuous updates of the curriculum. | Library media specialist selects materials for the collection thoughtfully and in regular consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas. The collection reflects the continuous updates of the curriculum. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3b: Collaborates with teachers in the design of instructional units and lessons** | Library media specialist declines to collaborate or inadequately collaborates 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. |
| *Evidence* | | | | |
| **3c: Engages students in enjoying literature and in learning information/research skills** | Most students are not engaged in enjoying literature. Only some students can demonstrate they have learned information/research skills because of poor design of activities, poor grouping strategies, or inappropriate materials. | Some, but not all, students are engaged in enjoying reading and a range of literature. Only some students are able to demonstrate the information literacy skills expected in the program because of inadequate lesson design, weaker instructional activities, or poor grouping strategies. | Students are engaged in enjoying a range of literature and in learning information/research skills because of effective design of activities, grouping strategies, and use of appropriate materials. With assistance, students show critical thinking skills and demonstrate that they know when further information is needed and how to locate and use information. | Students are actively engaged in enjoying a broad range of literature and in learning information/research skills, and students take initiative in ensuring the engagement of their peers. Students practice critical thinking by demonstrating that they know when further information is needed; how to locate, evaluate, and use information effectively; and how to ask questions about the validity of information. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3d:** *Assists students and teachers in the use of technology in the library media center* | Library media specialist declines to or is unable to assist students and teachers in the use of technology in the library media center. The LMS is not current with the latest information technology applications pertinent to the position. | Library media specialist assists students and teachers in the use of information technology in the library media center when specifically asked to do so, but is sometimes not current with the latest information technology applications pertinent to the position. | Library media specialist directly instructs students and teachers in the use of information technology in the library media center.<br><br>The LMS assures that students can access and use information in all print and digital formats, seeks more than one perspective on a topic, avoids plagiarism, and uses the Internet safely and effectively. | Library media specialist directly instructs students and teachers in the use of information technology in the library media center. New technology applications are presented to colleagues and students when appropriate.<br><br>The LMS works with colleagues to assure that students can access and use information in all print and digital formats, actively seeking multiple perspectives on a topic, avoiding plagiarism, and taking advantage of the Internet safely and effectively. Students keep data safe, avoid spam, and use appropriate Netiquette while on-line in the school environment. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **3e: Demonstrates flexibility and responsiveness** | Library media specialist appears unable to improve the library media program in spite of evidence of the need for change. | Library media specialist makes needed changes in the library media program when confronted with evidence of the need for a change. | Library media specialist initiates change in order to continuously improve the library media program as needed. The needs of students and teachers as well as the continuously evolving standards for school library media programs drive the change initiatives proposed by the LMS. | Library media specialist initiates change in order to continuously improve the library media program. The needs of students, parents, teachers, and administrators, as well as the continuously evolving standards for school library media programs drive the change initiatives proposed by the LMS. The LMS demonstrates leadership in aligning all change within the school library media center with the mission, goals, and objectives of the school and district. |
| *Evidence* | | | | |

## DOMAIN 4:  PROFESSIONAL RESPONSIBILITIES

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4a:** *Reflects on practice* | Library media specialist does not reflect on practice, or the reflections are inaccurate or self-serving. | Library media specialist's reflection on practice is moderately accurate and objective, but lacks specific examples and lacks research-based suggestions as to how instruction or the program might be improved. | Library media specialist's reflection provides an accurate and objective description of practice, citing specific strengths and areas for improvement.  Library media specialist makes specific suggestions as to how instructional practice as well as the media program should be improved. | Library media specialist's reflection is highly accurate and perceptive, citing specific examples for improvement in instruction and in the library media program.  Library media specialist draws on an extensive research-based repertoire to suggest alternative instructional and program strategies. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4b:** *Maintains accurate records and prepares and submits reports and budgets* | Library media specialist's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.<br><br>Library media specialist does not seek input from classroom teachers when preparing requisitions and budgets, or does not follow established procedures. | Library media specialist's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.<br><br>Library media specialist's efforts to prepare budgets are partially successful, responding to classroom teacher's requests and following procedures. Inventories and reports are not consistently submitted on time. | Library media specialist's systems for maintaining both instructional and non-instructional records are accurate, efficient, and successful.<br><br>Library media specialist encourages and honors classroom teacher's requests when preparing requisitions and budgets, and follows established procedures, often initiating new procedures as needed. Inventories and reports are submitted on time. | Library media specialist's systems for maintaining both instructional and non-instructional records are accurate, efficient, and successful.<br><br>Library media specialist anticipates classroom teacher's needs and encourages their requests when preparing requisitions and budgets, follows established procedures, and develops improvements to those procedures. Inventories and reports are submitted on time. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4c: Communicates with parents and the larger community** | Library media specialist makes little or no effort to engage in outreach efforts to parents or the larger community.<br><br>The LMS is not successfully engaged in promoting the Summer Reading Program. | Library media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.<br><br>The LMS is not successfully engaged in promoting the Summer Reading Program. | Library media specialist engages in regular outreach efforts to parents and the larger community by using updated websites, newsletters, and other venues for communication. LMS is a strong advocate for the library media program. The LMS actively promotes the Summer Reading program. | Library media specialist is proactive in reaching out to parents and community, and establishing contacts with outside libraries, coordinating efforts for mutual benefit. Websites, newsletters, and other venues for communication are continuously updated. LMS is a leading advocate for the library media program. The LMS provides leadership to and actively promotes the Summer Reading program. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4d: Participates in Professional Learning Communities with LMS colleagues and with classroom teachers as needed** | Library media specialist's relationships with colleagues are not productive or collaborative, and the specialist is not consistently involved in school and district events and projects. | Library media specialist's relationships with colleagues are cordial, and the LMS participates in school and district events and projects when requested. | Library media specialist participates actively in school PLCs and the district PLC to continuously improve the library media program. | Library media specialist makes a substantial contribution to district LMS PLC and to school and district events and projects; LMS assumes a leadership role with colleagues. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4e:** **Engages in continuous professional development, and presents professional development to colleagues** | Library media specialist participates in professional development activities, but does not have the self-awareness to choose those which could improve his/her knowledge and skills on the job. LMS does not present PD to colleagues, even when such activities are clearly needed for building capacity in self and others. | Library media specialist participation in professional development activities is limited to those that are required, and the library media specialist does not build the capacity of colleagues even when such PD is clearly needed for building capacity in self and others. | Library media specialist seeks out opportunities for professional development based on feedback from supervisors and an individual assessment of need. LMS offers professional development opportunities to colleagues regarding the standards, curriculum, instructional improvement, new print and digital resources, and new technologies. | Library media specialist actively pursues professional development opportunities, and continuous improves his/her knowledge and skills as a leader in library media programming. LMS offers professional development opportunities to colleagues regarding the standards, curriculum, instructional improvement, new print and digital resources, and new technologies. |
| *Evidence* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|---|
| **4f:** **Demonstrates Professionalism at all times** | 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; takes a leadership role regarding violations of copyright laws and in building digital citizenship skills in students and teachers. | Library media specialist consistently holds 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, and builds digital citizenship skills in students and teachers. |
| *Evidence* | | | | |

# Appendix C

**Examples of Student Learning Objectives**

## STUDENT LEARNING OBJECTIVE (SLO) Directions

<u>Teachers in Bethel will develop one (or more) SLO</u> based on their analysis of current students' learning data **from multiple sources**, such as their NWEA Data, Benchmark Assessment Data, CMT (Science only) or CAPT (Science only) performance, or from special assessments for "non-tested" subjects developed by your department/content area.

- What does the data reveal about students' learning needs? Please be sure to **examine multiple sources of student learning data** when setting SLOs for this school year.
- If teachers teach in a "tested area," (that refers to Mathematics or English/Language Arts, they will use standardized measures like NWEA and they are encouraged to use one "non-standard" measure appropriate to their work with students (such as the Benchmarks, a department test, etc.)
- Remember too, it is perfectly acceptable to develop a "PLC-group SLO" if a teacher's entire PLC wants to focus on a special group/grade level goal.
- Teachers can focus on a sub-group on one of their IAGDs. (Examples of sub-groups are: English Language Learners, Tier III intervention students, gifted students, etc.)

Indicators of Academic Growth and Development (IAGDs) are the **specific evidence, with quantitative or qualitative targets, and should be drafted in SMART format**, that will demonstrate that the SLO has been achieved or that substantial progress has been made in specific indicators.

Please review the following samples of Student Learning Objectives.

Grade 5 Math

| **Statement of SLO:** *What do you want to improve given the baseline data you have on your students' learning? A <u>minimum of one SLO</u> is required.* |
|---|
| By May 20_____, my fifth grade students will increase their understanding of the place value system in order to fluently perform operations with multi-digit whole numbers, decimals to the hundredths place and fractions. |
| **Baseline Data:** |
| In the spring of 20___, 65.95% of students made their projected growth on the NWEA assessment.<br><br>On the Core Standards Benchmark Assessment, 79.4% of students were around/above benchmark (Fall Benchmark= 30) |
| **Indicators of Academic Growth and Development (IAGD):** *An IAGD is evidence you use to determine success in achieving the SLO. A <u>minimum of two</u> IAGDs is required. (Use SMART goal format).* |
| IAGD 1 |

By May 20_____, at least 75% of the students will meet or exceed their projected growth on the Math NWEA.  In spring 20__ (of the prior), 65.95% of students made their projected growth.

## IAGD 2

By May 20__, at least 80% of the students will be around/above 5ᵗʰ Grade Core Standards K-5 Benchmark Goal (Spring Goal - 80).  Currently, 79.4% students are around/above benchmark (Fall Goal - 30).

**Strategies and Action Steps:** Include the strategies and action steps to enhance your practice based on your focus established.

Read *Guided Math in Action* by Nicki Newton with a focus on Cluster 4: Student Intellectual Engagement

Create standards-based math stations with colleagues

Provide guided math instruction

Work with math instructional coach with a focus on differentiating instruction related to fractions

## Middle School ELA/Social Studies

**Statement of SLO:** *What do you want to improve given the baseline data you have on your students' learning? A minimum of one SLO is required.*

Improve student use of informational text evidence in formulating an effective argument including claims and counter-claims that are supported with accurate, precise, clear and relevant text-based details.

**Baseline Data:**

In the fall- 50 students are at the 4 and 5 level.
In the fall- 13 students are at the 7 and 8 level.

## IAGD 1
By May 20_____, at least 80% of my students who scored 4 and 5 will increase at least one level on the "Ideas" strand of the *Traits of Effective Writer* rubric as measured by the spring Writing Assessment.

## IAGD 2
By May 20___, at least 80% of my students who scored 7 and 8 will increase at least one level on the "Ideas" strand of the *Traits of Effective Writer* rubric as measured by the spring Writing Assessment.

**Strategies and Action Steps:** Include the strategies and action steps to enhance your practice based on your focus established.

Focus will be on Cluster 1: Clarity of Instructional Purpose and Accuracy of Content.

Read and use strategies from the book, *Academic Conversations* by Jeff Zwiers and Marie Crawford
Read *Unlocking Complex Tests* by Laura Robb
Select tier 2 vocabulary words and pre-teach vocabulary
Use of close reading strategies to analyze text features
Analyze mentor text to understand how authors deliberately use details, examples, reasons, and anecdotes to develop ideas
Evaluate evidence and determine importance
Evaluate author's reasoning for including and omitting information
Use of graphic organizers
Chunk articles
Provide a variety of readability levels to enable student access of content

# Appendix - D

## Examples of Standardized Assessments

Bethel participates in the following assessment programs in order to examine student learning and growth over time:

- *SMARTER Balanced Assessments* in March 2014 in grades 3 through 11 for English, Language Arts, and Mathematics;
- *CMT and CAPT only  for grades 5, 8, and 10 Science Assessments* in March 2014;
- NWEA—Northwest Evaluation Association—as standardized reading and mathematics assessments given twice a year in grades 2 through 11 with language assessed one time yearly and grades 6 and 9 science assessments;
- District Benchmark Assessments in mathematics, reading, writing in K-12;
- Developmental Reading Assessment in grades K through 5;
- Department-Developed Common Assessments for Non-Tested areas such as music, art, physical education, world languages, social studies, and applied studies;
- Student work collected and analyzed over time, if appropriate;
- TRAILS—*Tool for Real-Time Assessment of Information Literacy Skills*—given 2 times a year;
- Teacher-developed common assessments—both formative and summative;
- Teacher-developed student surveys (optional for teachers);

| ASSESSMENT LIST | |
|---|---|
| **KINDERGARTEN** | |
| **Assessment** | **Type** |
| LITERACY | |
| Writing Assessment | Non-Standard |
| Letter ID | Non-Standard |
| Letter Sounds | Non-Standard |
| Sight Words | Non-Standard |
| DRA | Non-Standard |
| Kindergarten Screening | Standard |
| Reading MAP (Measures of Academic Progress) | Standard |
| MATHEMATICS | |
| Addition (Add to 5) | Non-Standard |
| Core Standards Benchmark | Non-Standard |
| Math MAP (Measures of Academic Progress) | Standard |
| PHYSICAL EDUCATION | |

| Skipping, Galloping, Jumping | Non-Standard |
|---|---|
| **ART** ||
| Storytelling | Non-Standard |
| Shape Recognition | Non-Standard |
| **MUSIC** ||
| Rhythm Assessment | Non-Standard |
| **ESL** ||

| GRADE ONE ||
|---|---|
| **Assessment** | **Type** |
| **LITERACY** ||
| Reading  MAP (Measures of Academic Progress) | Standard |
| Writing Assessment | Non-Standard |
| Sight Words | Non-Standard |
| DRA | Non-Standard |
| DRP | Non-Standard |
| DSA | Non-Standard |
| **MATHEMATICS** ||
| Math MAP (Measures of Academic Progress) | Standard |
| Addition (Add to 10) | Non-Standard |
| Subtraction (within 10) | Non-Standard |
| Core Standards Benchmark | Non-Standard |
| **PHYSICAL EDUCATION** ||
| Overhand Throwing & Catching | Non-Standard |
| **ART** ||
| Shape Recognition | Non-Standard |
| Color Blending | Non-Standard |
| Storytelling | Non-Standard |
| **MUSIC** ||
| Rhythm Assessment | Non-Standard |
| **TECHNOLOGY** ||
| Typing Words Per Minute | Non-Standard |
| **ESL** ||
| LAS Links - ESL Students | Standard |

| GRADE TWO ||
|---|---|
| **Assessment** | **Type** |
| **LITERACY** ||
| Writing Assessment | Non-Standard |
| DRA | Non-Standard |

| | |
|---|---|
| **Reading MAP (Measures of Academic Progress)** | Standard |
| **DSA** | Non-Standard |
| **MATHEMATICS** | |
| **Addition (Add to 20)** | Non-Standard |
| **Subtraction (within 20)** | Non-Standard |
| **Core Standards Benchmark** | Non-Standard |
| **Math MAP - (Measures of Academic Progress)** | Standard |
| **PHYSICAL EDUCATION** | |
| **Overhand Throw for Accuracy/Catch** | Non-Standard |
| **ART** | |
| **Color Blending** | Non-Standard |
| **Storytelling** | Non-Standard |
| **MUSIC** | |
| **Singing** | Non-Standard |
| **TECHNOLOGY** | |
| **Typing Words per Minute** | Non-Standard |
| **ESL** | |
| **LAS Links - ESL Students** | Standard |

| **GRADE THREE** | |
|---|---|
| **Assessment** | **Type** |
| **LITERACY** | |
| **Writing Assessment** | Non-Standard |
| **DRA** | Non-Standard |
| **Reading MAP (Measures of Academic Progress)** | Standard |
| **DSA** | Non-Standard |
| **MATHEMATICS** | |
| **Multiply (within 100)** | Non-Standard |
| **Subtraction (within 20)** | Non-Standard |
| **Math MAP (Measures of Academic Progress)** | Standard |
| **Core Standards Benchmark** | Non-Standard |
| **PHYSICAL EDUCATION** | |
| **CFA/Push-Ups** | Non-Standard |
| **ART** | |
| **Color Blending** | Non-Standard |
| **Storytelling** | Non-Standard |
| **MUSIC** | |
| **Singing** | Non-Standard |
| **Strings** | Non-Standard |
| **TECHNOLOGY** | |
| **Typing Words Per Minute** | Non-Standard |

| ESL | |
|---|---|
| **LAS Links - ESL Students** | Standard |

| GRADE FOUR | |
|---|---|
| **Assessment** | **Type** |
| LITERACY | |
| **Fluency** | **Non-Standard** |
| **Writing Assessment** | **Non-Standard** |
| | |
| **DRA** | **Non-Standard** |
| **DSA** | **Non-Standard** |
| **Reading MAP (Measures of Academic Progress)** | Standard |
| MATHEMATICS | |
| **Math MAP (Measures of Academic Progress)** | Standard |
| **Multiplication (Multiply within 100)** | **Non-Standard** |
| **Division (Division within 100)** | **Non-Standard** |
| **Subtraction (within 20)** | **Non-Standard** |
| **Core Standards Benchmark** | **Non-Standard** |
| PHYSICAL EDUCATION | |
| **Push-Ups** | **Non-Standard** |
| ART | |
| **Elements of Art - Landscape** | **Non-Standard** |
| MUSIC | |
| **Academic Vocabulary - Music** | **Non-Standard** |
| **Strings** | **Non-Standard** |
| **Band - Rhythmic Accuracy** | **Non-Standard** |
| TECHNOLOGY | |
| **Typing Words Per Minute** | **Non-Standard** |
| ESL | |
| **LAS Links - ESL Students** | Standard |

| GRADE FIVE | |
|---|---|
| **Assessment** | **Type** |
| LITERACY | |
| **Fluency** | **Non-Standard** |
| **Writing Assessment** | **Non-Standard** |
| **DRA** | **Non-Standard** |
| **DSA** | **Non-Standard** |
| **Reading MAP (Measures of Academic Progress)** | Standard |

| MATHEMATICS | |
|---|---|
| Multiplication (Multiply within 100) | Non-Standard |
| Division (Division within 100) | Non-Standard |
| Math MAP (Measures of Academic Progress) | Standard |
| Core Standards  Benchmark | Non-Standard |
| PHYSICAL EDUCATION | |
| Push-Ups | Non-Standard |
| ART | |
| Elements of Art - Figure Drawing | Non-Standard |
| MUSIC | |
| Academic Vocabulary - Music | Non-Standard |
| Strings | Non-Standard |
| Band - Rhythmic Accuracy | Non-Standard |
| TECHNOLOGY | |
| Typing Words per Minute | Non-Standard |
| ESL | |
| LAS Links - ESL Students | Standard |

| GRADE SIX | |
|---|---|
| **Assessment** | **Type** |
| LITERACY | |
| BMS Reading Response | Non-Standard |
| Reading MAP  (Measures of Academic Progress) | Standard |
| MATHEMATICS | |
| Math MAP (Measures of Academic Progress) | Standard |
| Math PBA | Non-Standard |
| PHYSICAL EDUCATION | |
| Push-Ups - Boys | Non-Standard |
| Push-Ups - Girls | Non-Standard |
| HEALTH EDUCATION | |
| Nutrition/HIV/AIDS, ATOD | Non-Standard |
| ART | |
| Creating Illusion of Space | Non-Standard |
| MUSIC | |
| Rhythm Performance | Non-Standard |
| Music Connections | Non-Standard |
| Pitch Identification | Non-Standard |
| BMS Chorus - Singing | Non-Standard |
| SCIENCE | |
| Math in Science Content | Non-Standard |
| Science Argumentation | Non-Standard |

| SOCIAL STUDIES | |
|---|---|
| Argumentation | Non-Standard |

| TECHNOLOGY | |
|---|---|
| Digital Citizenship | Non-Standard |

| ESL | |
|---|---|
| LAS Links - ESL Students | Standard |

| GRADE SEVEN | |
|---|---|
| **Assessment** | **Type** |
| LITERACY | |
| BMS Reading Response | Non-Standard |
| Reading MAP (Measures of Academic Progress) | Standard |
| MATHEMATICS | |
| Math MAP (Measures of Academic Progress) | Standard |
| Math PBA | Non-Standard |
| PHYSICAL EDUCATION | |
| Push-Ups - Boys | Non-Standard |
| Push-Ups - Girls | Non-Standard |
| HEALTH EDUCATION | |
| Nutrition/HIV/AIDS, ATOD | Non-Standard |
| ART | |
| Rendering a Sphere | Non-Standard |
| MUSIC | |
| Rhythm Performance | Non-Standard |
| Music Connections | Non-Standard |
| Pitch Identification | Non-Standard |
| BMS Chorus - Singing | Non-Standard |
| Orchestra | Non-Standard |
| Rock Academy | Non-Standard |
| SCIENCE | |
| Math in Science Content | Non-Standard |
| Science Argumentation | Non-Standard |
| SOCIAL STUDIES | |
| Argumentation | Non-Standard |
| TECHNOLOGY | |
| Design Process | Non-Standard |
| WORLD LANGUAGES | |
| French Speaking/Writing | Non-Standard |
| Spanish Speaking/Writing | Non-Standard |
| ESL | |
| LAS Links - ESL Students | Standard |

| GRADE EIGHT | |
|---|---|
| **Assessment** | **Type** |
| LITERACY | |
| **BMS Reading Response (CFA)** | **Non-Standard** |
| **Reading MAP (Measures of Academic Progress)** | **Standard** |
| MATHEMATICS | |
| **Math MAP (Measures of Academic Progress)** | **Standard** |
| **Math PBA** | **Non-Standard** |
| PHYSICAL EDUCATION | |
| **Push-Ups - Boys** | **Non-Standard** |
| **Push-Ups - Girls** | **Non-Standard** |
| ART | |
| **Elements and Principles Design Task** | **Non-Standard** |
| HEALTH EDUCATION | |
| **Nutrition/HIV/AIDS, ATOD** | **Non-Standard** |
| MUSIC | |
| **Rhythm Performance** | **Non-Standard** |
| **Music Connections** | **Non-Standard** |
| **Pitch Identification** | **Non-Standard** |
| **BMS Chorus - Singing** | **Non-Standard** |
| **Guitar** | **Non-Standard** |
| **Orchestra** | **Non-Standard** |
| SCIENCE | |
| **Math in Science Content** | **Non-Standard** |
| **Science Argumentation** | **Non-Standard** |
| SOCIAL STUDIES | |
| **Argumentation** | **Non-Standard** |
| TECHNOLOGY | |
| **Robotics Sentry Challenge** | **Non-Standard** |
| **3D Dice Model** | **Non-Standard** |
| WORLD LANGUAGES | |
| **French Speaking/Writing** | **Non-Standard** |
| **Spanish Speaking/Writing** | **Non-Standard** |

| GRADE NINE | |
|---|---|
| **Assessment** | **Type** |
| LITERACY | |
| **Reading MAP (Measurements of Academic Progress)** | **Standard** |

| | |
|---|---|
| **Reading BM Assessment- BHS** | **Non-Standard** |
| **PSAT** | **Standard** |
| **MATHEMATICS** | |
| **Math MAP (Measurements of Academic Progress)** | **Standard** |
| **Algebra I CCS Assessment** | **Non-Standard** |
| **Geometry CCS Assessment** | **Non-Standard** |
| **Accuplacer Practice College Entrance Test (Algebra Algebra II)(Only for accelerated Students)** | **Standard** |
| **PHYSICAL EDUCATION** | |
| **GIRLS - Push-Ups** | **Non-Standard** |
| **Curl-Ups** | **Non-Standard** |
| **Flexibility** | **Non-Standard** |
| **Mile Run** | **Non-Standard** |
| **BOYS - Push-Ups** | **Non-Standard** |
| **Curl - Ups** | **Non-Standard** |
| **Flexibility** | **Non-Standard** |
| **Mile Run** | **Non-Standard** |
| **HEALTH EDUCATION** | |
| **Nutrition/HIV/AIDS, ATOD** | **Non-Standard** |
| **Health and Wellness** | **Non-Standard** |
| **MUSIC** | |
| **Pitch and/or Rhythmic Evaluation** | **Non-Standard** |
| **Treble Choir** | **Non-Standard** |
| **Concert Choir** | **Non-Standard** |
| **Chamber Singers** | **Non-Standard** |
| **Keyboard Class** | **Non-Standard** |

| | |
|---|---|
| **SCIENCE** | |
| **Freshman Biology Experimental** | **Non-Standard** |
| **Freshman Biology Content** | **Non-Standard** |
| **WORLD LANGUAGES** | |
| **French Reading Comprehension** | **Non-Standard** |
| **Spanish Reading Comprehension** | **Non-Standard** |
| **APPLIED STUDIES** | |
| **Digital Academy Skills 21** | **Non-Standard** |
| **Project Rubric Focus: Skill Level Attainment** | **Non-Standard** |
| **Web Design Mastery** | **Non-Standard** |
| **Culinary Measurements and Conversions** | **Non-Standard** |
| **Electronic Project Rubric Focus: Adaptation to Technology** | **Non-Standard** |
| **Mechanical Project Rubric Focus: Adaptation to Technology** | **Non-Standard** |
| **SOCIAL STUDIES** | |
| **Argument Writing** | **Non-Standard** |

| ART | |
|---|---|
| **Art Essential Level 1: Concept, Composition, Draft, Creativity** | **Non-Standard** |
| ESL | |
| **LAS Links - ESL Students** | **Standard** |

| GRADE TEN | |
|---|---|
| **Assessment** | **Type** |
| LITERACY | |
| **Reading MAP  (Measurements of Academic Progress)** | **Standard** |
| **Reading BM Assessment- BHS** | **Non-Standard** |
| MATHEMATICS | |
| **Math MAP (Measurements of Academic Progress)** | **Standard** |
| **Algebra I CCS Assessment** | **Non-Standard** |
| **Geometry CCS Assessment** | **Non-Standard** |
| **Accuplacer Practice College Entrance Test (Algebra II)** | **Standard** |
| **Accuplacer Practice College Entrance Test (Precalculus and Math IV)** | **Standard** |
| PHYSICAL EDUCATION | |
| **GIRLS - Push-Ups** | **Non-Standard** |
| **Curl-Ups** | **Non-Standard** |
| **Flexibility** | **Non-Standard** |
| **Mile Run** | **Non-Standard** |
| **BOYS - Push-Ups** | **Non-Standard** |
| **Curl - Ups** | **Non-Standard** |
| **Flexibility** | **Non-Standard** |
| **Mile Run** | **Non-Standard** |
| HEALTH EDUCATION | |
| **Nutrition/HIV/AIDS, ATOD** | **Non-Standard** |
| **Health and Wellness** | **Non-Standard** |
| MUSIC | |
| **Pitch and/or Rhythmic Evaluation** | **Non-Standard** |
| **Treble Choir** | **Non-Standard** |
| **Concert Choir** | **Non-Standard** |
| **Chamber Singers** | **Non-Standard** |
| **Keyboard Class** | **Non-Standard** |

| SCIENCE | |
|---|---|
| **Chemistry Experimental** | **Non-Standard** |
| **Chemistry Content** | **Non-Standard** |
| **Chemistry Accuplacer** | **Non-Standard** |

| WORLD LANGUAGES | |
|---|---|
| French Reading Comprehension | Non-Standard |
| Spanish Reading Comprehension | Non-Standard |
| **APPLIED STUDIES** | |
| Project Rubric Focus: Skill Level Attainment | Non-Standard |
| Web Design Mastery | Non-Standard |
| Culinary Measurements and Conversions | Non-Standard |
| Child Development I Fundamentals | Non-Standard |
| Electronic Project Rubric Focus: Adaptation to Technology | Non-Standard |
| Mechanical Project Rubric Focus: Adaptation to Technology | Non-Standard |
| **SOCIAL STUDIES** | |
| Argument Writing | Non-Standard |
| **ART** | |
| Art Essentials Level 1: Concept, Composition, Craft, Creativity | Non-Standard |
| Art Essentials Level II: Concept, Composition, Craft, Creativity | Non-Standard |
| Art Essentials Level II (Semester): Concept, Composition, Craft, Creativity | Non-Standard |
| Spring Art Essentials Level III: Concept, Composition, Craft, Creativity | Non-Standard |
| **ESL** | |
| LAS Links - ESL Students | Standard |

| GRADE ELEVEN | |
|---|---|
| **Assessment** | **Type** |
| **LITERACY** | |
| Reading MAP  (Measurements of Academic Progress) | Standard |
| Reading BM Assessment- BHS | Non-Standard |
| WCSU Writing Project | Non-Standard |
| **MATHEMATICS** | |
| Math MAP (Measurements of Academic Progress) | Standard |
| Algebra I CCS Assessment | Non-Standard |
| Geometry CCS Assessment | Non-Standard |
| Accuplacer Practice College Entrance Test (Algebra II) | Standard |
| Accuplacer Practice College Entrance Test (Precalculus & Math IV) | Non-Standard |
| **PHYSICAL EDUCATION** | |
| GIRLS - Push-Ups | Non-Standard |
| Curl-Ups | Non-Standard |
| Flexibility | Non-Standard |

| | |
|---|---|
| **Mile Run** | **Non-Standard** |
| **BOYS - Push-Ups** | **Non-Standard** |
| **Curl - Ups** | **Non-Standard** |
| **Flexibility** | **Non-Standard** |
| **Mile Run** | **Non-Standard** |
| **HEALTH EDUCATION** | |
| **Nutrition/HIV/AIDS, ATOD** | **Non-Standard** |
| **Health and Wellness** | **Non-Standard** |
| **MUSIC** | |
| **Pitch and/or Rhythmic Evaluation** | **Non-Standard** |
| **Treble Choir** | **Non-Standard** |
| **Concert Choir** | **Non-Standard** |
| **Chamber Singers** | **Non-Standard** |
| **PHYSICS** | |
| **Force Concept Inventory** | |
| **WORLD LANGUAGES** | |
| **French Reading Comprehension** | **Non-Standard** |
| **Spanish reading Comprehension** | **Non-Standard** |
| **APPLIED STUDIES** | |
| **Project Rubric Focus: Skill Level Attainment** | **Non-Standard** |
| **Web Design Mastery** | **Non-Standard** |
| **Culinary Measurements and Conversions** | **Non-Standard** |
| **Child Development I Fundamentals** | |
| **Electronics Project Rubric Focus: Adaptation to Technology** | **Non-Standard** |
| **Mechanical Project Rubric Focus: Adaptation to Technology** | **Non-Standard** |
| **SOCIAL STUDIES** | |
| **Argument Writing** | **Non-Standard** |
| **ART** | |
| **Art Essentials Level 1: Concept, Composition, Craft, Creativity** | **Non-Standard** |
| **Art Essentials Level II: Concept, Composition, Craft, Creativity** | **Non-Standard** |
| **Art Essentials Level II: Concept, Composition, Craft, Creativity** | **Non-Standard** |
| **Art Essentials Level III: Concept, Composition, Craft, Creativity** | **Non-Standard** |
| **ESL** | |
| **LAS Links - ESL Students** | **Standard** |

| GRADE TWELVE | |
|---|---|
| **Assessment** | **Type** |
| LITERACY | |
| **Reading BM Assessment - BHS** | Non-Standard |
| **Writing Assessment** | Non-Standard |
| MATHEMATICS | |
| **Algebra I CCS Assessment** | Non-Standard |
| **Geometry CCS Assessment** | Non-Standard |
| **Accuplacer Practice College Entrance Test (Algebra II)** | Standard |
| **Accuplacer Practice College Entrance Test (Precalculus & Math IV)** | Standard |
| HEALTH EDUCATION | |
| **Health and Wellness** | Non-Standard |
| MUSIC | |
| **Pitch and/or Rhythm** | Non-Standard |
| **Treble Choir** | Non-Standard |
| **Concert Choir** | Non-Standard |
| **Chamber Singers** | Non-Standard |
| WORLD LANGUAGES | |
| **French Reading Comprehension** | Non-Standard |
| **Spanish Reading Comprehension** | Non-Standard |
| APPLIED STUDIES | |
| **Project Rubric Focus: Skill Level Attainment** | Non-Standard |
| **Web Design Mastery** | Non-Standard |
| **Culinary Measurements and Conversions** | Non-Standard |
| **Child Development I Fundamentals** | Non-Standard |
| **Electronics Project Rubric Focus: Adaptation to Technology** | Non-Standard |
| **Internship Skills: Communication** | Non-Standard |
| **Mechanical Project Rubric Focus: Adaptation to Technology** | Non-Standard |
| PHYSICS | |
| **Force Concept Inventory** | Non-Standard |
| ART | |
| **Art Essentials Level 1: Concept, Composition, Craft, Creativity** | Non-Standard |
| **Art Essentials Level II: Concept, Composition, Craft, Creativity** | Non-Standard |
| **Spring Art Essentials Level III: Concept, Composition, Craft, Creativity** | Non-Standard |
| ESL | |
| **LAS Links - ESL Students** | Standard |

# Appendix E

**Examples of what to bring to conference/suggestions for discussion prompts**

Educators may add bullet points to their SLO or may write a short narrative, whichever they prefer, to prepare for the mid-year conference. The end of year document should be more of a reflection and synthesis of teacher and student growth throughout the year. This can be a narrative, bullets, or a combination of both, but should include end of year student data.

**Artifacts for Mid-Year Check-in Conference and End-of-Year Summative Review**

- Illustrative student work that shows students' growth in a key skill or concept
- Rubrics the teacher created and other formative or summative assessment data
- New configurations of group work tried in lessons
- Any performance assessments the teacher developed and tried
- Lesson plans on new curriculum with accompanying assessments
- District benchmark assessment data
- *Connecticut's Common Core Standards* the teacher is working to develop
- Any survey data of students that the teacher believes is important learning data
- Video "snapshots" of the teacher implementing new professional practices

...or other **unique** indicators of how the teacher is growing and learning professionally.

**Suggested Conference Discussion Prompts for Mid-Year Check-In Conference/Review of Practice and End-of-Year Summative Review**

| Student Learning Objective(s) |
|---|
| <ul><li>What is your overall assessment of progress to date?<ul><li>What data do you have to support your thinking? What have you done so far that produced these results?</li><li>What have you learned and how will you use it going forward?</li></ul></li><li>What professional learning and/or other type of support would help you to achieve your goals?</li><li>Describe any revisions to strategies and/or adjustments of student learning goals.</li><li>What are the celebrations?</li><li>Were there individuals or subgroups that did not meet goal? Why do you think this happened and how does this inform future instruction? What progress can be celebrated for these students?</li></ul> |

| Whole School Learning Indicator |
|---|

- *What action steps are you taking to support this goal? Discuss student progress as it relates to the Whole School Learning Indicator.  If there is no progress then indicate why.*

| Stakeholder Feedback Survey |
|---|
| ● What action steps are you taking to support this goal?  Include evidence that indicates progress toward the goal.  If there is no progress then indicate why. |

# Administrator Evaluation and Support Plan



# Information and Procedures Manual for Administrators

# 2015-2016

# Bethel's Administrators' Evaluation and Support Plan

We are grateful to our administrators who contributed so much of their time and talent to help us create and implement our evaluation and support plan.

**Building and District Administrators 2015-2016**

Dr. Kristen Brooks, Assistant Superintendent
Susan Budris, Director of Special Education and Pupil Personnel Services
Dr. Christine Carver, Superintendent of Schools
Pamela Chapman, Assistant Principal, Bethel Middle School
Elizabeth DiBiase, Special Education and Circle of Friends Supervisor
Alison Salerno, Principal of Johnson School
Trisha Soucy, Principal of Rockwell School
Gary Lawlor, Associate Principal of Bethel High School
Danielle Legnard, Principal of Berry School
Mari Lerz, Assistant Principal of Bethel High School
Derek Muharem, Principal of Bethel Middle School
Michelle Rutledge, Director of Teaching and Learning
Christopher Troetti, Principal of Bethel High School
Bryan Watson, Assistant Principal of Bethel Middle School
*TBD, Director of Instructional Technologies

# Purpose and Rationale for Bethel's Administrator Evaluation and Support Plan

A robust Administrator Evaluation and Support Plan is a powerful means to develop a shared understanding of leadership effectiveness. Bethel's Administrator Supervision and Evaluation Plan defines administrator effectiveness in terms of administrator practice, the results that come from this leadership (teacher effectiveness and student learning), and perceptions of the administrator's leadership among key stakeholders.

There are five purposes of Bethel's Administrator Evaluation and Support Plan:

- to improve teaching and learning within the Bethel Public Schools;
- to increase student achievement at all grade levels;
- to provide the highest quality leadership—especially instructional leadership— within each school;
- to use student learning and other critical data to gather evidence of student learning and to focus attention on continuous improvement; and
- to facilitate a culture of continuous professional learning among all teachers and administrators.

We know that leaders in schools play critical roles in increasing student learning.  Effective administrator and teacher leaders provide direction and exercise strong influence on what happens in schools and classrooms so that *all* children learn.  Effective administrators excel at focused goal setting and monitoring student learning with their teachers.  The most effective administrators impact schools when they do the following:

- Engage in instructionally-focused interactions with teachers and other administrators;
- Emphasize student achievement and improvement of teaching and learning;
- Emphasize continuous professional learning in order to build capacity to coach instructional improvement;
- Have direct personal involvement in observing teachers and providing quality feedback; and
- Demonstrate systematic, multi-measure use of student learning data for accountability purposes.

In Bethel, we invest our time and resources working closely with our administrators because we know from experience and research that a strong, empowered administrator will guide teachers to recognize how significant *what they* do every day with children impacts academic achievement.  In our view, the administrator—teacher relationship is the lynchpin of school reform.

# Bethel's Administrator Evaluation and Support Framework

Bethel's plan includes these essential components:

- Leadership Practices Goals, Stakeholder Survey Feedback Target, and multiple observations of administrators at work to measure the growth of professional practices and skills;

- Student Learning Outcomes (SLOs), based on multiple sources of student learning data collected and analyzed over the course of the school year. Goal-Setting Conferences, Mid-Year Conferences, and End-of-Year Summative Conferences where administrators develop goals and track students' learning data;
- 50-50 holistic weighting of the administrators' summative evaluations based on Student Learning Outcomes (and the Teacher Effectiveness component) and Leadership Practices Outcomes (and the Stakeholder Survey Feedback);
- Evidence-based professional learning programs that are responsive to the administrators' greatest needs;
- Diminishment or elimination of administrator error/bias, and augmentation of administrator observations/learning walks and conferencing skills through extensive professional learning.

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance.  All administrators are evaluated in four components, grouped into two major categories.

1. **Leadership Practice Indicators (50%):** An evaluation of core leadership and practice skills that positively affect student learning.
   a. *Observation of Teacher Performance and Practice (40%)* as defined by the Common Core of Leading (CCL)
   b. *Stakeholder Feedback (10%)* on leadership practice though surveys

2. **Student Outcome Related Indicators (50%):** An evaluation of an administrator's contributions to student academic progress at the school and classroom level.
   a. *Student Learning (45%)* performance and growth on the state testing system and locally determined measures
   b. *Teacher Effectiveness Outcomes (5%)* as determined by an aggregate of teachers' success with respect to their Student Learning Outcomes (SLOs)

Scores from each of the four components will be combined to produce a summative level of:

- **Exemplary-** Substantially meeting indicators of performance
- **Proficient-** Meeting indicators of performance
- **Developing-** Meeting some indicators of performance but not others
- **Below Standard-** Not meeting indicators of performance

Practices

Leadership Practices (40%)

Stakeholder Feedback (10%)

Teacher Effectiveness (5%)

Student Outcomes (45%)

Outcomes

Bethel believes:
- it has diminished the impact of administrator bias and improved our skills as supervising administrators of instruction and leadership through formal training on the CCL rubric, on-going calibration on the implementation of the rubric, and conducting effective observations and providing high quality feedback;
- honest, collegial, and evidence-based professional conversations about teaching and learning are the key to improving achievement.  The professional relationships between the supervising administrator and the teacher as well as the professional relationship between the administrator and the supervisor are critical to our process;
- professional learning is critical to developing our administrators' skill sets.

# Bethel Administrator Evaluation Timeline with Key Events

**July-October**

Orientation to Administrator Evaluation
Review District Assessment Data
Develop New School Improvement Plans
Develop Leadership Practices Goals
and SLOs
Develop New Administrator Expertise

**September-October**
**Goal Setting Conference**
Present School Improvement Plans, Leadership Practices
goals and SLOs to Superintendent by Oct. 31
Begin Learning Walks

**November**

Fall Evaluation Meeting
Joint Classroom Observations with
Superintendent, Assistant Superintendent, or
Administrative Colleagues
Continue Learning Walks

**January-February**
**Mid-Year Formative Review**

Building Learning Data Review
Faculty Mtg. or Other Observation
Continue Learning Walks

**March-April**

Spring Evaluation Meeting
Faculty Mtg. or Other Observation
Building Personnel Review in March

**May-June**
**Summative Assessment and Reflection**

End-of-Year Conference

# Administrator Evaluation Process

Bethel will continue its orientation of administrators by doing the following:  outlining the evaluation process, including the rubric used for assessing administrator practice; demonstrating the ways in which evidence of administrator growth over time will be collected; and explaining the timeline and expectations.

# Goal Setting and Planning
Must be completed by October 31

1. Each administrator prepares for a Goal-Setting Conference to be held with his/her supervising administrator.
2. In preparation for that Goal-Setting conference, administrators closely examine their school-based/department-based student learning data and the Superintendent's priorities for the district. This data analysis will include all student achievement data, both locally and at the state level.
3. Each administrator develops a School Improvement Plan containing *three Student Learning Objectives (SLOs) for his/her school (45%).*  The administrator's SLOs with multiple IAGDs draw on all relevant, available student learning data , and include the following:

    - One SLO based on the Superintendent's student learning priorities for the district or that particular school;
    - Two SLOs based on the performance and growth of student achievement
    - For high school administrators, one SLO must address increasing the cohort and the extended graduation rates.

4. Administrators develop *Leadership Practices Goals* based on the *School Leadership Standards* performance expectations with qualitative and quantitative data collected as evidence over the school year (40%).  These identified areas of focus for their practice should help them accomplish their SLOs and survey target.

    - Administrators identify TWO areas of focus from the elements found in the *Common Core of Leading (CCL):  Connecticut School Leadership Standards* that will help them accomplish their SLOs and survey target.  Administrators are not expected to focus on improving their practice in all areas in a given year; instead, they would focus on deeply understanding and improving two elements on the CCL.

    - Administrators, as part of the *Stakeholder Survey Feedback* (10%), will reflect on that data and work with their teachers to develop a school-wide target to address any concern. Stakeholder feedback includes parent, staff, and/or student feedback.
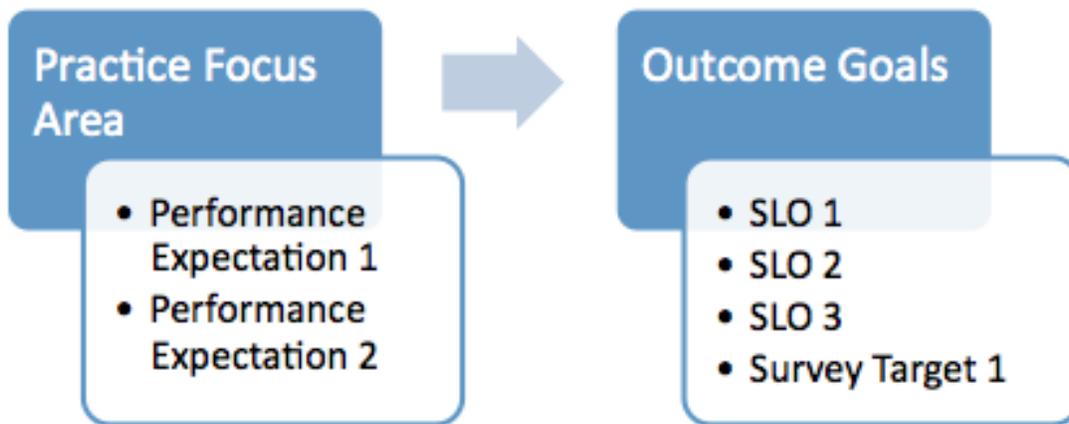
# Implementation and Evidence Collection

Supervising administrators conduct at least two school site observations for any administrator and should conduct at least four school site observations for principals who are new to the district, the school, the profession, or who have received ratings of *developing* or *below standard*. Site visits should be followed by meaningful feedback to the administrator in writing as well as dialogue about the site observations.

# Mid-Year Formative Review
Must be completed by the end of February


Administrators and their supervising administrators hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficient or distinguished in the two focus areas on the CCL standards.  At that conference, the following takes place:

1. The administrator analyzes student achievement data and considers progress toward SLOs as well as overall student achievement data;
2. The supervising administrator and administrator review all evidence collected to date in the areas of leadership practices—focusing especially on the two focus areas on the CCL;
3. Any changes to Student Learning Objectives, Stakeholder feedback target, or Leadership Practices goals can be addressed at this conference.


# Summative Review and Rating
Must be completed by the last day of school

1. Near the end of the school year, administrators review all information (all qualitative as well as quantitative data collected during the year) and complete the administrator summative self-assessment for review by the supervising administrator in preparation for the End-of-Year

Summative Conference.  The self-assessment by the administrator of his/her leadership practices on the CCL should reveal the following:

- Areas/elements on the rubric where the administrator still needs to grow;
- Consistent strengths in specific elements on the CCL;
- Growth in the two chosen focus areas.

2. The supervising administrator and the administrator meet to discuss all evidence collected to date. Together, the administrator and the supervising administrator use the preponderance of evidence to assign summative performance levels of distinguished, proficient, developing, or below standard for each performance expectation of the administrator's summative evaluation.

3. The supervising administrator assigns an overall summative performance level based on the data and observations collected over the course of the school year.

# Determining Leadership Practices Performance Levels

➔ Observation of Leadership Performance and Practice (40%)
➔ Stakeholder Feedback (10%)

Bethel's building and district administrators participate in regular, targeted professional learning experiences to help them develop and/or hone the skill set presented in the leadership practices standards.  We also use the goal-setting process to facilitate the administrators' ability to make accurate assessments of their skill levels and to develop their leadership practices goals each year.  Administrators and their supervisors come to agreement on the goals they will set each year.

## Leadership Practices

An assessment of an administrator's leadership practice, by direct observation of practice and the collection of other evidence, is 40% of an administrator's summative rating. Leadership practice is described in the *Connecticut School Leadership Standards*, which define effective administrative practice through 6 performance expectations.

1. *Vision, Mission, and Goals: Education leadership ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*

2. *Teaching and Learning: Education leadership ensures the success and achievement of all students by monitoring and continuously improving teaching and learning.*

3. *Organizational Systems and Safety: Education leadership ensures the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

4.  ***Families and Stakeholders***: *Education leadership ensures the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

5.  ***Ethics and Integrity***: *Education leadership ensures the success and achievement of all students by being ethical and acting with integrity.*

6.  **The Education System:** *Education leadership ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.*

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational administrators do. As such, Performance Expectation 2 (Teaching and Learning), is weighted at least twice as much as any of the other performance expectations.

# Professional Practices Summative Performance Scale (40%)

| Distinguished | Proficient | Developing | Below Standard |
|---|---|---|---|
| Distinguished on the majority of Teaching and Learning elements | Proficient on all Teaching and Learning elements | Developing in at least 2 Teaching and Learning elements | Below Standard on 2 or more Teaching and Learning elements |
| Distinguished on at least 3 other performance expectations | *Proficient* on at least 3 other performance expectations | Developing on at least 3 other performance expectations | Below Standard on 2 or more performance expectations |
| No rating below *Proficient* on any performance expectation | No rating below *Developing* on *any* performance expectation | No rating below Developing on any performance expectation | |
| Distinguished in at least one Focus Area | Proficient on both Focus Areas | Developing on Focus Areas | |
| <u>Must</u> be proficient in Ethics and Integrity | <u>Must</u> be proficient in Ethics and Integrity | <u>Must</u> be proficient in Ethics and Integrity | Developing or Below Standard in Ethics and Integrity |

# Stakeholder Feedback

Feedback from stakeholders is 10% of an administrator's summative rating. The Bethel Public Schools uses a variety of survey instruments to assess administrators' effectiveness and provide administrators with meaningful feedback.  These valid and reliable instruments can include surveys of leadership practice, school practice and/or school climate.

- **Leadership Practice Surveys** focus directly on feedback related to an administrator's performance and the impact on stakeholders.  Leadership practice surveys for use in administrator evaluations collect feedback from teachers and other staff members.

- **School/District Practice Surveys** capture feedback related to the key strategies, actions, and events at a school.  They collect feedback from faculty and staff, students, and parents.

- **School Climate Surveys** cover any of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards, and conditions.  They collect feedback from staff, students and/or family members.

# Stakeholder Feedback Summative Performance Scale (10%)

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

| Distinguished | Proficient | Developing | Below Standard |
|---|---|---|---|
| Substantially exceeded the target | Met the target | Made substantial progress but did not meet the target | Made little or no progress toward the target. |

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the supervising administrator and the administrator being evaluated in the context of the target being set.

# Determining Student Learning Outcomes Performance Levels

## Student Learning Outcomes

Bethel administrators provide specific evidence to support their judgments regarding student achievement and teacher supervision.  Bethel believes that the complex nature of teaching and school administration should be

examined using multiple measures of student learning data, and that all administrators must demonstrate that they can use data effectively to help set improvement goals with teachers and develop school improvement plans.

We use the following measures of student learning to examine student academic growth over time and to develop school improvement plans that address whole group and subgroup populations:

- Smarter Balanced Assessments in grades 3 through 11 for English, Language Arts, and Mathematics
- *Connecticut Mastery Test* (CMT) and the *Connecticut Academic Performance Test (CAPT)*— only for Science testing in grades 5, 8, and 10
- District Graduation Rates and Cohort Graduation Rates
- Annually determined standardized and non-standardized assessments

Bethel administrators and their supervising administrators may also want to use the following sources of evidence to collect information about the SLOs and Leadership Practices Focus Areas:

- *RTI Studio* and other sources of student learning data
- Artifacts of data analysis and plans for improvement
- Observations of data team meetings, SRBI meetings, faculty meetings, public presentations, professional learning sessions and/or PLCs
- Crisis management
- Investigations of staff or students' behavior
- Paired observations of classroom instruction
- Meetings with teachers, staff, parents, and students
- Communications to parents and to the community

# Student Learning Outcomes Summative Performance Scale (45%)

The administrator will bring the data and evidence collected over the course of the school year to the end-of-year conference and will examine the data with his/her supervising administrator in order to arrive at a performance level as follows:

| Distinguished | Proficient | Developing | Below Standard |
|---|---|---|---|
| Met all three SLOs and substantially exceeded at least two IAGD targets. | Met 2 SLOs and made at least substantial progress on the third SLO. | Met 1 SLO and made substantial progress on at least one other SLO. | Met 0 SLOs<br><br>OR<br><br>Met 1 SLO and did not make substantial progress on either of the other 2 SLOs |

In order to arrive at an overall Student Learning performance level, the state assessment data (when required to be used) and the locally determined student performance levels will be *holistically assessed* based on all scores reported.   It is important that the administrator and the supervising administrator agree upon the individual performance levels on the summative document that will lead up to the summative performance level.

# Teacher Effectiveness Summative Performance Scale (5%)

Teacher effectiveness, as measured by an aggregation of teachers' SLOs, is 5% of an administrator's evaluation. As part of Connecticut's teacher evaluation plan, teachers are assessed, in part, on their accomplishments on SLOs that they set with their administrators.  This is the basis for assessing the administrator's contribution to the teacher effectiveness outcomes.  Improving teacher effectiveness is central to an administrator's role in driving improved student learning outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that administrators and their supervising administrator(s) discuss strategies in working with teachers to set rigorous SLOs.

| Distinguished | Proficient | Developing | Below Standard |
|---|---|---|---|
| > 70% of teachers met their SLO targets | 70% of teachers met their SLO targets | < 70% of teachers met their SLO targets | <50% of teachers met their SLO targets |

# Overall Summative Performance Levels for Administrators

Bethel will establish a summative performance level for each administrator that is based on a holistic assessment of the administrators' Student Learning Outcomes (after collecting and analyzing the data as specified in this document) and the Leadership Practices Indicators.

Every Bethel administrator will receive one of the four summative performance levels:

- **Distinguished** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting most indicators of performance, but not others
- **Below Standard** – Not meeting indicators of performance

Bethel administrators, working collaboratively with the Superintendent and Assistant Superintendent, will receive a summative performance level after completing the Administrator Evaluation and Support process described in this document.   Briefly summarized, the administrator and the supervising administrator will examine all observation data, Stakeholder Feedback data for the school and district, and multiple sources of student learning data.  The administrator will carefully reflect on all of this data as described, and also include data to support the progress made in the School Improvement Plan and Focus Areas on the Leadership Practices rubric.  Then, the administrator, Superintendent, and Assistant Superintendent will discuss and determine the Student Learning Outcomes Performance Level and the Leadership Practices Performance Level using the process detailed below. The supervising administrator will establish the Summative Performance Level for the administrator and

will also provide the administrator with summary comments and specific recommendations for the following school year.

**PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%**
The Practice rating derives from an administrator's performance on the six performance expectations of the Administrator Evaluation Rubric and the stakeholder feedback target.

**OUTCOMES:  Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%**
The Outcomes rating derives from the three student learning measures – state test results (when required) and teacher effectiveness outcomes

**OVERALL: Practice (50%) + Outcomes (50%) = 100%**

The following matrix shall be used when determining an overall performance rating:

|  |  | **Overall Practice Rating** | | | |
|---|---|---|---|---|---|
|  |  | 4 | 3 | 2 | 1 |
| **Overall Outcomes Rating** | 4 | Distinguished | Distinguished | Proficient | Gather More Information |
|  | 3 | Distinguished | Proficient | Proficient | Developing |
|  | 2 | Proficient | Proficient | Developing | Developing |
|  | 1 | Gather More Information | Developing | Developing | Below Standard |

# Ensuring Fairness and Accuracy in Evaluations

Bethel provides many hours of professional learning for its administrators, beyond the workshops and professional meetings they attend.  In order to ensure fairness and accuracy in their observations of administrators, Bethel evaluators have participated in:
- The State Department of Education's Administrator Training.

- *Learning-Focused Supervision* workshops (Lipton and Wellman) given by former Danielson consultant, Pam Rosa.
- A book study, *You Don't Have to Be Bad to Get Better,* by author Candi McKay, former Danielson consultant.
- Administrative Council training on leadership skills (i.e. The Change Leader, Fullan; Note on the PELP Coherence Framework, Harvard University; Leadership Capacity Framework, LEAD CT).
- Learning walks and de-brief sessions to collect, sort, and analyze evidence collected and calibration on the rubric.

# Definition of Effectiveness and Ineffectiveness

Bethel defines administrator effectiveness by examining a pattern of summative performance levels derived from our evaluation system.  Bethel considers an experienced administrator to be effective if s/he consistently earns performance levels of "Proficient" on the Student Outcomes Indicators and the Leadership Practices Outcomes, as well as "Proficient" on the Summative Performance Level.  By contrast, administrators will be considered ineffective if they have two consecutive summative performance levels of "Developing" or one year of a "Below Standard" summative performance level. A "Below Standard" performance level is never acceptable for an experienced administrator, and it may result in the dismissal as an administrator.

A novice administrator must earn at least two sequential "Proficient" summative performance levels during the first four years of his/her administrative career – and he/she must be "Proficient" in the last two years. "Developing" performance levels are only acceptable in the first two years of an administrator's career, and a "Below Standard" performance level is never acceptable and may result in dismissal as an administrator.  A steady pattern of growth must be apparent in the novice administrator's career in order to maintain an administrative position in Bethel.

# Evaluation-Based Professional Learning

In any organization, people learn and grow by co-assessing (supervising administrator and administrator) current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. In Bethel, every administrator will identify a professional growth area(s) that is mutually agreed upon by the administrator and his/her supervising administrator. This growth area(s) serves as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities identified for each administrator will be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with district-wide professional learning opportunities.

# Career Development and Growth

The Superintendent and the Assistant Superintendent conduct formal supervisory meetings *bi-monthly* with principals and district administrators, and at those meetings, conversations are focused on teacher supervision and evaluation issues, the development of the teaching personnel, professional learning opportunities for teachers and administrators, the analysis of student learning data, stakeholder communication, program development within each school, instructional leadership, and general problem-solving.

Rewarding distinguished performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all administrators. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career administrators; participating in the development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading professional learning; differentiated career pathways; and focused professional learning based on individualized goals for continuous growth and development.

# Improvement and Remediation Plan

In the event that an administrator is receiving a pattern (more than one year) of summative performance levels of "Developing," that administrator will be placed on an Intensive Assistance Plan for a minimum of six months, but no longer than one year.  The development of the Intensive Assistance Plan will include representation by a member of the administrator's bargaining unit.  Administrators who are deemed "Below Standard" for more than one year will not be eligible in Bethel for an Intensive Assistance Plan, but will, instead, be dismissed from their position as a Bethel administrator because "Below Standard" performance levels are not acceptable for administrators.

The Intensive Assistance Plan for an administrator receiving a pattern of "Developing" summative performance ratings will be developed by the Assistant Superintendent with input from the administrator, and will include a member of the administrator's bargaining unit for additional support.  The plan will include the following components:

- Clearly identified targeted supports which will include specialized professional learning, assistance from a mentor administrative colleague, increased supervisory observations and feedback from supervising administrators, and specific opportunities to observe "Distinguished" and "Proficient" practice by administrative colleagues;

- Clear goals to be achieved during the Intensive Assistance Plan that specify exactly what must be demonstrated by the administrator in order to be considered "Proficient;"

- A specific timeline with all activities scheduled and monthly reviews of progress;

- A defined deadline for evidence of improvement

# Dispute Resolution Process

In the unlikely event that the administrator and supervising administrator cannot agree on goals/objectives, feedback, the professional development plan, or the summative performance levels for the administrator, in spite of their earnest efforts to resolve any disagreement, they can proceed with a dispute resolution process.  A panel composed of the Superintendent, representative of the Bethel Administrator's Association (BAA), and a neutral third person that is trained in the administrator evaluation process, shall resolve disputes where the supervising administrator and administrator cannot agree.  Should the process established not result in resolution of a given issue, the Superintendent of Schools will make the determination regarding that issue.  All disputes must be brought forward by June 30th of the school year that the issue was identified.

# Appendix A

Leadership Rubric 2015 in accordance with SEED