Newington Public Schools

Educator Evaluation System and Development Plan

Every Student College, Career and Citizenship Ready

131 Cedar Street, Newington, CT 06111

Table of Contents

Acknowledgements

Newington Public Schools wishes to thank the following people for their contributions in time, knowledge, expertise, and sharing best practices in the development of this system.

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VISION

Every Student College, Career and Citizenship Ready

MISSION, CORE VALUES and BELIEFS
of
Newington Public Schools

The Mission of the Newington Public School System, an educational partnership of school, family and community, is to ensure every student acquires the knowledge, skills, and attitudes to continue to learn, live a productive life, and contribute to a diverse, rapidly changing society. This is accomplished within a caring environment through a planned program of quality learning experiences that challenge and encourage each individual to reach full potential.

BELIEFS

We believe:

- Each individual has worth and deserves respect.
- Every individual is unique and deserves recognition.
- Every individual can learn.
- Motivation directly affects learning.
- Performance is directly related to expectations.
- Learning is a life-long process.
- Effective education empowers individuals to reach full potential.
- Education expands options throughout life.
- Effective education is essential to the future well-being of our society.
- Education is the shared responsibility of student, family, school system and community.
- Individuals are accountable for their own actions.
- The teacher's role in the education process is vital to the success of the learner.
- Family support, commitment, involvement strengthen student learning.
- The commitment of the entire community is vital to an excellent school system.
- Success builds self-esteem; self-esteem promotes success.
- The understanding of and respect for diversity strengthens society.
- Change is inevitable and creates the opportunity to grow.
- Excellence in education is worth the investment of time, effort and resources.
- The entire community benefits from an excellent school system.

Introduction

The Newington Educator Evaluation System and Development Plan is clearly focused on improving teaching and learning. It connects educator evaluation, professional growth, curriculum development, and student assessment in an atmosphere of mutual respect and trust through purposeful goal setting, collegial discussions, feedback, sharing best practices, and reflection focused on improving student learning.

When educators succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high quality educators. To support our educators, we need to: clearly define excellent practice and results; give accurate, useful information about educators' strengths and development areas; and provide opportunities for growth and recognition. The purpose of the evaluation model is to fairly and accurately evaluate educator performance and to help each educator strengthen his or her practice to improve student learning.

This document outlines the model for the evaluation and development of educators in Newington. It is based on the Connecticut Guidelines for Educator Evaluation, developed by a diverse group of educators in June 2012, and on best practice research from around the country. The new Connecticut Guidelines for Educator Evaluation, revised and adopted by the state Board of Education in June, 2012, replace those adopted in 1999. The new guidelines are designed to build on and strengthen Connecticut's unwavering commitment to equity and excellence in education.

Both the staff member and the evaluator are responsible for thoroughly understanding Newington's Educator Evaluation System and Development Plan and the four Connecticut State Department of Education publications that frame the contents of the new guidelines:

1. ***Connecticut's Common Core of Teaching (CCT)***, which defines effective teaching practice throughout the career continuum of teachers for the evaluation and continued professional development of experienced educators and the *Discipline – Based Professional Teaching Standards* (Found in next section). The CCT is Connecticut's definition of effective teaching practice and is designed in six strands:

    Domain 1: Content and Essential Skills – *Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.*

    Domain 2: Classroom Environment, Student Engagement and Commitment to Learning – *Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.*

    Domain 3: Planning for Active Learning – *Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.*

Domain 4: Instruction for Active Learning – *Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.*

Domain 5: Assessment for Learning – *Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.*

Domain 6: Professional Responsibilities and Teacher Leadership – *Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.*

2. *The Common Core State Standards,* which provide a consistent, clear understanding of what students are expected to learn, and are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The CCSS defines standards in mathematics and literacy for the English/Language Arts, as well as literacy in History/Social Studies, Science, and Technical Subjects. Information about the Connecticut Common Core State Standards is available online at www.sde.ct.gov.

3. *The Connecticut Framework: K-12 Curricular Goals and Standards*, which establishes student content and performance standards in content areas by grade span, e.g., K through 4, 5 through 8, 9 through 12. This framework is available online at www.state.ct.us/sde and in all schools.

4. *Connecticut Framework for Teacher Evaluation and Support,* adapted from Charlotte Danielson's Framework for Teaching. The Newington Educator Evaluation System and Development Plan rubric is based on this framework.

EDUCATOR EVALUATION COMPARISON

Teacher Evaluation Professional Growth Plan 2005-2013	Educator Evaluation System and Development Plan 2013-2014
The number of observations is directly linked to tenured/non-tenured status.	The number of observations is directly linked to tenured/non-tenured status and the previous year's performance rating of: Below Standard, Developing, Effective, or Distinguished.
Educator develops one performance objective tied to the CCT.	Educator develops: one student learning objectives, one parent engagement goal/strategy, and one educator performance and practice focus area.
Educator meets with evaluator at the beginning and end of the year to determine the goal and discuss the evidence and results.	Educator meets with evaluator at the beginning to set the goal and plan, at a midyear check-in to discuss progress, and at the end of the year to discuss self-assessment, scoring, evidence, and results.
Observations are followed by narrative feedback, orally and/or in writing.	Observations will be followed by written feedback and component scores based on the rubric.
Observations may be conducted by an assigned administrator.	Observations may be conducted by multiple observers and evaluators.
Educators are provided professional assistance based on observational evidence and performance.	Educators must develop an improvement and remediation plan with their evaluator and representative from the bargaining unit, if requested, if the summative score falls in the Below or Developing standard.
Professional development is generally provided in a whole group setting based upon district needs with opportunities to attend out-of-district conferences and workshops with limited reimbursement.	Professional development will include a preponderance of job-embedded, individual and/or small group instruction, with minimal whole group opportunities, and based on personal and student needs identified through the system and/or scores on the evaluation rubric.
The district will provide 18 hours of professional development at no cost to the educator.	The district will provide 18 hours of professional development at no cost to the educator.
Educators are awarded CEUs for professional development.	Educators will no longer be awarded CEUs; professional development transcripts will be maintained by the district.

STATEMENT OF PURPOSE

Newington's ultimate goal of the educator evaluation and development system is to collaboratively create a culture and learning climate in which all educators become reflective practitioners in order to improve student learning. The Newington Teacher Evaluation Committee used the following beliefs and goals to develop this document in order to reflect a shared sense of trust, purpose and responsibility between the educator and evaluator:

Newington Public School educators believe that:

- Growth in student learning is the direct result of effective teaching;

- Effective instruction is informed by *multiple* sets of data;

- Ongoing professional growth is critical to enhancing student learning;

- Effective educators engage in professional collaboration; and

- Effective educators plan and implement instruction that promotes rigor and relevance for all learners to enhance student performance.

The goals of the educator evaluation and support process are to:

- Develop highly effective educators;

- Continuously improve student performance;

- Support professional growth of educators in order to increase educator effectiveness and student achievement; and

- Fairly and accurately evaluate educator performance.

DESIGN PRINCIPLES

The following principles guided the design of the Newington Educator Evaluation System and Development Plan:

➢ **Consider multiple, standards-based measures of performance**

An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive measures of educators' performance. Our model defines four components of educator performance:

- student learning (45%)
- educator practice (40%)
- parent feedback (10%)
- and school-wide student learning or student feedback (5%)

These components are grounded in research-based, national standards: Charlotte Danielson's Framework for Teaching; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching; the Connecticut Framework K-12 Curricular Goals and Standards; State standardized assessments and locally developed curriculum standards.

➢ **Promote both professional judgment and consistency**

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how educators interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not an evaluators' bias. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

➢ **Foster dialogue about student learning**

This model hinges on improving the professional conversation between and among educators and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what educators and their administrators can do to support teaching and learning.
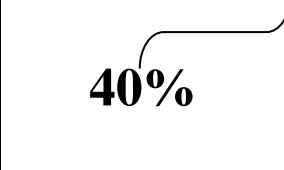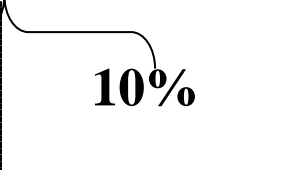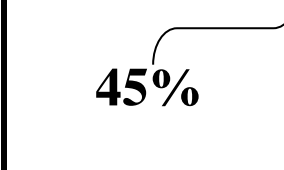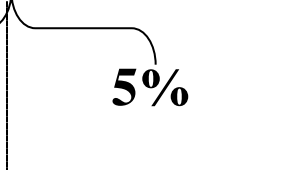
➢ **Encourage aligned professional development, coaching and feedback to support educator growth**

Novice and veteran educators alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. The Newington Educator Evaluation System and Development Plan promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

➢ **Ensure feasibility of implementation**

Launching this new model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our district.

Newington Educator Evaluator System and Development Plan Outline

	EDUCATOR PRACTICE-RELATED INDICATORS Accounts for 50% of Summative Rating		STUDENT-RELATED INDICATORS Accounts for 50% of Summative Rating	
PERCENTAGE IN THE SUMMATIVE RATING	**40%**	**10%**	**45%**	**5%**
CATEGORY	**OBSERVATION OF EDUCATOR PERFORMANCE AND PRACTICE**	**PARENT FEEDBACK**	**STUDENT LEARNING OBJECTIVES**	**WHOLE SCHOOL MEASURE OF STUDENT LEARNING**
TEACHER GOALS	**Educator Performance**	**Parent Engagement Goal/Actions**	**Minimum of 1 Student Learning Objectives:** **Standardized assessment or agreed-upon assessment(s)**	**Whole School Learning Indicator (school targets)**
SOURCE OF TEACHER GOALS	**Based on prior observational evidence and performance**	**Linked to the school goals related to Parent Survey results**	**Standardized or district-approved assessments**	
EVIDENCE	• **Observation by evaluator**	**Evidence of progress toward goal**	• **Evidence of progress towards goals** • **Data from assessments**	

Non-Tenured Evaluation Timelines

Non-Tenured Educator Evaluation Timeline		
Dates	**Minimum Observations**	**At least 3 formal and 2 informal**
Goal Setting by October 31	1 Formal Observation	Participate in orientation meeting with evaluator
		Educator reflection & goal setting (Forms A1 or A2 ,)
		Goal setting conference
Nov. 15		Revisions to goals, if necessary, must be completed
Mid-Year Review of Practice January – February 28	2 Additional Observations	Educator & evaluator reflect on evidence/data collected to date (Educator Form B – optional) Educator and Evaluator complete at least one conference (Evaluator Form B)
Summative Review by June 30th*	2 Additional Observations will be completed by the summative review.	Educator completes self-assessment (Form C) End of year conference with evaluator

*Timeline is only for non-tenured teachers whom are being recommended for renewal.

Tenured Evaluation Timelines

	Educator Rated Below Standard (1) or Developing (2)	***Cycle 1 Educator Rated Effective (3) or Distinguished (4)**	***Cycle 2 and 3 Educator Rated Effective (3) or Distinguished (4)**
Dates	**Determined by Support or Assistance Plan**	**At least 1 formal, 1 Review of Practice and 1 informal**	**At least 3 informal, 1 Review of Practice and with a post conference**
Goal Setting by October 31	Participate in orientation meeting with evaluator	Participate in orientation meeting with evaluator	Participate in orientation meeting with evaluator
	Educator reflection & goal setting (Forms A1 or A2)	Educator reflection & goal setting (Forms A1 or A2)	Educator reflection & goal setting (Forms A1 or A2)
	Goal setting conference	Goal setting conference	Goal Setting Conference
Nov. 15	Revisions to goals, if necessary, must be completed	Revisions to goals, if necessary, must be completed	Revisions to goals, if necessary, must be completed
Mid-Year Review of Practice January – February 28	Educator & evaluator reflect on evidence/data collected to date (Educator Form B) Educator and Evaluator complete at least one conference (Evaluator Form B) 3 additional observations **Determined by Support or Assistance Plan**	Educator & evaluator reflect on evidence/data collected to date (Educator Form B) Educator and Evaluator complete at least one conference (Evaluator Form B) One formal must be completed prior to the mid-year check in.	Educator & evaluator reflect on evidence/data collected to date (Educator Form B) Educator and Evaluator complete at least one conference (Evaluator Form B) Two Informal Observations must be completed prior to the mid-year check in.
End of Year Summative Review by June 30	Educator completes self-assessment (Form C) End of year conference with evaluator Educator completes self-assessment (Form C)	Educator completes self-assessment (Form C) End of year conference with evaluator One informal observation must be completed.	Educator completes self-assessment (Form C) End of year conference with evaluator One informal observation must be completed.

Cycles are based on a three year rotation

II. System Overview

Evaluation Framework

The evaluation framework consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All educators will be evaluated in four components, grouped in two major categories.

1. **Educator Practice-Related Indicators**: An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

    (a) Observation of educator performance and practice (40%) as defined in the Danielson's Framework for Teaching 2013, which articulates four domains of educator practice, and
    (b) Parent feedback (10%) on educator practice through surveys based on group feedback.

2. **Student-Related Indicators**: An evaluation of educators' contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

    (a) Student growth and development (45%) as determined by the educator's student learning objective (SLO), and
    (b) Whole-school measure of student learning (5%) as determined ratings on Principal SLO.

Scores from each of the four components will be combined to produce a final performance rating, which will be rounded to the nearest whole number. The performance levels are defined as:

- Distinguished (4) – Substantially exceeding indicators of performance
- Effective (3) – Meeting indicators of performance
- Developing (2) – Meeting some indicators of performance but not others
- Below Standard (1) – Not meeting indicators of performance
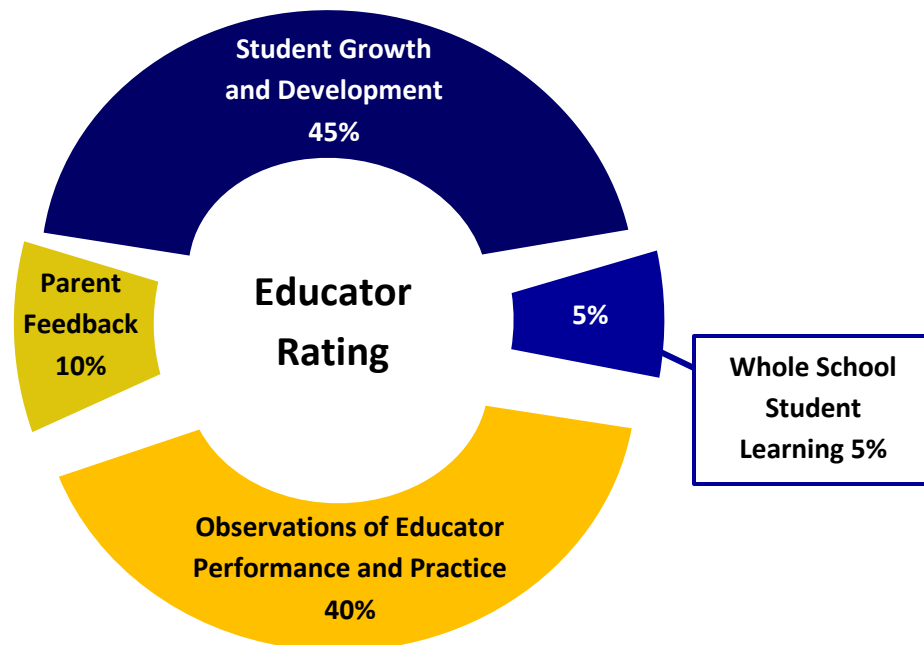
Educator Evaluation Process

The annual evaluation process between an educator and an evaluator (principal or designee) is anchored by three performance conversations 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 professional development goals and identify professional development opportunities. These conversations are collaborative and require reflection and preparation by both the educator and the evaluator in order to be productive and meaningful.

Goal-Setting and Planning	Mid-Year Check-in	End of Year Review
• Orientation on process • Educator reflection and goal setting • Goal-setting conference	• Review goals and performance to date • Mid-year conference	• Educator self-assessment • Scoring • End of year conference

Goal-Setting and Planning:

Timeframe: Target deadline is October 31; must be completed by November 15

1. <u>Orientation Process</u> – To begin the process, evaluators 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 practice goals and student learning objective; and
    • commit to set time aside for the types of collaboration required by the evaluation process.

2. <u>Educator Reflection and Goal-Setting</u> – The educator examines:
    • student data,
    • prior year evaluation,
    • survey results; and
    • the Connecticut Framework for Teaching
This information is used to draft a parent feedback goal, and student learning objective for the school year. The educator may collaborate in grade-level or content area teams to support the goal-setting process.

3. <u>Goal-Setting Conference</u> - The educator and evaluator meet to:
    • discuss and reach a mutual agreement regarding the educator's proposed goals and objectives; and
    • determine what evidence will be collected to support the goals and objective.
The evaluator may request revisions to the proposed goals and objective if they do not meet approval criteria.

Mid-Year Review of Practice:

Timeframe: January and February

1. Reflection and Preparation - The educator and evaluator reflect on evidence collected to date about the educator's practice and student learning in preparation for the review of practice. The educator will complete Form B to the evaluator prior to the mid-year conference.

2. Mid-Year Review of Practice Conference - The evaluator and educator complete at least one mid-year review of practice conference at which they review progress on student learning objectives and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of student learning goal to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take, and support the evaluator can provide, to promote educator growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: May and June; must be completed by June 30*

1. Educator Self-Assessment - The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

2. Scoring –The evaluator reviews submitted evidence, self-assessments, and observation data to generate component and category ratings based on the timeframe listed above. The category ratings generate the final, summative rating. After all data is available, the evaluator may adjust the summative rating. Non-tenured teachers being recommended for non-renewal must meet the timelines within statutes.

3. End-of-Year Conference - The educator and evaluator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year (June 30 at the latest).

Dispute Resolution Process:

A panel, composed of the Superintendent or designee, representative of the bargaining unit and a neutral third person who is trained in the evaluation process, shall resolve disputes where the evaluator and educator cannot agree on objectives, the evaluation period, feedback on the professional development plan, or final summative rating. 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.

Primary and Complementary Evaluators

Each educator will be assigned a primary evaluator who will be responsible for the overall evaluation process, including assigning summative ratings. Complementary evaluators are certified administrators who will assist the primary evaluator. Complementary evaluators are fully trained in order to be authorized to serve in this capacity.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives, and providing additional feedback. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with educators. Primary evaluators will have sole responsibility for assigning summative ratings.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will complete a comprehensive series of trainings to calibrate practice according to this educator evaluation system and development plan. Professional learning workshops focused on *providing effective feedback* will be provided in October, December, February and April of this school year. Authentic feedback will be generated from our system and analyzed for elements of effectiveness and areas in need of improvement. Additionally, educator practice data will be extracted and analyzed monthly to guide evaluator calibration, using the enclosed rubrics, via collegial visits and educator video segment reviews with debrief sessions. This will occur in October, November, December, January, February and March of this school year for all evaluators.

Definition of Effective and Ineffective Educator:

For purposes of definition, educators will be recognized as effective if they have consecutive ratings of Effective or Distinguished with no more than one year of disruption from a developing rating. Non-tenured educators will be considered effective if they have consecutive ratings of Effective or Distinguished with no more than one year of disruption from a developing or below standard rating.

By contrast, tenured educators will be considered ineffective if they have two consecutive ratings of developing or one year of a below standard rating. Non-tenured educators will also be considered ineffective if they have two consecutive ratings of developing or one rating of below standard. In year four, the non-tenured educator must receive a rating of Effective or above. The evaluator may make an exception of this requirement and pattern of growth taking into consideration such factors as: changes in assignment, implementation of new curricular programs, the composition of a particular class of students, and/or other such factors that may be outside of an educator's control.

III. Support and Development

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move educators along the path to Distinguished practice.

Evaluation-Based Professional Growth Plans

In any sector, people learn and grow by honestly co-assessing (evaluator and educator) current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. In the Newington model, every educator will have a Professional Growth Plan that is co-created with mutual agreement between the educator and his or her evaluator and serves as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator 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 educators, which can then be targeted with school-wide professional development opportunities.

Structured Support or Assistance Plans

If an educator's performance is rated as developing or below standard, it signals the need for an assistance plan. There are three types of assistance that may be provided.

1) **Structured Support***: An educator would receive structured support when an area(s) of concern is identified during the school year. It is intended to provide a short-term avenue to address a concern in its early stage.

2) **Special Assistance***: An educator would receive special assistance when he/she earns an overall performance rating of developing or below standard and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. It is intended to assist an educator who is having difficulty consistently demonstrating competence.

3) **Intensive Assistance***: An educator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. It is intended to build the staff member's competency.

    The structured support or assistance plan should be collaboratively developed between the district and the educator. **The educator has the right to request representation from his/her bargaining unit at any level.**

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

Structured Support Plans

The purpose of Structured Support is for the educator and evaluator to work collaboratively to focus and remedy an identified area of concern(s). It is intended to address an area(s) of concern in the early stage within a short term or series of short-term plans. Structured Support is intended to be positive, remedial, and supportive. The sequence of events, options, and outcomes of Structured Support Level are listed below.

1. The evaluator makes the educator aware of the concern(s) through written documentation.
2. At a meeting, the evaluator and educator develop a plan to resolve the concern(s) using Form F.
3. The plan should include the following:

   - Identification and prioritization of the concern(s)
   - Identification of clear expectations for performance;
   - Identification of resources, support and other strategies to be provided to address documented deficiencies; and
   - A timeline for meeting minimum performance expectations and date for review. If multiple concerns have been identified, the timeline should include the priority. This may include any indicators of success, including a summative rating of Effective or better at the conclusion of the improvement and remediation plan.

4. Upon review of the results of the plan, the evaluator will make one of the following recommendations:
   a. Concern resolved: Educator is removed from Structured Support. Although a record of the concern is created and held with the immediate evaluator (Form F), no documentation is forwarded to the educator's Central Office Personnel File.
   b. Concern is not resolved.
      i. The plan is continued or revised with a new timeline set for review using a new Form F. This option is available for up to one calendar year from the date of the original Form F that identified the original concern.
      ii. Educator moved to Special Assistance. Documentation including Form F is forwarded to the educator's Central Office Personnel File.

Special Assistance:

Educators assigned to special assistance will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the educator in meeting proficiency. The sequence of events, options, and outcomes of Special Assistance are listed below.

1. The educator will receive verbal and written notification (Form E) when being moved into Special Assistance. Notification will also be sent to the Associate Superintendent.
2. A review of the recommendation from Structured Support shall occur if the educator was previously placed on Structured Support.
3. A Plan of Action (Form F) will be developed by the educator, evaluator, and Associate Superintendent and include:
   - Identification and prioritization of the concern(s);
   - Identification of clear expectations for performance;
   - Strategies for resolution of the problem/need and the level and type of assistance to be provided;
   - A timeline for meeting minimum performance expectations and date for review;
     and
   - Indicators of success, including a summative rating of Effective or better at the conclusion of the improvement and remediation plan.

4. All feedback from the evaluator to the educator throughout Special Assistance shall be in writing. Copies of all observation reports and conference summaries are forwarded to the Associate Superintendent when they are prepared and given to the educator under Special Assistance.

5. Upon review of progress toward correcting the problem/need, the evaluator will make the following recommendation:
    - Problem/need resolved. Educator is removed from the Special Assistance.
      or
    - Educator is making progress but has not yet addressed all concerns/needs. Educator remains in Special Assistance for a one-time extension. (Time to be mutually agreed upon.)
      or
    - Problem/need not resolved. Educator moved to Intensive Assistance.

Intensive Assistance:

Staff members assigned to intensive assistance will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to address serious concerns and assist the staff member in meeting proficiency. When concerns are not alleviated through Special Assistance, the evaluator should confer with the Associate Superintendent, follow up the conference with a written statement of the specific concerns the evaluator has about the staff member's performance, and what has been done to date under the assistance process. An Intensive Assistance Program will be initiated which will be coordinated by the Associate Superintendent. The sequence of events, options, and outcomes of Intensive Assistance are listed below.

1. The staff member will receive verbal and written notification (Form E) when being moved into Intensive Assistance. Notification will also be sent to the Associate Superintendent.

2. A Plan of Action (Form F) will be developed by the staff member, evaluator, and Associate Superintendent. The plan is developed clearly indicating what has to be done in order to alleviate the concerns. The responsibility is placed on the staff member, although help continues to be available from the evaluator involved. The plan will include:

    - Identification and prioritization of the concern(s);
    - Identification of clear expectations for performance;
    - Strategies for resolution of the problem/need and the level and type of assistance to be provided;
    - A timeline for meeting minimum performance expectations and date for review. The plan includes a fixed time period, with a regular schedule of observations at a designated frequency.
    - The Intensive Assistance Program plan also includes periodic meetings scheduled by the Associate Superintendent to review progress. The first meeting date for this purpose is established when the Intensive Assistance Program is initiated. The staff member must show clear evidence of an intensive effort to improve teaching performance.

- Indicators of success, including a summative rating of Effective or better at the conclusion of the improvement and remediation plan.

3. All feedback from the evaluator to the staff member throughout Intensive Assistance shall be in writing. Copies of all observation reports and conference summaries are forwarded to the Associate Superintendent when they are prepared and given to the staff member under Intensive Assistance.

4. At the end of the designated period, all observation reports, conference summaries, and written summaries of progress review meetings will be examined to determine whether there is improved performance or, if improved performance does not occur, the staff member 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.

Career Development and Growth

Rewarding consistent, 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: observation of peers; mentoring early-career teachers; peer coaching; leading Professional Learning Communities for their peers; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

IV. Educator Practice-Related Indicators

The Educator Practice-Related Indicators, half of the Newington Public Schools Educator Evaluation System, evaluates the complex set of skills, competencies, and knowledge of an educator's practice. It is comprised of two components:

- Educator Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These components will be described in detail below.

COMPONENT #1: Educator Performance and Practice

The Educator Performance and Practice component of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the overall rating. Following observations, evaluators provide educators with specific feedback to identify strengths and development needs in order to tailor support.

Educator Practice Framework

A diverse group of Connecticut stakeholders reviewed the research and options for a framework of teaching practice and chose to blend the Connecticut Common Core of Teaching Standards with Charlotte Danielson's Framework for Teaching. The resulting rubric, The Danielson's Framework for Teaching 2013, represents the most important skills and knowledge that educators need to successfully educate each and every one of their students.

The Danielson's Framework for Teaching 2013 is organized into four domains, each with 4-5 components:

DOMAIN 1: PLANNING & PREPARATION	DOMAIN 2: CLASSROOM ENVIRONMENT
1a. DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY knowledge of content and structure, prerequisite relationships, content-related pedagogy **1b. DEMONSTRATING KNOWLEDGE OF STUDENTS** knowledge of child and adolescent development, the learning process, students' skills, knowledge and language proficiency, students' special needs **1c. SETTING INSTRUCTIONAL OUTCOMES** value, sequence, and alignment, clarity, balance, suitability for diverse learners **1d. DEMONSTRATING KNOWLEDGE OF RESOURCES** resources for classroom use, to extend content knowledge and pedagogy, students **1e. DESIGNING COHERENT INSTRUCTION** learning activities, instructional materials and resources, instructional groups, lesson and unit structure **1f. DESIGNING STUDENT ASSESSMENTS** instructional outcome alignment, criteria and standards, design of formative assessments, use for planning	**2a. CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT** educator interactions with students, student interactions with students **2b. ESTABLISHING A CULTURE FOR LEARNING** importance of the content and of learning, expectations for learning and achievement, student pride in work **2c. MANAGING CLASSROOM PROCEDURES** managing instructional groups, transitions, materials and supplies, classroom routines **2d. MANAGING STUDENT BEHAVIOR** selecting appropriate assessment strategies to monitor student progress, expectations, monitoring of behavior, response to misbehavior **2e. ORGANIZATION OF PHYSICAL SPACE** safety and accessibility, arrangement of furniture and use of physical resources

DOMAIN 3: INSTRUCTION	DOMAIN 4:PROFESSIONAL RESPONSIBILITIES
3a. CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT expectations for learning, directions for activities, explanations of content use of oral and written language **3b. USING QUESTIONING AND DISCUSSION TECHNIQUES** quality of questions/prompts, discussion techniques, student participation **3c. ENGAGING STUDENTS IN LEARNING** activities, assignments, grouping of students, instructional materials and resources, structure and pacing **3d. USING ASSESSMENT IN INSTRUCTION** assessment criteria, monitoring of student learning, feedback to students, student self-assessment and monitoring of progress **3e. DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS** lesson adjustment, response to students, persistence	**4a. REFLECTING ON TEACHING AND LEARNING** accuracy, use in future teaching **4b. MAINTAINING ACCURATE RECORDS** student completion of assignments, student progress in learning, non-instructional records **4c. COMMUNICATING WITH FAMILIES** information about the instructional program, information about individual students, engagement of families in the instructional program **4d. PARTICIPATING IN THE PROFESSIONAL COMMUNITY** relationships with colleagues, involvement in a culture of professional inquiry, service to school, participation in school and district projects **4e. GROWING AND DEVELOPING PROFESSIONALLY** enhancement of content knowledge and pedagogical skill, receptivity to feedback from colleagues, service to the profession **4f. SHOWING PROFESSIONALISM** Integrity and ethical conduct, service to students, advocacy, decision-making, and compliance with school and district regulations.

OTHER RUBRICS LANGUAGE

Separate Summative Rating Worksheet Form

Observation Process

Research has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of educator performance than one or two observations per year. Evaluators do not have to watch an entire lesson in order to have a valid observation. Partial period observations can provide valuable information and save observers precious time.

The feedback based on observations helps educators reach their full potential. Educators deserve the opportunity to grow and develop through observations and timely feedback. In fact, educator surveys conducted nationally demonstrate that most educators are eager for more observations and feedback that they can incorporate into their practice throughout the year.

Therefore, in the Newington Public Schools, each educator should be observed a minimum of 2 and 5 times per year through both formal and informal observations as defined below.

- Formal: **Lasts one full lesson** and includes both written and verbal feedback.
- Informal: In general the informal observation lasts between 10- 30 minutes and is followed by written feedback and **may include** verbal feedback.
- If a Lesson Reflection is required of the educator, the Lesson Reflection must be submitted to the evaluator within seventy-two hours, or three school days.
- Feedback will be provided to the educator within six (6) working days of an observation.
- All informal observations should be unannounced to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback.

A summary of requirements are below:

Educator Category	Number of Observations
Non-tenured Educators	At least 3 formal and 2 informal; 2 formal observations must include a pre-conference; all 3 must include a post-conference with written feedback.
Tenured Educators: Below Standard and Developing	As determined by support or assistance plan, but no fewer than 3 formal in-class observations, all of which must include a pre and post conference.
Cycle 1 - Tenured Educators: Effective and Distinguished	At least 1 formal and 1 informal; the formal observation must include a pre-conference and must include a post-conference with written feedback. One Review of Practice.
Cycle 2 & 3– Tenured Educators: Effective and Distinguished	At least 3 informal; one with a post conference. One review of practice.

Observation Schedule for Non-tenured Educators:

One formal observation will be completed by October 31st, including the post-conference. Two additional formal or informal observations, including any post-conferences, will be completed by the Mid-year Check-in. Two additional formal or informal observations, including any post-conferences, will be completed prior to the End-of-Year Summative conference.

Observation Schedule for Tenured Educators:

Below Standard or Developing:
As determined by support or assistance plan, but no fewer than 3 formal in-class observations, all of which must include a pre and post conference.

Effective and Distinguished:
Cycle 1: One formal will be completed by mid-year review of practice, including the post-conference. One additional informal observation, including any post-conference, will be completed by May 31st .

Cycle 2 & 3: Two informal observations will be completed by mid-year review of practice. The third informal observation will be completed by May 31st. One of the informal observations should have a post conference.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations, except where noted in the requirements described above. A pre-conference can be held with a group of educators, where appropriate.

For a formal pre-conference meeting, the educator must come with a formal written lesson plan. The following criteria must be addressed:
- Common Core/NPS Learning Standards Addressed
- Learning Target(s)
- Trajectory of Learning

- Relevance/Rationale
- Lesson Initiation
- Performance of Understanding – Activities/Tasks
- Formative Assessment Criteria for Success
- Resources/Materials
- Description of Differentiation

Educators may choose to use the optional Newington Public Schools Lesson Plan Template (Form G) which is included in the document.

Post-conferences provide a forum for reflecting on the observation against the Danielson's Framework for Teaching 2013 and for generating action steps that will lead to the educator's growth.

A good post-conference:

- begins with an opportunity for the educator to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the educator and the evaluator about the educator's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within five working days of the observation.

Educators may choose to use the optional Newington Public Schools Lesson Reflection Form (Form H) which is included in the document.

Classroom observations provide the most evidence for domains 2 and 3 of the Danielson's Framework for Teaching 2013, but both pre- and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Observation of Practice

Because this model aims to provide educators with comprehensive feedback on their practice as defined by the four domains of the Danielson's Framework for Teaching 2013, all interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to: reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, student planning meetings, Planning and Placement Team meetings, student performances, call-logs or notes from parent-educator meetings, observations of coaching/mentoring other educators, and observation of the participation in professional development or school-based activities/events.

Feedback

The goal of feedback is to help educators grow and become more effective. Verbal feedback may include a scheduled conversation or post-conference. Written feedback may include email or a brief or comprehensive write-up. With this in mind, evaluators should be clear and direct, presenting their comments in a way that feels supportive and constructive. Feedback should include:

- specific evidence and/or ratings, where appropriate, on observed components of the Educator Evaluation Rubric.
- selected commendations and prioritized recommendations for development actions;
- next steps and supports the educator can pursue to improve his or her practice; and
- a timeframe for follow up.

Educator Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the components that were observed. During observations, evaluators should take evidence-based notes, capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., The educator asks: Which events precipitated the fall of Rome?) not judgmental (e.g., The educator asks good questions.) Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Educator Performance and Practice Rating

At the end of the year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during a summative evaluation conference. The final educator performance and practice rating will be calculated by the evaluator in a three-step process:

1) Evaluator holistically reviews evidence collected through observations and interactions (i.e. team meetings, conferences) and determines component ratings for each of the 22 components based on the Rubric. ***If using a specialist's rubric, apply the same logic using the number of components found within that rubric.***
2) Evaluator averages components within each domain to a tenth of a decimal to calculate domain level scores of 1.0-4.0.
3) Evaluator applies domain weights to domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1) Evaluator holistically reviews evidence collected through observations and interactions, and determines component ratings for each of the 22 components.

 By the end of the year, evaluators should have collected a variety of evidence on educator practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and

significance of the evidence to determine a rating for each of the 22 components. Some questions to consider while analyzing the evidence include:

Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the educator's performance in this area?

Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

Significance: Are some data more valid than others? (Do I have notes or ratings from "rigorous" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1 - 4 score. Below Standard = 1 and Distinguished = 4. See example below for Domain 1:

Domain 1	Rating	Evaluator's Score
1a	Developing	2
1b	Developing	2
1c	Effective	3
1d	Distinguished	4
1e	Effective	3
1f	Effective	3

2)   Evaluator averages components within each domain to a tenth of a decimal to calculate domain level scores, and then calculates the average of all domains for an overall Educator Practice rating:

Domain	Average Score
1	2.8
2	2.6
3	3.0
4	2.8
Overall Total (ave.)	**2.8**

The summative Educator Performance and Practice rating and the component ratings will be shared and discussed with educators in the end-of-year conference. This process can also be followed in advance of the mid-year check-in to develop a formative, mid-year Educator Performance and Practice rating.

COMPONENT #2: Parent Feedback

Feedback from parents will be used to help determine the remaining ten percent of the Educator Practice Indicators category.

The process described below focuses on:

- the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
- the school staff determines at least one school-level parent engagement goal based on the survey feedback;
- the educator and evaluator identify one related parent engagement goal and set improvement targets;
- the educator measures progress on improvement targets; and
- the evaluator determines an educator's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

   Parent surveys will be deployed by Newington Public Schools and will be valid (i.e., the instrument measures what it is intended to measure) and reliable (i.e., the use of the instrument is consistent).

   Parent surveys will be conducted at the whole-school level to ensure adequate response rates from parents.

   Surveys will be confidential, and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year.

2. Determining School-Level Parent Goals

   Administrators and educators will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. This goal-setting process will occur in August or September so agreement can be reached on at least one goal for the entire school by September 30th.

3. Selecting a Parent Engagement Goal and Improvement Targets

   After the whole school-level goal(s) has/have been set, educators will determine through consultation and mutual agreement with their evaluators one related parent goal they will pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-educator conferences, etc.

   Educators will set improvement targets related to their chosen goal. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class.

   Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goal(s), and (2) that the improvement targets are ambitious but achievable.

4. Measuring Progress on Improvement Targets

There are two ways an educator can measure and demonstrate progress on his/her improvement targets. An educator can (1) measure how successfully they implement a strategy to address an area of need and/or (2) he/she can collect evidence directly from parents to measure parent-level indicators they generate. For example, an educator could conduct parent interviews or a brief parent survey to measure progress on his/her improvement targets.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which an educator successfully reaches his/her improvement targets and parent goal. This will be accomplished through a review of evidence provided by the educator and application of the following scale:

Distinguished [4]	Effective [3]	Developing [2]	Below Standard [1]
Exceeded the goal	Met the goal	Partially met the goal	Did not meet with goal
110%	90%	80%	79% or below

V. Student-Related Indicators

The Student-Related Indicators, half of the Newington Public School Educator Evaluation Plan, captures the educator's impact on students. Every educator is in the profession to help children learn and grow, and educators already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As a part of the evaluation process, educators will document those aspirations and anchor them in data.

Student-Related Indicators includes two components:
- Student growth and development, which counts for 45%; and
- Whole-school student learning, which counts for 5% of the total evaluation rating.
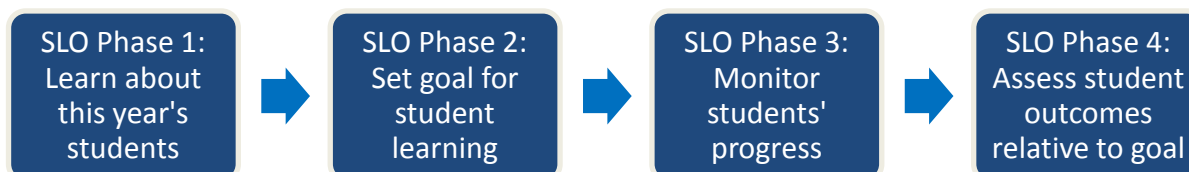
These components will be described in detail below.

COMPONENT #3: Student Growth and Development

Overview of Student Learning Objective:

Each educator's students, individually and as a group, are different from other educators' students, even in the same grade level or subject at the same school. For student growth and development to be measured for educator evaluation purposes, it is imperative to use a method that takes each educator's assignment, students, and context into account. Newington, like many other districts, has selected a goal-setting process called Student Learning Outcome (SLO) as the approach for measuring student growth during the school year.

The Student Learning Outcome will support educators in using a planning cycle that will be familiar to all educators:

SLO Phase 1: Learn about this year's students	→	SLO Phase 2: Set goal for student learning	→	SLO Phase 3: Monitor students' progress	→	SLO Phase 4: Assess student outcomes relative to goal

While this process should feel generally familiar, it will ask educators to set more specific and measureable targets than they may have done in the past and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors and/or evaluators. The four SLO phases are described in detail below:

STUDENT LEARNING OUTCOME (SLO PHASE 1):

This first phase is the discovery phase during the first few weeks of school. Once educators know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the educator is teaching.

End-of-year tests from the prior spring, prior performance, benchmark and/or common formative assessments and quick demonstration assessments are all examples of sources educators can tap to

understand both individual student and group strengths and challenges. This information will be critical for goal- setting in the next phase.

STUDENT LEARNING OUTCOME (SLO PHASE 2):

Each educator will write a minimum of one Student Learning Outcome. There are two different SLO forms: Form A1 and Form A2. Educators whose students take a standardized assessment will create Form A1. All other educators will complete Form A2.

NPS Educator Evaluation uses a specific definition of "standardized assessment," a standardized assessment has **all** of these features:

- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly administered (e.g. nation- or state-wide);
- Commercially produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year

To create the SLO, educators will follow these four steps:

Step 1: Decide on the Outcome:

The objective will be a broad goal for student learning. It should address a central purpose of the educator's assignment and it should pertain to at least half of his/her students, or as determined appropriate by the educator and evaluator. For example, if a secondary level educator teaches four sections of Algebra I and one section of Geometry, his/her SLO must focus on the needs identified among the Algebra I students. It should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) - and should be aligned to relevant state, national (e.g. Common Core), or district standards for the grade level or course. Depending on the educator's assignment, the objective might aim for content mastery or it might aim for skill development, based on identified area(s) of student need.

Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of the SLO. Educators with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

The following are examples of Student Learning Outcomes:

Educator Category	Student Learning Outcome
Fourth Grade Classroom Educator	My students will demonstrate a year's growth in reading.
Eighth Grade Science	My students will master grade 8 science inquiry standards and concepts.
High School Visual Arts	My students will demonstrate proficiency in applying

	the five principles of drawing.
High School World Language	My Spanish IV students will increase the length of time they can speak about a familiar topic.

Step 2: Select Indicators of Academic Growth and Development:

Indicators of Academic Growth and Development are the specific evidence, with quantitative targets, that will demonstrate whether the objective was met. The SLO must include at least one indicator.

- For **Form A1**, a minimum of one indicator, with a maximum of two, must be based on standardized assessments; and a minimum of one indicator must be based on a non-standardized indicator.
- For **Form A2**, a minimum of two non-standardized indicators is required.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what percentage of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high- or low-performing students or ELL students. The Phase I examination of student data will help educators determine improvement targets for identified students. Educators who do not work directly with students may also add an IAGD focusing on teacher practice. However, at least one IAGD must focus on student outcomes.

Educators select aligned grade level and/or content area indicators from a list of commonly used assessments from the appendix of this document.

Since improvement targets are calibrated for the educator's particular students, educators with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade educators in a district might use the same reading assessment in their SLO, but the improvement target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade educators.

The next chart provides examples of indicators that might be applied to the previous SLO examples:

Educator Category	Student Learning Objectives	Indicators of Academic Growth and Development
Fourth Grade Classroom Educator	My students will demonstrate a year's growth in reading	1) 100% of my students reading below grade level on previous year's standardized assessment will increase to a score of at least +0.33. 2) 90% of my students will make one year's growth in reading as measured by the MAZE and/or DRA II.
Eighth Grade Science	My students will master grade 8 science inquiry standards and concepts.	1) 78% of my students will attain at least a 4 on the standardized assessment section concerning science inquiry. 2) My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.

High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1) 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts educators in our district. 2) 85% of my students will produce works of art, using personally developed creative ideas.
High School World Language	My students will achieve proficiency in speaking Spanish.	1) 85% of my students will achieve a score of 6 on the oral speaking rubric. 2) 90% of my Spanish I students will be able to conjugate –ar verbs with 80% accuracy as measured by unit tests.

Step 3: Provide Additional Information Requested on SLO Form:

In addition to the outcome and IAGDs (Indicator of Academic Growth and Development), the SLO form requests:

- the rationale for the SLO, including relevant standards;
- the baseline data that was used to set each indicator:
- interim assessments the educator plans to use to gauge students' progress toward the outcome during the school year (optional); and
- any training /support or professional learning the educator in consultation with the supervisor/evaluator thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLO to Evaluator for Approval:
The SLO is a proposal until approved by the evaluator. Educators and evaluators should confer during the goal-setting process, since the intent is that the SLO will be selected through mutual agreement. But ultimately, the evaluator must formally approve the SLO proposal.

The evaluator will examine the SLO relative to three criteria described on the following pages. **The SLO must meet all three criteria to be approved**. If it does not meet one or more criterion, the evaluator will provide written comments and discuss his/her feedback with the educator during the fall goal-setting conference. An SLO that is not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content:	Quality of Indicators:	Rigor of SLO:
Outcome is deeply relevant to educator's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence (SMART Goal). The indicators allow judgment about students' progress over the school year or semester during which they are with the educator.	Outcome is attainable but ambitious, and represents at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

STUDENT LEARNING OUTCOME (SLO PHASE 3)

Once the SLO is approved, educators must monitor students' progress towards the objective. They can, for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles through related online practice games. Educators can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If an educator's assignment changes or if his/her student population shifts significantly, the SLO can be adjusted during the mid-year conference, or as needed, between the evaluator and the educator.

STUDENT LEARNING OUTCOME (SLO PHASE 4)

At the end of the school year, the educator should collect the evidence required by the selected indicators and submit it to his/her evaluator. Along with the evidence, educators will complete and submit the top portion of the SLO scoring form, which asks educators to reflect on the SLO results by answering the following:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will apply it.

Evaluators will examine the evidence and the educator's reflection and assign one of four ratings to the SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded [4]	All or most all students met the target(s) and many students exceeded the target(s) contained in the indicator(s) of academic growth and development. Exceeding the target(s) by a few points or percentage points would not qualify as "exceeded."
Met [3]	All students, or nearly all students, met the target(s) in the indicators. Results within a few points on either side of the target(s) are considered "Met."
Partially Met [2]	Many students met the target(s) but many did not. The target(s) was missed by more than a few points or percentage points, but significant progress towards the goal was made.
Did Not Meet [1]	A substantial proportion of students did not meet the target(s). Little progress toward the goal was made.

- On **Form A1**, the evaluator must score the standardized indicator(s) at 22.5% and the non-standardized indicator(s) at 22.5%.
- On **Form A2**, the evaluator must score each indicator separately and then average those scores for the SLO score, or he/she may look at the results as a body of evidence regarding the accomplishment of the objective and score it holistically.

The SLO rating will be shared and discussed with educators in the end-of-year conference.

COMPONENT #4: Whole-School Student Learning Indicators (5%).

An educator's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school.

Whole school goals will be incorporated into each school's Schools Improvement Plan. Examples at each level include:

Elementary Level

- Improve reading comprehension as evidenced by an increase in the percentage of students at goal on the DRP from ____% to ____%
- Decrease incidents of disrespect and insubordination by ____% as evidenced by office referrals.

Middle School

- Decrease the number of students tardy from ____% to ____%.
- Decrease the number of SWD receiving disciplinary referrals for disrespect and insubordination from ____% to ____%.
- Increase the percentage of students achieving goal level in mathematics by ___% as measured by district math benchmark data.

High School

- Increase four-year graduation rate from ___% to ___%.
- Increase the percentage of students achieving goal level on Interdisciplinary Writing scores by ___%.
- Increase the number of students who maintain their privilege for open study by ___%.

VI. Summative Educator Evaluation Scoring:

Summative Scoring:

The summative educator evaluation rating will be based on the four components of performance, grouped in two major categories:
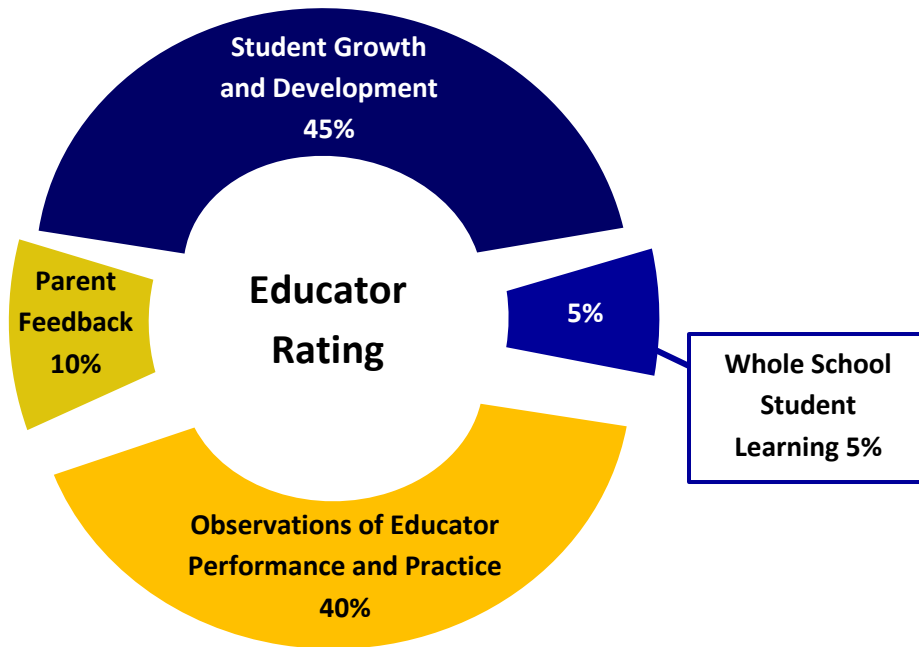
Every educator will receive one of four performance ratings:

Distinguished – Substantially exceeding indicators of performance
Effective – Meeting indicators of performance
Developing – Meeting some indicators of performance but not others
Below standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1) The evaluator calculates an Educator Practice Related Indicators score by combining the Observation of Educator Performance and Practice score and the Parent Feedback score.
2) The evaluator calculates a Student-Related Indicators score by combining the Student Growth and Development score and Whole School Student Learning score.
3) The evaluator uses the Summative Matrix to determine the educator's Summative Rating.

Each step is illustrated below:

1) The evaluator calculates an Educator-Practice Indicators score by combining the Observation of Educator Performance and Practice score and the Parent Feedback score.

The Observation of Educator Performance and Practice counts for 40% of the total rating; and Parent Feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Component	Score (1 – 4)	Weight	Points (score x weight)
Observation of Educator Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL EDUCATOR PRACTICE INDICATORS POINTS			142

Rating Table

Educator Practice Indicators Points	Educator Practice Indicators Ratings
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Distinguished

2) The evaluator calculates a Student Related Indicators score by combining the Student Growth and Development score and Whole School Student Learning score.

The Student Growth and Development component counts for 45% of the total rating; and the Whole School Student Learning component counts for 5% of the total rating. The evaluator multiplies these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

NOTE: If the Whole School Student Learning score is not available when the summative rating is calculated, then Student Growth and Development will be weighted 50 and Whole School Student Learning will be weighted 0.

Component	Score (1 – 4)	Weight	Points (score x weight)
Student Growth and Development [SLOs]	3.5	45	158
Whole School Student Learning	3	5	15
TOTAL STUDENT RELATED INDICATORS POINTS			173

Rating Table

Educator Practice Indicators Points	Educator Practice Indicators Ratings
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Distinguished

3) The evaluator uses the Summative Matrix to determine the educator's Summative Rating:

Identify the rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example above, the Educator Practice Indicators rating is Effective and the Student Related Indicators rating is Effective. The summative rating is therefore Effective. If the two categories are highly discrepant (e.g., a rating of 4 for Educator Practice and a rating of 1 for Student Related Indicators), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Summative Rating Matrix

Forms

The following forms are used to guide and document the Newington Public Schools Educator Evaluation System. They are as follows:

Form A1: Educator Goal-Setting Standardized Assessment (SLO)
Form A2: Educator Goal-Setting Non-Standardized Assessment (SLO)
Form B: Educator Evaluator Mid-Year Check In
Form C: End-of-year Summative Educator Self-Assessment
Form D: Summative Rating Worksheet – Danielson 2013 Classroom Rubric
Form D1: Summative Rating Worksheet – School Psychologists Rubric
Form D2: Summative Rating Worksheet – School Social Worker Rubric
Form D3: Summative Rating Worksheet – Speech Language Pathologist Rubric
Form D4: Summative Rating Worksheet – Library Media Specialist Rubric
Form D5: Summative Rating Worksheet – School Counselor Rubric
Form D6: Summative Rating Worksheet – Instructional Coach/Specialist Rubric
Form E: Notification of Placement on Support or Assistance
Form F: Support or Assistance Plan
Form G: Lesson Plan Template
Form H: Lesson Plan Reflection

Newington Public Schools
Form A1- Educator Goal-Setting
(For educators who administer standardized assessments)

Educator Name:	**School:** Click here to enter text.	**Date:** Click here to enter a date.
Click here to enter text.	**Grade:** Click here to enter text.	**# of students the SLO pertains to:** Click here to enter text.
	Subject: Click here to enter text.	**% of students the SLO pertains to:** Click here to enter text.

Student Learning Objective (SLO) (45%)

1) **Statement of SLO**

Click here to enter text.

2) **Rationale:** Why was it chosen? What specific Connecticut and/or national standards does it address?

Click here to enter text.

3) **Baseline Data/Background Information**
Include what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide baseline data for each indicator, if available.

Click here to enter text.

4) **Indicators of Academic Growth and Development (IAGD)**
An IAGD is evidence you use to determine success in achieving the SLO. IAGDs must include the following:
   A. **Standardized indicator(s)** - A minimum of one and a maximum of two (22.5%)
   (Beginning 2015-16, one standardized IAGD must be based on the state assessment and will be 22.5%).
   B. **Non-standardized indicator(s)** – A minimum of one (22.5%)

Click here to enter text.

Parent Engagement Goal (10%)

(1) **Statement of Goal**: Aligned to the priority established for the school based on survey results.
Click here to enter text.

(2) **Growth/improvement targets:** You may choose to measure how successfully you implement a strategy to address an area of need, and/or collect evidence directly from parents to measure parent-level indicators you generate.
Click here to enter text.

Educator Practice Focus
Identify an area of focus aligned to appropriate rubric for the observations and feedback.
Click here to enter text.

Strategies/Actions

Include strategies and action steps you will take to:
    1. Achieve the SLO
    2. Achieve the Parent Engagement Goal
    3. Enhance educator practice based on the focus established
 	
Click here to enter text.

Data Collection/Assessment of Progress Toward Achieving Goals

1. How will you assess progress toward achieving the SLO? Consider interim assessments you plan to use.
    2. How will you assess progress toward the Parent Engagement Goal?
    3. Include artifacts, etc. that pertain to your practice focus.
 	
Click here to enter text.

Whole School Student Learning Indicator (5%)
☐ The goal/goals established align directly with the Whole School Student Learning Indicator. ☐ The goal/goals established do not align directly with the Whole School Student Learning Indicator. List below the actions you will take to support achievement of the indicator. Click here to enter text.

Professional Learning/Support
What professional learning and/or other type of support would help you? Click here to enter text.

Approval: To be completed by Evaluator	Acceptable	Unacceptable
Priority of Content Student Learning Objective is deeply relevant to educator's assignment. *Comments:* Click here to enter text.	☐	☐
Quality of Indicators SLO Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or semester. *Comments:* Click here to enter text.	☐	☐
Rigor of Indicators Objective is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction). *Comments:* Click here to enter text.	☐	☐
Alignment of Parent Engagement Goal Parent Engagement Goal is related to overall school improvement parent goals and improvement targets are ambitious but achievable. *Comments:* Click here to enter text.	☐	☐
Whole School Student Learning Indicator Goal(s) align with the indicator OR the educator has identified strategies to support achievement of the indicator.		

Comments: Click here to enter text.	☐	☐

Signatures (*to be completed after discussion*)

☐ Revisions Required   Resubmit By: Click here to enter a date.

Approved:

Click here to enter text.	Click here to enter a date.
Educator	Date
Click here to enter text.	Click here to enter a date.
Evaluator	Date

Newington Public Schools
Form A2- Educator Goal-Setting
(For educators who do not administer standardized assessments)

Educator Name:	School:Click here to enter text.	Date:Click here to enter a date.
Click here to enter text.	Grade:Click here to enter text.	**# of students the SLO pertains to:** Click here to enter text.
	Subject:Click here to enter text.	**% of students the SLO pertains to:** Click here to enter text.

Student Learning Objective (SLO) (45%)

1) **Statement of SLO**

Click here to enter text.

2) **Rationale:** Why was it chosen? What specific Connecticut and/or national standards does it address?

Click here to enter text.

3) **Baseline Data/Background Information**
Include what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide baseline data for each indicator, if available.

Click here to enter text.

4) **Indicators of Academic Growth and Development (IAGD)**
An IAGD is evidence you use to determine success in achieving the SLO. A minimum of two non-standardized indicators is required.

Click here to enter text.

Parent Engagement Goal (10%)

(1) **Statement of Goal**: Aligned to the priority established for the school based on survey results.
Click here to enter text.

(2) **Growth/improvement targets:** You may choose to measure how successfully you implement a strategy to address an area of need, and/or collect evidence directly from parents to measure parent-level indicators you generate.
Click here to enter text.

Educator Practice Focus

Identify an area of focus aligned to appropriate rubric for the observations and feedback.
Click here to enter text.

Strategies/Actions

Include strategies and action steps you will take to:
1. Achieve the SLO
2. Achieve the Parent Engagement Goal
3. Enhance educator practice based on the focus established

> Click here to enter text.

Data Collection/Assessment of Progress Toward Achieving Goals

1. How will you assess progress toward achieving the SLO? Consider interim assessments you plan to use.
2. How will you assess progress toward the Parent Engagement Goal?
3. Include artifacts, etc. that pertain to your practice focus.

Click here to enter text.

Whole School Student Learning Indicator (5%)

☐ The goal/goals established align directly with the Whole School Student Learning Indicator.
☐ The goal/goals established do not align directly with the Whole School Student Learning Indicator. List below the actions you will take to support achievement of the indicator.

Click here to enter text.

Professional Learning/Support

What professional learning and/or other type of support would help you?

Click here to enter text.

Approval: To be completed by Evaluator	Acceptable	Unacceptable
Priority of Content Student Learning Objective is deeply relevant to educator's assignment. *Comments:* Click here to enter text.	☐	☐
Quality of Indicators SLO Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or semester. *Comments:* Click here to enter text.	☐	☐
Rigor of Indicators Objective is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction). *Comments:* Click here to enter text.	☐	☐
Alignment of Parent Engagement Goal Parent Engagement Goal is related to overall school improvement parent goals and improvement targets are ambitious but achievable. *Comments:* Click here to enter text.	☐	☐
Whole School Student Learning Indicator Goal(s) align with the indicator OR the educator has identified strategies to support achievement of the indicator. *Comments:* Click here to enter text.	☐	☐

Signatures (*to be completed after discussion*)	
☐ Revisions Required	Resubmit By: Click here to enter a date.
Approved:	
Click here to enter text.	Click here to enter a date.

Educator	Date
Click here to enter text.	Click here to enter a date.
Evaluator	Date

<div align="center">

Newington Public Schools
Form B-Educator/Evaluator Mid-year Check-in

</div>

Note: This form is provided to assist you in conducting the mid-year conference and to be a vehicle for discussion of progress towards goals.

Educator Name:Click here to enter text.	School:Click here to enter text.	Date:Click here to enter a date.
	Grade:Click here to enter text.	
	Subject:Click here to enter text.	

PREPARATION: EDUCATOR SELF-ASSESSMENT/REFLECTION

Prior to the meeting, consider the following in preparation for the conference, bulleting ideas for discussion:

(a) What is your overall assessment of progress toward your objective to date?
(b) What have you done so far that produced these results?
(c) What you have learned and how you will use it going forward?
(d) What professional learning and/or other type of support would help you to achieve your goals?
(e) Describe any revisions to strategies and/or adjustments of student learning goals.

TO BE DISCUSSED DURING THE MEETING:
Discuss progress to date related to Student Learning Outcomes, Educator Practice, Parent Engagement, and Whole School Student Learning Indicators.

SUMMARY: (to be completed by evaluator)
Check one box to indicate the outcome of the discussion:
- ☐ Progressing toward goals: No revisions or adjustments needed.

- ☐ Progressing toward goals: Revisions or adjustments made.
  Indicate revisions and reasons for changes:

- ☐ Limited progress toward goals: Revisions or adjustments made.
  Indicate revisions:

- ☐ No progress toward goals: Revisions or adjustments made.
  Indicate revisions:

Click here to enter text.   Click here to enter a date.
Educator   Date
Click here to enter text.   Click here to enter a date.
Evaluator   Date

Newington Public Schools
Form D: Summative Rating Worksheet based on the
Danielson's Framework for Teaching 2013 Domains (page 1 of 3)

Educator Name:Click here to enter text.	School:Click here to enter text.	Date:Click here to enter a date.
	Grade:Click here to enter text.	
	Subject:Click here to enter text.	

Educator Performance and Practice: Danielson's Framework for Teaching 2013 Domains

Domain 1: Planning for Active Learning	Rating
1a. Ensuring content/curriculum is at appropriate level of challenge	Click here to enter text.
1b. Developing coherent and relevant instruction	Click here to enter text.
1c. Supporting content literacy and numeracy skills	Click here to enter text.
1d. Selecting assessment strategies	Click here to enter text.
Average Domain Rating:	

Domain 2 The Classroom Environment	Rating
2a. Creating an environment of respect and rapport	Click here to enter text.
2b. Establishing a culture for learning	Click here to enter text.
2c. Managing classroom procedures	Click here to enter text.
2d. Managing Student Behavior	Click here to enter text.
2e. Organizing physical space	Click here to enter text.
Average Domain Rating:	

Domain 3: Instruction	Rating
3a. Communicating with students	Click here to enter text.
3b. Using questioning and discussion techniques	Click here to enter text.
3c. Engaging students in Learning	Click here to enter text.
3d. Using assessment in instruction	Click here to enter text.
3e. Demonstrating flexibility and responsiveness	Click here to enter text.
Average Domain Rating:	

Domain 4. Professional Responsibilities and Teacher Leadership	Rating
4a. Engaging in continuous professional growth	Click here to enter text.
4b. Collaborating with colleagues	Click here to enter text.
4c. Engaging with Families	Click here to enter text.
4d. Demonstrating professionalism	Click here to enter text.
Average Domain Rating:	

SUMMATIVE RATING FOR EDUCATOR PERFORMANC AND PRACTICE

Domain	Score (avg.)
1	Click here to enter text.
2	Click here to enter text.
3	Click here to enter text.
4	Click here to enter text.
Total Score	

Student Growth and Development

Check the box that best indicates the attainment of each objective. If the objective has multiple indicators use a separate rating for each indicator that can be averaged for the overall SLO score.

Student Learning Objective: Click here to enter text.							
Indicator 1	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1) ☐
Indicator 2	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1) ☐
Indicator 3	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1) ☐

Parent Engagement Goal

Check the box that best indicates the attainment of this parent engagement goal.

Parent Engagement Goal: Click here to enter text.			
Exceeded (4) ☐	Met (3) ☐	Partially Met (2) ☐	Did Not Meet (1) ☐

Whole School Student Learning Indicator

Check the box that best indicates the attainment of this goal.

Whole School Student Learning Indicator: Click here to enter text.			
Exceeded (4) ☐	Met (3) ☐	Partially Met (2) ☐	Did Not Meet (1) ☐

Comments:

Evaluator comments:
Click here to enter text.

EDUCATOR PRACTICE RATINGS: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice	Click here to enter text.	40%	Click here to enter text.
Parent Feedback	Click here to enter text.	10%	Click here to enter text.
TOTAL EDUCATOR PRACTICE INDICATOR POINTS			Click here to enter text.
***EDUCATOR PRACTICE INDICATOR RATING:**			Click here to enter text.

*See rating table below for indicator ratings.

STUDENT GROWTH OUTCOME RATING: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)	Click here to enter text.	45%	Click here to enter text.
Whole School Student Learning	Click here to enter text.	5%	Click here to enter text.
TOTAL STUDENT RELATED INDICATOR POINTS			Click here to enter text.
***STUDENT OUTCOME INDICATOR RATING:**			Click here to enter text.

*See rating table below for indicator ratings.

*Rating Table

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

FINAL SUMMATIVE RATING:

Use the Summative Rating Matrix (on the reverse side of this form) to determine the final summative rating.

☐ Exemplary (4)	☐ Proficient (3)	☐ Developing (2)	☐ Below Standard (1)

Newington Public Schools
Form D1: Summative Rating Worksheet based on the
School Psychologists Rubric (page 1 of 3)

Educator Name:Click here to enter text.	School:Click here to enter text.	Date:Click here to enter a date.
	Grade:Click here to enter text.	
	Subject:Click here to enter text.	

Educator Performance and Practice: School Psychologists Rubric

Domain 1: Planning and Preparation	Rating
1a. Demonstrating knowledge and skill in using psychological instruments to evaluate students	Click here to enter text.
1b. Demonstrating knowledge of the school's program and levels of educator skill in delivering that program	Click here to enter text.
1c. Establishing goals for the psychology program appropriate to the setting and the students served	Click here to enter text.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Click here to enter text.
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Click here to enter text.
1f: Developing a plan to evaluate the psychology program	Click here to enter text.
Average Domain Rating:	

Domain 2 The Environment	Rating
2a. Establishing rapport with students	Click here to enter text.
2b. Establishing a culture for positive mental health throughout the school	Click here to enter text.
2c. Establishing and maintaining clear procedures for referrals	Click here to enter text.
2d. Establishing standards of conduct in the testing center	Click here to enter text.
2e. Organizing physical space for testing of students and storage of materials	Click here to enter text.
Average Domain Rating:	

Domain 3: Delivery of Service	Rating
3a. Responding to referrals; consulting with teachers and administrators	Click here to enter text.
3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Click here to enter text.
3c. Preparing for the PPT	Click here to enter text.
3d. Planning interventions to maximize students' likelihood of success	Click here to enter text.
3e. Maintaining contact with physicians and community mental health service providers	Click here to enter text.
3f. Demonstrating flexibility and responsiveness	Click here to enter text.
Average Domain Rating:	

Domain 4. Professional Responsibilities	Rating
4a. Reflecting on practice	Click here to enter text.
4b. Communicating with families	Click here to enter text.
4c. Maintaining accurate records	Click here to enter text.
4d. Participating in a professional community	Click here to enter text.
4e. Engaging in professional development	Click here to enter text.
4f. Showing professionalism	Click here to enter text.
Average Domain Rating:	

SUMMATIVE RATING FOR EDUCATOR PERFORMANC AND PRACTICE

Domain	Score (avg.)
1	Click here to enter text.
2	Click here to enter text.
3	Click here to enter text.
4	Click here to enter text.
Total Score	

Student Growth and Development

Check the box that best indicates the attainment of each objective. If the objective has multiple indicators use a separate rating for each indicator that can be averaged for the overall SLO score.

Student Learning Objective: Click here to enter text.							
Indicator 1	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐
Indicator 2	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐
Indicator 3	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Parent Engagement Goal

Check the box that best indicates the attainment of this parent engagement goal.

Parent Engagement Goal: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Whole School Student Learning Indicator

Check the box that best indicates the attainment of this goal.

Whole School Student Learning Indicator: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Comments:

Evaluator comments:
Click here to enter text.

EDUCATOR PRACTICE RATINGS: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice	Click here to enter text.	40%	Click here to enter text.
Parent Feedback	Click here to enter text.	10%	Click here to enter text.
TOTAL EDUCATOR PRACTICE INDICATOR POINTS			Click here to enter text.
*EDUCATOR PRACTICE INDICATOR RATING:			Click here to enter text.

*See rating table below for indicator ratings.

STUDENT GROWTH OUTCOME RATING: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)	Click here to enter text.	45%	Click here to enter text.
Whole School Student Learning	Click here to enter text.	5%	Click here to enter text.
TOTAL STUDENT RELATED INDICATOR POINTS			Click here to enter text.
*STUDENT OUTCOME INDICATOR RATING:			Click here to enter text.

*See rating table below for indicator ratings.

*Rating Table

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

FINAL SUMMATIVE RATING:

Use the Summative Rating Matrix (on the reverse side of this form) to determine the final summative rating.

☐ Exemplary (4)	☐ Proficient (3)	☐ Developing (2)	☐ Below Standard (1)

Newington Public Schools
Form D2: Summative Rating Worksheet based on the
School Social Worker Rubric (page 1 of 3)

Educator Name:Click here to enter text.	School:Click here to enter text.	Date:Click here to enter a date.
	Grade:Click here to enter text.	
	Subject:Click here to enter text.	

Educator Performance and Practice: School Social Worker Rubric

Domain 1: Planning and Preparation	Rating
1a. Demonstrating knowledge and skill in social work; holding the relevant certificate or license	Click here to enter text.
1b. Establishing goals for the social work program appropriate to the setting and the students served	Click here to enter text.
1c. Demonstrating knowledge of resources, both within and beyond the school district	Click here to enter text.
1d. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Click here to enter text.
1e: Developing a plan to evaluate the social work program	Click here to enter text.
Average Domain Rating:	

Domain 2 The Environment	Rating
2a. Establishing rapport with students	Click here to enter text.
2b. Organizing time effectively	Click here to enter text.
2c. Establishing standards of conduct in the counseling center	Click here to enter text.
2d. Organizing physical space for counseling	Click here to enter text.
Average Domain Rating:	

Domain 3: Delivery of Service	Rating
3a. Responding to referrals and evaluating student needs	Click here to enter text.
3b. Implementing appropriate tiered-level interventions to maximize students' success	Click here to enter text.
3c. Communicating with families	Click here to enter text.
3d. Demonstrating flexibility and responsiveness	Click here to enter text.
Average Domain Rating:	

Domain 4. Professional Responsibilities	Rating
4a. Reflecting on practice	Click here to enter text.
4b. Collaborating with teachers	Click here to enter text.
4c. Maintaining an effective data-management system	Click here to enter text.
4d. Engaging in professional development	Click here to enter text.
4e. Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Click here to enter text.
Average Domain Rating:	

SUMMATIVE RATING FOR EDUCATOR PERFORMANC AND PRACTICE

Domain	Score (avg.)
1	Click here to enter text.
2	Click here to enter text.
3	Click here to enter text.
4	Click here to enter text.
Total Score	

Student Growth and Development

Check the box that best indicates the attainment of each objective. If the objective has multiple indicators use a separate rating for each indicator that can be averaged for the overall SLO score.

Student Learning Objective: Click here to enter text.							
Indicator 1	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1) ☐
Indicator 2	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1) ☐
Indicator 3	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1) ☐

Parent Engagement Goal

Check the box that best indicates the attainment of this parent engagement goal.

Parent Engagement Goal: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Whole School Student Learning Indicator

Check the box that best indicates the attainment of this goal.

Whole School Student Learning Indicator: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Comments:

Evaluator comments:
Click here to enter text.

EDUCATOR PRACTICE RATINGS: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice	Click here to enter text.	40%	Click here to enter text.
Parent Feedback	Click here to enter text.	10%	Click here to enter text.
TOTAL EDUCATOR PRACTICE INDICATOR POINTS			Click here to enter text.
*EDUCATOR PRACTICE INDICATOR RATING:			Click here to enter text.

*See rating table below for indicator ratings.

STUDENT GROWTH OUTCOME RATING: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)	Click here to enter text.	45%	Click here to enter text.
Whole School Student Learning	Click here to enter text.	5%	Click here to enter text.
TOTAL STUDENT RELATED INDICATOR POINTS			Click here to enter text.
*STUDENT OUTCOME INDICATOR RATING:			Click here to enter text.

*See rating table below for indicator ratings.

*Rating Table

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

FINAL SUMMATIVE RATING:

Use the Summative Rating Matrix (on the reverse side of this form) to determine the final summative rating.

☐ Exemplary (4)   ☐ Proficient (3)   ☐ Developing (2)   ☐ Below Standard (1)

Newington Public Schools
Form D3: Summative Rating Worksheet based on the
Speech and Language Pathologist Rubric (page 1 of 3)

Educator Name: Click here to enter text.	**School:**Click here to enter text.	**Date:**Click here to enter a date.
	Grade: Click here to enter text.	
	Subject: Click here to enter text.	

Educator Performance and Practice: <u>Speech and Language Pathologist Rubric</u>

Domain 1: Planning and Preparation	**Rating**
1a. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge	Click here to enter text.
1b. Planning assessment and intervention strategies to actively engage students	Click here to enter text.
1c. Selecting appropriate assessment and intervention strategies to monitor ongoing student(s) progress	Click here to enter text.
Average Domain Rating:	

Domain 2 Environment, Student Engagement and Commitment to Learning	**Rating**
2a. Promoting a positive climate that is responsive, respectful and equitable	Click here to enter text.
2b. Promoting student engagement and shared responsibility for learning	Click here to enter text.
2c. Promoting appropriate standards of behavior	Click here to enter text.
2d. Promoting efficient routines and transitions to maximize service delivery	Click here to enter text.
Average Domain Rating:	

Domain 3: Support Delivery	**Rating**
3a. Delivery of services	Click here to enter text.
3b. Leading students to construct new learning through use of intervention strategies	Click here to enter text.
3c. Monitoring student learning, providing feedback to students and adjusting service delivery	Click here to enter text.
3d. Formative and Summative assessment for learning	Click here to enter text.
3e. Comprehensive data analysis, interpretation and communication	Click here to enter text.
Average Domain Rating:	

Domain 4. Professional Responsibility and Leadership	**Rating**
4a. Engaging in continuous professional growth to impact services and student progress	Click here to enter text.
4b. Collaborating to develop and sustain a professional learning environment to support student learning	Click here to enter text.
4c. Communicating and collaborating with colleagues, administration, and families to develop and sustain a positive school climate and support student learning	Click here to enter text.
4d. Conducting oneself as a professional	Click here to enter text.
Average Domain Rating:	

SUMMATIVE RATING FOR EDUCATOR PERFORMANC AND PRACTICE

Domain	Score (avg.)
1	Click here to enter text.
2	Click here to enter text.
3	Click here to enter text.
4	Click here to enter text.
Total Score	

Student Growth and Development

Check the box that best indicates the attainment of each objective. If the objective has multiple indicators use a separate rating for each indicator that can be averaged for the overall SLO score.

Student Learning Objective: Click here to enter text.							
Indicator 1	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1) ☐
Indicator 2	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1) ☐
Indicator 3	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1) ☐

Parent Engagement Goal

Check the box that best indicates the attainment of this parent engagement goal.

Parent Engagement Goal: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Whole School Student Learning Indicator

Check the box that best indicates the attainment of this goal.

Whole School Student Learning Indicator: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Comments:

Evaluator comments:
Click here to enter text.

EDUCATOR PRACTICE RATINGS: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice	Click here to enter text.	40%	Click here to enter text.
Parent Feedback	Click here to enter text.	10%	Click here to enter text.
TOTAL EDUCATOR PRACTICE INDICATOR POINTS			Click here to enter text.
***EDUCATOR PRACTICE INDICATOR RATING:**			Click here to enter text.

*See rating table below for indicator ratings.

STUDENT GROWTH OUTCOME RATING: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)	Click here to enter text.	45%	Click here to enter text.
Whole School Student Learning	Click here to enter text.	5%	Click here to enter text.
TOTAL STUDENT RELATED INDICATOR POINTS			Click here to enter text.
***STUDENT OUTCOME INDICATOR RATING:**			Click here to enter text.

*See rating table below for indicator ratings.

*Rating Table

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

FINAL SUMMATIVE RATING:

Use the Summative Rating Matrix (on the reverse side of this form) to determine the final summative rating.

☐ Exemplary (4)	☐ Proficient (3)	☐ Developing (2)	☐ Below Standard (1)

Newington Public Schools
Form D4: Summative Rating Worksheet based on the
Library Media Specialist Rubric (page 1 of 3)

Educator Name: Click here to enter text.	**School:**Click here to enter text.	**Date:**Click here to enter a date.
	Grade: Click here to enter text.	
	Subject: Click here to enter text.	

Educator Performance and Practice: <u>Library Media Specialist Rubric</u>

Domain 1: Planning and Preparation	**Rating**
1a. Demonstrating Knowledge of Library Media Curriculum/ Program Guide and Process	Click here to enter text.
1b. Demonstrating Knowledge of Students	Click here to enter text.
1c. Supporting Instructional Goals	Click here to enter text.
1d. Designing Coherent Instruction	Click here to enter text.
1e. Demonstrating Knowledge and Use of Resources	Click here to enter text.
1f. Demonstrating a Knowledge of Literature and Lifelong Learning	Click here to enter text.
1g. Collaborating in the Design of Instructional Experiences	Click here to enter text.
Average Domain Rating:	

Domain 2 The Library Environment	**Rating**
2a. Creating an Environment of Respect and Rapport	Click here to enter text.
2b. Establishing a Culture for Learning	Click here to enter text.
2c. Managing Library Procedures	Click here to enter text.
2d. Managing student behavior	Click here to enter text.
2e. Organizing physical space	Click here to enter text.
Average Domain Rating:	

Domain 3: Instruction	**Rating**
3a. Communicating Clearly and Accurately	Click here to enter text.
3b. Using Questioning and Research Techniques	Click here to enter text.
3c. Engaging Students in Learning	Click here to enter text.
3d. Assessment in Instruction (whole class, one-on-one and small group)	Click here to enter text.
3e. Demonstrating Flexibility and Responsiveness	Click here to enter text.
Average Domain Rating:	

Domain 4. Professional Responsibility	**Rating**
4a. Reflecting on Practice	Click here to enter text.
4b. Maintaining Accurate Records	Click here to enter text.
4c. Communicating with Staff and Community	Click here to enter text.
4d. Participating in a Professional Community	Click here to enter text.
4e. Growing and Developing Professionally	Click here to enter text.
4f. Collection Development and Maintenance	Click here to enter text.
4g. Managing Personnel	Click here to enter text.
Average Domain Rating:	

Form D4: Summative Rating Worksheet Page 2

SUMMATIVE RATING FOR EDUCATOR PERFORMANC AND PRACTICE

Domain	Score (avg.)
1	Click here to enter text.
2	Click here to enter text.
3	Click here to enter text.
4	Click here to enter text.
Total Score	

Student Growth and Development

Check the box that best indicates the attainment of each objective. If the objective has multiple indicators use a separate rating for each indicator that can be averaged for the overall SLO score.

Student Learning Objective: Click here to enter text.							
Indicator 1	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐
Indicator 2	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐
Indicator 3	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Parent Engagement Goal

Check the box that best indicates the attainment of this parent engagement goal.

Parent Engagement Goal: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Whole School Student Learning Indicator

Check the box that best indicates the attainment of this goal.

Whole School Student Learning Indicator: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Comments:

Evaluator comments:
Click here to enter text.

EDUCATOR PRACTICE RATINGS: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice	Click here to enter text.	40%	Click here to enter text.
Parent Feedback	Click here to enter text.	10%	Click here to enter text.
TOTAL EDUCATOR PRACTICE INDICATOR POINTS			Click here to enter text.
*EDUCATOR PRACTICE INDICATOR RATING:			Click here to enter text.

*See rating table below for indicator ratings.

STUDENT GROWTH OUTCOME RATING: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)	Click here to enter text.	45%	Click here to enter text.
Whole School Student Learning	Click here to enter text.	5%	Click here to enter text.
TOTAL STUDENT RELATED INDICATOR POINTS			Click here to enter text.
*STUDENT OUTCOME INDICATOR RATING:			Click here to enter text.

*See rating table below for indicator ratings.

*Rating Table

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

FINAL SUMMATIVE RATING:

Use the Summative Rating Matrix (on the reverse side of this form) to determine the final summative rating.

☐ Exemplary (4)	☐ Proficient (3)	☐ Developing (2)	☐ Below Standard (1)

Newington Public Schools
Form D5: Summative Rating Worksheet based on the
School Counselor Rubric (page 1 of 3)

Educator Name:Click here to enter text.	School:Click here to enter text.	Date:Click here to enter a date.
	Grade:Click here to enter text.	
	Subject:Click here to enter text.	

Educator Performance and Practice: School Counselor Rubric

Domain 1: Planning and Preparation	Rating
1a. Demonstrating knowledge of counseling theory and techniques	Click here to enter text.
1b. Demonstrating knowledge of child and adolescent development	Click here to enter text.
1c. Establishing goals for the counseling program appropriate to the setting and the students served	Click here to enter text.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Click here to enter text.
1e. Planning the counseling program, integrated with the regular school program	Click here to enter text.
1f. Developing a plan to evaluate the counseling program	Click here to enter text.
Average Domain Rating:	

Domain 2 The Library Environment	Rating
2a. Creating an Environment of Respect and Rapport	Click here to enter text.
2b. Establishing a Culture for Productive Communication	Click here to enter text.
2c. Managing Routines and Procedures	Click here to enter text.
2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Click here to enter text.
2e. Organizing physical space	Click here to enter text.
Average Domain Rating:	

Domain 3: Delivery of Service	Rating
3a. Assessing student needs	Click here to enter text.
3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Click here to enter text.
3c. Using counseling techniques in individual and classroom programs	Click here to enter text.
3d. Brokering resources to meet needs	Click here to enter text.
3e. Demonstrating Flexibility and Responsiveness	Click here to enter text.
Average Domain Rating:	

Domain 4. Professional Responsibility	Rating
4a. Reflecting on Practice	Click here to enter text.
4b. Maintaining Records and Submitting in a Timely Fashion	Click here to enter text.
4c. Communicating with Families	Click here to enter text.
4d. Participating in a Professional Community	Click here to enter text.
4e. Engaging in Professional Development	Click here to enter text.
4f. Showing Professionalism	Click here to enter text.
Average Domain Rating:	

SUMMATIVE RATING FOR EDUCATOR PERFORMANC AND PRACTICE

Domain	Score (avg.)
1	Click here to enter text.
2	Click here to enter text.
3	Click here to enter text.
4	Click here to enter text.
Total Score	

Student Growth and Development

Check the box that best indicates the attainment of each objective. If the objective has multiple indicators use a separate rating for each indicator that can be averaged for the overall SLO score.

Student Learning Objective: Click here to enter text.							
Indicator 1	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐
Indicator 2	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐
Indicator 3	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Parent Engagement Goal

Check the box that best indicates the attainment of this parent engagement goal.

Parent Engagement Goal: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Whole School Student Learning Indicator

Check the box that best indicates the attainment of this goal.

Whole School Student Learning Indicator: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Comments:

Evaluator comments:
Click here to enter text.

EDUCATOR PRACTICE RATINGS: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice	Click here to enter text.	40%	Click here to enter text.
Parent Feedback	Click here to enter text.	10%	Click here to enter text.
TOTAL EDUCATOR PRACTICE INDICATOR POINTS			Click here to enter text.
*EDUCATOR PRACTICE INDICATOR RATING:			Click here to enter text.

*See rating table below for indicator ratings.

STUDENT GROWTH OUTCOME RATING: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)	Click here to enter text.	45%	Click here to enter text.
Whole School Student Learning	Click here to enter text.	5%	Click here to enter text.
TOTAL STUDENT RELATED INDICATOR POINTS			Click here to enter text.
*STUDENT OUTCOME INDICATOR RATING:			Click here to enter text.

*See rating table below for indicator ratings.

*Rating Table

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

FINAL SUMMATIVE RATING:

Use the Summative Rating Matrix (on the reverse side of this form) to determine the final summative rating.

☐ Exemplary (4)   ☐ Proficient (3)   ☐ Developing (2)   ☐ Below Standard (1)

Newington Public Schools
Form D6: Summative Rating Worksheet based on the
Instructional Coach/Specialist Rubric (page 1 of 3)

Educator Name:Click here to enter text.	School:Click here to enter text.	Date:Click here to enter a date.
	Grade:Click here to enter text.	
	Subject:Click here to enter text.	

Educator Performance and Practice: <u>Instructional Coach/Specialist Rubric</u>

Domain 1: Planning and Preparation	Rating
1a. Demonstrating knowledge of current trends in specialty area and professional learning	Click here to enter text.
1b. Demonstrating knowledge of the school's program and levels of educator skill in delivering that program	Click here to enter text.
1c. Establishing goals for the instructional support program appropriate to the setting and the educators served	Click here to enter text.
1d. Demonstrating knowledge of resources, both within and beyond the school and district	Click here to enter text.
1e. Planning the instructional support program, integrated with the overall school program	Click here to enter text.
1f. Developing a plan to evaluate the instructional support program	Click here to enter text.
Average Domain Rating:	

Domain 2 The Environment	Rating
2a. Creating an environment of trust and respect	Click here to enter text.
2b. Establishing a culture for ongoing instructional improvement	Click here to enter text.
2c. Establishing clear procedures for educators to gain access to instructional support	Click here to enter text.
2d. Establishing and maintaining norms of behavior for professional interactions	Click here to enter text.
2e. Organizing physical space for workshops or training	Click here to enter text.
Average Domain Rating:	

Domain 3: Delivery of Service	Rating
3a. Collaborating with educators in the design of instructional units and lessons	Click here to enter text.
3b. Engaging educators in learning new instructional skills	Click here to enter text.
3c. Sharing expertise with staff	Click here to enter text.
3d. Locating resources for educators to support instructional improvement	Click here to enter text.
3e. Demonstrating flexibility and responsiveness	Click here to enter text.
Average Domain Rating:	

Domain 4. Professional Responsibility	Rating
4a. Reflecting on Practice	Click here to enter text.
4b. Preparing and submitting budgets and reports	Click here to enter text.
4c. Coordinating work with other Instructional Coach/Specialists	Click here to enter text.
4d. Participating in a professional community	Click here to enter text.
4e. Engaging in professional development	Click here to enter text.
4f. Reflecting on practice	Click here to enter text.
Average Domain Rating:	

Domain 5. Planning and Preparation for Classroom Instruction	Rating
5a. DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY	Click here to enter text.
5b. DEMONSTRATING KNOWLEDGE OF STUDENTS	Click here to enter text.
5c. SETTING INSTRUCTIONAL OUTCOMES	Click here to enter text.
5d. DEMONSTRATING KNOWLEDGE OF RESOURCES	Click here to enter text.
5e. DESIGNING COHERENT INSTRUCTION	Click here to enter text.
5f. DESIGNING STUDENT ASSESSMENTS	Click here to enter text.
Average Domain Rating:	

Domain 6. Modeling Instruction	Rating
6a. COMMUNICATING WITH STUDENTS	Click here to enter text.
6b. USING QUESTIONING AND DISCUSSION TECHNIQUES	Click here to enter text.
6c. ENGAGING STUDENTS IN LEARNING	Click here to enter text.
6d. USING ASSESSMENT IN INSTRUCTION	Click here to enter text.
6e. DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS	Click here to enter text.
Average Domain Rating:	

SUMMATIVE RATING FOR EDUCATOR PERFORMANC AND PRACTICE

Domain	Score (avg.)
1	Click here to enter text.
2	Click here to enter text.
3	Click here to enter text.
4	Click here to enter text.
5	Click here to enter text.
6	Click here to enter text.
Total Score	

Student Growth and Development

Check the box that best indicates the attainment of each objective. If the objective has multiple indicators use a separate rating for each indicator that can be averaged for the overall SLO score.

Student Learning Objective: Click here to enter text.							
Indicator 1	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐
Indicator 2	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐
Indicator 3	Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Parent Engagement Goal

Check the box that best indicates the attainment of this parent engagement goal.

Parent Engagement Goal: Click here to enter text.

Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Form D6: Summative Rating Worksheet Page 2

Whole School Student Learning Indicator

Check the box that best indicates the attainment of this goal.

Whole School Student Learning Indicator: Click here to enter text.							
Exceeded (4)	☐	Met (3)	☐	Partially Met (2)	☐	Did Not Meet (1)	☐

Comments:

Evaluator comments:
Click here to enter text.

EDUCATOR PRACTICE RATINGS: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice	Click here to enter text.	40%	Click here to enter text.
Parent Feedback	Click here to enter text.	10%	Click here to enter text.
TOTAL EDUCATOR PRACTICE INDICATOR POINTS			Click here to enter text.
***EDUCATOR PRACTICE INDICATOR RATING:**			Click here to enter text.

*See rating table below for indicator ratings.

STUDENT GROWTH OUTCOME RATING: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)	Click here to enter text.	45%	Click here to enter text.
Whole School Student Learning	Click here to enter text.	5%	Click here to enter text.
TOTAL STUDENT RELATED INDICATOR POINTS			Click here to enter text.
***STUDENT OUTCOME INDICATOR RATING:**			Click here to enter text.

*See rating table below for indicator ratings.

*Rating Table

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

FINAL SUMMATIVE RATING:

Use the Summative Rating Matrix (on the reverse side of this form) to determine the final summative rating.

☐ Exemplary (4)   ☐ Proficient (3)   ☐ Developing (2)   ☐ Below Standard (1)

Newington Public Schools
Form E- Notification of Placement on Support or Assistance

Staff Member: School/Program:
Evaluator: Grade Level/Subject Taught:
Date:

Staff member is being placed on the following level of Support or Assistance:

☐ Structured Support
☐ Special Assistance
☐ Intensive Assistance

Identification of Concern(s):

Date of Meeting to Discuss Concerns and Plan:

Staff Members Acknowledgment:

I acknowledge that the information contained in this Notification was discussed and reviewed with me by the evaluator. My signature does not, however, necessarily imply that I agree with the Notification. If I am on Special or Intensive Assistance, I understand that this notification is included in my personnel file. If I am on Structured Support, it will not become part of my personnel file if the concern(s) is resolved at this level. I have been encouraged by my evaluator to contact my Association representative.

Staff Member Signature: Evaluator Signature:

Date: Date:

Staff Member: School/Program:
Evaluator: Grade Level/Subject Taught:
Date:

- ☐ Structured Support
- ☐ Special Assistance
- ☐ Intensive Assistance

Identification of Concern:		
Expectations for Performance:		
Indicators of Success:	Identification of Resources/Support and Other Strategies:	Timeline:

If there are additional concerns, duplicate the table above.

Staff Members Acknowledgment:

I acknowledge that the information contained in this Support or Assistance Plan was discussed and reviewed with me by the evaluator. My signature does not, however, necessarily imply that I agree with the plan. I have been encouraged by my evaluator to put my comments, if any, in writing.

Staff Member Signature: Evaluator Signature:

Date: Date:

Summary of Progress:

Meeting Date:	Summary of Progress Towards Indicator of Success (including evidence sources):

Resolution of Plan:

- ☐ Concern(s) resolved; staff member is removed from support; **OR**
- ☐ Concern(s) is not resolved; the plan is continued or revised; **OR**
- ☐ Concern(s) is not resolved; staff member moves to the next level (complete Form N if moving to Special or Intensive Assistance).

Staff Members Acknowledgment:

I acknowledge that the information contained in this Summary of Progress was discussed and reviewed with me by the evaluator. My signature does not, however, necessarily imply that I agree with the summary. I have been encouraged by my evaluator to put my comments, if any, in writing.

Staff Member Signature: Evaluator Signature:

Date: Date:

Newington Public Schools Lesson Plan Template (FORM G)

Subject(s): Click here to enter text.   **School:** Click here to enter text.

Teacher(s): Click here to enter text.   **Grade:** Click here to enter text.

Date: Click here to enter text.   **Time:** Click here to enter text.

LESSON ELEMENTS
1. **Common Core/NPS Learning Standard(s) Addressed** [1a, 1b, 1c]   Click here to enter text.
2. **Learning Target(s)**: *(What will students know [concepts] & be able to do [skills] by the end of this lesson?)* [1a, 1b]   Click here to enter text.
3. **Trajectory of Learning**: *(Where does this lesson fit in the broader context of learning? What sources of data were analyzed to inform instruction?)* [1b]   Click here to enter text.
4. **Relevance/Rationale**: *(What are the specific outcomes associated with this lesson? Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning? What are some interdisciplinary connections – if applicable?)* [1a, 1b, 1c]   Click here to enter text.
5. **Lesson Initiation** (What Activity, *Hook* or *Do Now* will students engage in to generate their thinking? What will be your follow-up instruction, or mini-lesson? What will you model?)   Click here to enter text.
6. **Performance of Understanding – Activities/Tasks** *(What rigorous learning experiences will students engage in? How will you use these learning experiences to inform instruction? What questions will be asked to promote higher level thinking? What strategies/techniques will be used to engage students in learning?)* [1a, 1b, 1d]   Click here to enter text.
7. **Formative Assessment Criteria for Success**: *(How will you & your students measure success? What specific criteria will be met in a successful product/process? How are students included in developing or using assessment criteria?)* [1b, 1d]   Click here to enter text.
8. **Resources/Materials**: *(What texts, digital resources, and/or materials will be used in this lesson to aid in student understanding and ability to communicate?)* [1a, 1c]   Click here to enter text.
9. **Access for All**: *(How will you ensure that all students have access to and are able to engage appropriately in this lesson? What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class? What misconceptions do you anticipate and how will you address them?)* [1a, 1c]   Click here to enter text.

Newington Public Schools
Lesson Plan
(FORM H)
<u>**Lesson Reflection**</u>

- ➢ What went well in this lesson? What evidence do you have to support this? (student work, formative assessment, rubrics, observational data, etc.)

  Click here to enter text.

- ➢ What did not go well in this lesson?

  Click here to enter text.

- ➢ What will you do tomorrow based on today's student outcomes and your reflection?

  Click here to enter text.

Parent Survey

Newington Public Schools Model for Educator Evaluation

Introduction

To ensure that we use effective survey instruments in the educator evaluation process, and to allow educators to share results across district boundaries, the Newington Public Schools has adopted a recommended parent survey instrument as part of our model for educator evaluation. Panorama Education developed the survey for use in the State of Connecticut, and CSDE has arranged to make the survey availab le to Connecticut districts at no cost.

The Survey Instruments

This parent survey includes questions about teaching as well as questions about the school as whole. Accordingly, the survey can be used for the parent feedback component of the teacher evaluation model and as one form of stakeholder feedback for the administrator evaluation model.

The questions align with the Connecticut Common Core of Teaching and with Connecticut's Leadership Standards. In addition to objective observation questions, the survey includes subjective questions about the respondent's feelings and perceptions in cases where parent perceptions have been shown by research to affect educational outcomes.

This survey was written with the intention that every question should provide valuable feedback to teachers and administrators. Per our evaluation model, however, only one question, or a small selection of questions, will be used for goal setting and evaluation. Therefore, educators and their evaluators will have the opportunity to use their professional judgment to decide which question(s) are most appropriate or relevant in terms of setting their goals.

Survey Administration

In administering this survey, we should pay special attention to ensuring that response rates are high, that respondents are representative of the district, and that parents only complete one survey for each child. Open House is an example of an effective forum for surveying parents.

Survey Data

Our survey was be created using SurveyMonkey, an online survey data collection system.

Future Revisions

During the pilot year and beyond, Panorama Education and CSDE will continue improving the survey instruments and may release revised versions.

Whole School Parent Survey

This parent survey will be used for the parent feedback component of our teacher evaluation model and as one form of stakeholder feedback for the administrator evaluation model.
Your feedback is extremely important to us as we continue to refine our classroom instruction and building leadership practices to best meet the needs of our students and school community.
Please answer honestly. No one at your child's school will see your answers.
Thank you!

1. I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

2. I feel welcome at this school.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

3. This school offers me many ways to be involved in my child's education.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

4. My child is challenged to meet high expectations at this school.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

5. I often communicate with my child's teacher(s), whether in person, by phone, by email, or in some other way.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

6. I know how my child is doing in school before I get my child's report card.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

7. I am satisfied with the response I get when I contact my child's school with questions or concerns.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

8. Bullying is a problem at my child's school.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

9. Parents feel comfortable talking to teachers at this school.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

10. The school environment supports learning.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

11. If my child has a problem, there is someone at school who can help.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

12. I talk with my child's teacher(s) about what I can do to help my child learn.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

13. My child's school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

14. This school provides students with helpful information about preparation for college or other career choices. [HIGH SCHOOL ONLY]

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

15. My child's teacher(s) treat me with respect.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

16. My child is learning a lot in school this year.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

17. My child is safe at this school.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

18. The school facilities are clean and well-maintained.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

19. My child's school communicates well with me.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

20. If I have questions or concerns, I know whom to contact at this school.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

21. My child has access to extra academic help outside the classroom when he/she needs it.

○ Strongly Agree   ○ Agree   ○ Disagree   ○ Strongly Disagree   ○ I Don't Know

22. Did you attend Open House this year?

○ Yes   ○ No

23. In my school, my child's grades are... (Leave this question blank if it is not applicable)

○ Mostly A's   ○ Mostly B's   ○ Mostly C's   ○ Mostly D's   ○ Mostly F's   ○ I don't know

24. What is your child's gender?

○ Male   ○ Female

25. What is your child's race or ethnicity? (Pick only one answer, please).

○ White   ○ Asian

○ American Indian or Alaska Native   ○ Two or More Races/Ethnicities

○ Black or African American   ○ Hispanic or Latino

○ Native Hawaiian or Other Pacific Islander

26. What grade is your child in?

○ Pre-K   ○ 4th   ○ 9th

○ K   ○ 5th   ○ 10th

○ 1st   ○ 6th   ○ 11th

○ 2nd   ○ 7th   ○ 12th

○ 3rd   ○ 8th   ○ Other

27. What is your gender?

○ Male   ○ Female

Appendix B: Connecticut Code of Professional Responsibility for Educators

Regulations of Connecticut State Agencies
Section 10-145d-400a

(a) PREAMBLE

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

(b) Responsibility to the Student:

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
(B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
(D) Foster in students the full understanding, application and preservation of democratic principles and processes;
(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
(F) Assist students in the formulation of worthy, positive goals;
(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
(I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
(J) Create an emotionally and physically safe and healthy learning environment for all students; and
(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the Profession:

(1)The professional educator, in full recognition of his or her obligation to the profession, shall:

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
(B) Uphold the professional educator's right to serve effectively;
(C) Uphold the principle of academic freedom;
(D) Strive to exercise the highest level of professional judgment;
(E) Engage in professional learning to promote and implement research-based best educational practices;
(F) Assume responsibility for his or her professional development;
(G) Encourage the participation of educators in the process of educational decision-making;
(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
(I) Encourage promising, qualified and competent individuals to enter the profession;
(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
(M) Promote and maintain ongoing communication among all stakeholders; and
(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

(A) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;
(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
(C) Promote the principles and ideals of democratic citizenship; and
(D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

(1) The professional educator in full recognition of the public trust vested in the profession, shall:

(A) Respect the dignity of each family, its culture, customs, and beliefs;
(B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
(C) Consider the family's concerns and perspectives on issues involving its children; and
(D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

(A) Abuse his or her position as a professional with students for private advantage;
(B) Discriminate against students;
(C) Sexually or physically harass or abuse students;

(D) Emotionally abuse students; or
(E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

(A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
(B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
(C) Misrepresent his, her or another's professional qualifications or competencies;
(D) Sexually, physically or emotionally harass or abuse district employees;
(E) Misuse district funds and/or district property; or
(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

(A) Exploit the educational institution for personal gain;
(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
(C) Knowingly misrepresent facts or make false statements.

* Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

Appendix C: Professional Development

The General Assembly passed An Act Concerning Educational Reform, Public Act 12 116, which includes substantive changes to the requirements for the professional educator certificate and new requirements for professional development in public schools. The law in its entirety may be accessed at: Public Act No. 12-116

The following outlines the specific changes that impact current holders of and future applicants for a professional educator certificate and new requirements for planning and implementing professional development programs.

Continuation of the Professional Educator Certificate

Effective July 1, 2012, continuing education units (CEUs) will not be required for applicants requesting continuation of the professional educator certificate. Section 36 of P.A. 12-116 eliminates the requirement for professional educator certificate holders to complete 9.0 CEUs (90 contact hours) during the five-year period for which the professional educator certificate was issued.   Anyone applying on and after July1, 2012, for a continuation of the professional educator certificate will no longer be required to provide verification of completion of CEUs. Form ED 179 Application for Continuation of Professional Educator Certificate has been revised to reflect this change.

Degree Requirements for the Professional Educator Certificate

Section 36 of P.A. 12-116 requires anyone applying for a professional educator certificate on and after July 1, 2016, to have completed a master's degree in an appropriate subject matter area related to such person's certification endorsement area, as determined by the State Board of Education, in order to be issued a professional educator certificate.   The CSDE, in consultation with the Educator Preparation Advisory Council, will be developing a policy related to "appropriate subject matter degrees" and will seek State Board approval for such policy.   Once approved, these guidelines on appropriate subject matter degrees will be provided and applied.   Principals and administrators may use these guidelines to advise teachers on advanced degrees that will enhance their ability to improve student learning.

Program of Professional Development (PD) Requirements

The following is a summary of Section 39 of P.A. 12-116, subsections (a) through (d), inclusive, pertaining to the mandate for PD. While implementation of professional development as outlined below is not required until 2013-2014, **we strongly encourage district leadership, in collaboration with teacher representatives, to begin the PD planning process during the 2012-2013 school year and begin to align the PD with the individualized teacher needs identified through the current evaluation process.**   In addition, it is the responsibility of the individual teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. Districts and teachers should create a log or other tracking method for the professional development that has been completed which may be reviewed and audited by the CSDE going forward.

(a) Requirements for PD (effective 7/1/13)

- [ ] Provide a minimum of 18 hours annually of PD;
- [ ] Preponderance of small group or individual instructional setting;
- [ ] Comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
- [ ] Focus on refining and improving various effective teaching methods that are shared between and among educators;
- [ ] Foster collective responsibility for improved student performance; and
- [ ] Shall be comprised of professional learning that meets the following criteria-
   - aligns with rigorous state student academic achievement standards;
   - conducted among educators at the school and facilitated by principals; coaches, mentors, distinguished educators, or other appropriate teachers;
   - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
   - includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

(b) Planning of PD

- [ ] Develop a PD plan for certified employees pursuant to C.G.S. subsection (b) of section 10- 220a for implementation starting the 2013-2014 school year;
- [ ] Providers may include the board of education, regional educational service center, cooperative arrangement with another board of education or any PD provider approved by the Commissioner of Education;
- [ ] The time and location of PD activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education; and
- [ ] Focus of Activities:
   - determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of teacher's bargaining unit, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education;
   - based on results and findings of teacher and administrator performance evaluations, to improve teacher and administrator practice and provide professional growth;
   - improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice;
   - include strategies to improve English language learner instruction into instructional practice; and
   - include during each five year period a minimum of 15 hours in training in the

evaluation and support of teachers for every administrator.

(c) Attestation to CSDE about PD Program

☐ The CSDE will develop a process for districts to provide attestation about   planning, qualification of professional development providers, and   communication, evaluation and documentation of PD activities. Over the next year, CSDE will work with superintendents/stakeholders to develop this attestation process for implementation in the 2013-2014 school year.

☐ Districts should communicate to individual educators their responsibility to participate in the PD that is agreed to within the annual evaluation process. Districts will be attesting to the CSDE on the certification application forms that a person has "served successfully." Included in the determination of "served successfully" will be the review of evidence that the educator has participated in PD in accordance with his/her annual evaluation plan.

(d) CSDE Audit of PD Program and Fine for Noncompliance

☐ The CSDE will develop a process for auditing school district's professional development programs. If the school district is not in compliance with any provision of section 39 of P.A.12-116, the State Board of Education may require forfeiture of a sum from a grant payment, as determined by the Commissioner of Education, imposed in the fiscal year following the fiscal year in which noncompliance is determined. The forfeiture may be waived if the noncompliance is determined to be due to circumstances beyond the control of the school district.

(e) Alliance Districts

☐ The CSDE especially requests and requires that Alliance Districts develop plans and protocols for evaluation-informed PD per (d) above.

Management of Professional Development Data

Many school districts have purchased and used specific software to manage CEU data.   With the legislative changes related to professional development focusing more on individual or small-group job-embedded processes, school districts will need to evaluate their needs to determine whether your current software remains a resource you want to use or whether you require a different approach to managing and tracking this data. Keep in mind that under the new legislation, professional development needs and activities should be based upon findings of teacher and administrator performance evaluations and based on student outcomes. This may be a specific matter you wish to discuss

with your teachers to determine how to best document and track professional development activities in an efficient and accurate way.

The law in its entirety may be accessed at: http://www.cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB-00458-PA.htm

Educator Certificate Information and Applications:
http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=321230&sdePNavCtr=|#45442

Appendix D: Assessment Matrix for Developing Student Learning Outcomes

Elementary School Assessment List

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
ELA	Reading	DIBELS DAZE	Standard	Grades 3, 4
		Reading MAP (Measures of Academic Progress)	Standard	Grades 2, 3, 4
		DIBELS Oral Reading Fluency	Standard	Grades 1-4
		DIBELS Phonemic Awareness	Standard	Grades K-1
		DIBELS Phonics	Standard	Grades K-1
		DRA II	Standard (may not be used as a sole standardized measure)	Grades K- 2
		Standards Based CFA	Non- Standard	Grades K- 4
	Writing	Language Usage MAP (Measures of Academic Progress)	Standard	Grades 2, 3, 4
		District Developed DAW - standards-based rubric	Non- Standard	K-4
		Standards Based CFA	Non- Standard	Grades K- 4

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
MATH		Math MAP (Measures of Academic Progress)	Standard	Grades 2-4
		Math Fluency USA	Standard	Grade K
		Math Computation USA	Standard	Grades 1-4
		Math Concepts & Applications USA	Standard	Grades 2-4
		Math Unit Assessments or other Standards Based CFA	Non- Standard	Grades K-4

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
SCIENCE		Standards Based CFA	Non- Standard	Grades K-4
		Performance Assessment Rubrics - embedded tasks and lab reports	Non- Standard	Grades 3-4

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
SOCIAL STUDIES		Standards Based CFA	Non- Standard	Grades K-4
		Performance Assessment Rubrics	Non- Standard	Grades K-4

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
ART		Standards Based Performance / Product Rubric	Non- Standard	Grades K-4

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
COMPUTER EDUCATION		Grade & Product Specific Standards Based CFA/ Rubrics	Non- Standard	Grades 2-4

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
WELLNESS		State Physical Fitness Assessment	Standard	Grade 4
		District Developed Fitness Assessment	Non- Standard	Grades K-3
DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
GENERAL MUSIC		Standards Based Course Specific Assessment/Rubric	Non- Standard	Grades K-4
		Standards Based CFA	Non- Standard	Grades K-4
DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
ESOL		LAS Links - pre and post	Standard	Grades K-4
		Standards Based Assessments/Rubrics	Non- Standard	Grades K-4
DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
SCHOOL PSYCHOLOGY SOCIAL WORK SPEECH & LANGUAGE SPECIAL EDUCATION		Student's present level of performance on IEP objectives	Standard or Non- Standard	Grades PK-4
		Standards Based Assessments/Rubrics	Non- Standard	Grades PK-4
		Special Education teachers may also refer to ELA and Math Assessments	Standard or Non- Standard	Grades PK-4
DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
LIBRARY/ MEDIA		Grade specific performance standards	Non- Standard	Grade 3
		Standards Based Assessments/Rubrics	Non- Standard	Grades K-4

Middle School Assessment List

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
ELA	**Reading**	Measures of Academic Progress Reading	Standard	Grades 5, 6, 7, 8
		MAZE	Standard	Grades 5, 6, 7, 8
		Common Unit Assessments	Non-Standard	Grades 5, 6, 7, 8
		Common Summative Assessments	Non-Standard	Grades 5, 6, 7, 8
	Writing	Common Unit Assessments	Non-Standard	Grades 5, 6, 7, 8

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
MATH	Algebra I	Measures of Academic Progress Math	Standard	Grades 7 & 8
		Common Unit Assessments	Non-Standard	Grades 7 & 8
		Common Mid-Term & Final Exams	Non-Standard	Grades 7 & 8
	Geometry	Common Unit Assessments	Non-Standard	Grade 8
		Common Mid-Term & Final Exams	Non-Standard	Grades 7 & 8
		Measures of Academic Progress Math	Standard	Grade 8
	All Middle Level Math Courses	Math Computation - Aimsweb	Standard	Grades 5, 6, 7, 8
		Math - Concepts & Applications Aimsweb	Standard	Grades 5, 6, 7, 8
		Measures of Academic Progress Math	Standard	Grades 5, 6, 7, 8
		Common Unit Assessments	Non-standard	Grades 5, 6, 7, 8

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
SCIENCE	Middle level grade specific Science courses	Common Unit Assessments	Non-Standard	Grades 5, 6, 7, 8
		Performance Assessment Rubrics embedded tasks and lab reports	Non-Standard	Grades 5, 6, 7, 8

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
SOCIAL STUDIES		End of Unit Assessments	Non-Standard	Grades 5, 6, 7, 8
		Common Formative Assessments	Non-Standard	Grades 5, 6, 7, 8
		District Developed Writing Assessment	Non-Standard	Grades 6, 7, 8
DEPARTMENT	**COURSE(S)**	**ASSESSMENTS**	**TYPE**	**LEVELS**
ART		Standards Based Skill & Project Rubric	Non-Standard	Grades 5, 6, 7, 8
DEPARTMENT	**COURSE(S)**	**ASSESSMENTS**	**TYPE**	**LEVELS**
COMPUTER EDUCATION		Skill & Project Rubrics	Non-Standard	Grades 5, 6, 7, 8
DEPARTMENT	**COURSE(S)**	**ASSESSMENTS**	**TYPE**	**LEVELS**
WELLNESS		Common Assessments	Non-Standard	Grades 5, 6, 7,8
		End of Unit Assessments	Non-Standard	Grades 5, 6, 7, 8
		State Physical Fitness Assessment	Standardized	Grades 6 & 8
		District Developed Fitness Assessment	Non-Standard	Grades 5, 6, 7, 8
DEPARTMENT	**COURSE(S)**	**ASSESSMENTS**	**TYPE**	**LEVELS**
MUSIC	**GENERAL MUSIC**	Standards Based Course Specific Assessment and/or Rubric	Non-Standard	Grades 5, 6, 7, 8
		Common Assessments	Non-Standard	Grades 5, 6, 7, 8
	INSTRUMENTAL MUSIC Ensemble Classes	Course Specific Assessments	Non-Standard	Grades 5, 6, 7, 8
DEPARTMENT	**COURSE(S)**	**ASSESSMENTS**	**TYPE**	**LEVELS**
WORLD LANGUAGE		Course Specific unit tests, projects, mid-term and end of course	Non-Standard	Grades 5, 6, 7, 8
		Spanish spoken Language Performance Assessments	Non-Standard	Grades 5, 6, 7, 8
		Common Course Specific Assessments	Non-Standard	Grades 5-8

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
ESOL		LAS Links	Standardized	Grades 5, 6, 7, 8
		Fry Vocabulary Assessment	Non-Standard	Grades 5, 6, 7, 8
		MAZE	Standardized	Grades 5, 6, 7, 8
		MAP Reading	Standardized	Grades 5, 6, 7, 8

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
STEM		Common Unit Assessments	Non-Standard	Grades 5, 6, 7, 8
		Project Rubric	Non-Standard	Grades 5, 6, 7, 8
		CMT Science	Standard	Grades 5 & 8

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
SCHOOL PSYCHOLOGY SOCIAL WORK SPEECH & LANGUAGE SPECIAL EDUCATION		Student's present level of performance on IEP objectives	Standard or Non-Standard	5-8
		Standards Based Assessments/Rubrics	Non- Standard	5-8
		Special Education teachers may also refer to ELA and Math Assessments	Standard or Non-Standard	5-8
		SBAC: Special Education teachers	Standard	5-8

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
SCHOOL COUNSELING	Developmental Guidance	SSP Goals & Action Plans	Non-Standard	Grades 5-8

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
LIBRARY/ MEDIA		Grade specific knowledge & skills	Non-Standard	Grades 5-8

High School Assessment List

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
ALL DEPARTMENTS	ALL COURSES	SCHOOL WIDE RUBRICS	Standard Non-Standard	All grade levels
ART	ALL COURSES	Performance / Product Rubric	Non-Standard	9-12
		Student Portfolios	Non-Standard	AP Courses, Creative Drawing
		Common Assessments	Non-Standard	9-12
		Final Exams	Non-Standard	9-12

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
CAREER/TECHNICAL	ALL COURSES	Product / Project Rubric	Non-Standard	9-12
		Common Course Assessments	Non-Standard	9-12
		End of Course Exams	Non-Standard	9-12

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
ENGLISH	English 9	Common Sections Mid-Term & End of Course Exams	Non-Standard	Grade 9 H & A
		District Developed Literature Assessment	Non-Standard	Grade 9 H & A
		Measure of Academic Progress **Reading**	Standard	Grade 9 H & A
	English 10	Common Sections Mid-Term & End of Course Exams	Non-Standard	Grade 10H & A
		District Developed Literature Benchmark	Non-Standard	Grade 10H & A
	ENGLISH 10	Measure of Academic Progress **Reading**	Standard	Grade 10H & A

	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
	English 11	Common Mid-Term & End of Course Exams	Non-Standard	Grade 11H & A
		District Developed Literature Assessment	Non-Standard	Grade 11H & A
		Common Course Assessments	Non-Standard	Grade 11H & A
		SBAC Reading	Standard	Grade 11
	AP English Language	Unit Assessments	Non-standard	Grades 11
	AP English Literature	Unit Assessments	Non-standard	Grades 12
	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
ESOL		LAS Links	Standard	Grades 9-12
		SBAC Reading	Standard	Grade 11
		District Developed Literature Assessment	Non Standard	Grades 9-12
		Measures of Academic Progress **Reading**	Standard	Grades 9-10

DEPARTMENT	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
MATH	Algebra I	Common Unit Assessments	Non-Standard	Grade 9-10
		Measures of Academic Progress MATH	Standard	Grade 9-10
	Geometry	Common Unit Assessments	Non-Standard	Grade 9-11
		Measures of Academic Progress **MATH**	Standard	Grade 9-10
	Algebra II	SBAC Math	Standard	Grade 10-12
		Common Unit Assessments	Non-Standard	Grade 10-12
	All Courses	Common Mid-Term Exam	Non-Standard	Grade 9-12
		Common Final Exam	Non-Standard	Grade 9-12
WELLNESS	Wellness	District Developed Fitness Assessment	Non-Standard	Grades 9-11
		State Fitness Assessment	Standard	Grade 10
MUSIC	Performing Ensemble Classes	End of Course Exams	Non-Standard	Grades 9-12
	Non-Performing Courses	Course Exams	Non-Standard	Grades 9-12
		Portfolio Rubric	Non-Standard	Grades 9-12
READING	Intervention	Measure of Academic Progress	Standard	Grades 9-10
		MAZE Assessments	Standard	Grade 9-10
SCIENCE	**COURSE SPECIFIC**	CMT Science	Standard	Grade 10
		Biology Benchmark	Non-Standard	Grades 9-12
		Physics Benchmark	Non-Standard	Grades 9-12
		Physical Science Benchmark	Non-Standard	Grades 9-12
		Expected Performance Task Rubric	Non-Standard	Grades 9-12
		Common Course Specific Unit Assessments	Non-Standard	Grades 9-12

Department	COURSE(S)	ASSESSMENTS	TYPE	LEVELS
		Common Course Specific Mid-Term & Final Exams	Non-Standard	Grades 9-12
SOCIAL STUDIES	**ALL COURSES** World Civilizations United States History AP US History	Common course specific unit assessments	Non-Standard	Grade 9-11
		Measures of Academic Progress Reading Informational Text	Standard	Grade 9-10
WORLD LANGUAGE	All Courses	Specific common unit tests, unit projects, mid-term and end of course	Non-Standard	Grades 9-12
		Spoken Language performance assessments	Non-Standard	Grades 9 - 12, Course specific
		Expected Performance Task Rubric	Non-Standard	Grades 9-12
		Course Specific Pre Tests	Non-Standard	Course specific Grades 9-12
SPEECH & LANGUAGE SPECIAL EDUCATION	Standards Based IEP	IEP Objective specific to student's present level of performance on IEP objectives	Non-Standard	9-12
	ALL COURSES	Standards-based Assessments/Rubrics	Non-Standard	9-12
	ELA/Math	Special Education teachers may also refer to ELA and Math Assessments	Standard or Non-Standard	9-12
School Counseling	Developmental Guidance	SSP Student Goals	Non-Standard	Grades 9-12
LIBRARY/ MEDIA		Content specific performance expectations	Non-standard	Grade 9

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrating Knowledge of Content and Pedagogy

In order to guide student learning, educators must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Distinguished educators understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, educators must be familiar with the particular pedagogical approaches best suited to each discipline.

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1a. DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY Elements: ● knowledge of content and structure ● knowledge of prerequisite relationships ● knowledge of content-related pedagogy	● In planning, the educator makes **many content errors**. ● The educator displays **little understanding of prerequisite knowledge** important to student learning of the content. ● The educator's plans display **little or no understanding of the range** of pedagogical approaches suitable to student learning of the content.	● The educator is **familiar with important concepts in the discipline** but displays a **lack of awareness** of how concepts relate to one another. ● The educator displays **some understanding of prerequisite learning,** although such **knowledge may be inaccurate or incomplete**. ● The educator's plans reflect a **limited range** of pedagogical approaches to the discipline.	● The educator displays accurate **knowledge of the important concepts** in the discipline and how they r**elate to one another**. ● The educator demonstrates **accurate understanding of prerequisite relationships** among topics. ● The educator's plans **reflect familiarity** with a wide range of effective pedagogical approaches in the subject.	In addition to the characteristics of "Effective": ● The educator displays **extensive knowledge of the important concepts** in the discipline and how these **relate to one another and other disciplines**. ● The educator demonstrates **understanding of prerequisite relationships among topics and concepts** and understands the **link to necessary cognitive structures that** ensure student understanding. ● The educator's plans reflect **familiarity with a wide range of effective pedagogical approaches** in the discipline and the ability to anticipate student misconceptions.
Possible Examples:	● *The educator says, "The official language of Brazil is Spanish, just like other South American countries."* ● *The educator says, "I don't understand why the math book has decimals in the same unit as fractions."* ● *The educator has his/her students copy dictionary definitions each week to help them learn to spell difficult words.*	● *The educator plans lessons on area and perimeter independently of one another, without linking the concepts together.* ● *The educator plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.* ● *The educator always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, and test on Friday.*	● *The educator's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* ● *The educator has realized her students are not sure how to use a compass, and so s/he plans to have them practice that skill before introducing the activity on angle measurement.* ● *The educator plans to expand a unit on Civics by having students simulate a court trial.*	● *In a unit on 19th century literature, the educator incorporates information about the history of the same period.* ● *Before beginning a unit on the solar system, the educator surveys the students on their beliefs about why it is hotter in the summer than in the winter.* ● *In a lesson on comparing decimals, the educator anticipates student misunderstanding about place value by having students work with money, place value pieces, and grids.*

DOMAIN 1: PLANNING AND PREPARATION

1b. Demonstrating Knowledge of Students

Educators don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, educators must know not only their content and its related pedagogy, but also the students to whom they wish to teach that content. In ensuring student learning, educators must appreciate what recent research in cognitive psychology has confirmed, namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1b. DEMONSTRATING KNOWLEDGE OF STUDENTS Elements: ● knowledge of child and adolescent development ● knowledge of the learning process ● knowledge of students' skills, knowledge, and language proficiency ● knowledge of students' special needs ● knowledge of students' interests and cultural heritages	● The educator displays **minimal understanding** of how students learn. ● The educator has **little knowledge** of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	● The educator displays **general, accurate knowledge** of how students learn. ● The educator **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 educator **understands the active nature of student learning** and acquires information about levels of development for **groups of students.** ● The educator **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**.	In addition to the characteristics of "Effective": ● The educator understands the active nature of student learning and acquires information about levels of development for **individual students**. ● The educator purposefully and **systematically applies knowledge about individual student's approaches** to learning, knowledge and skills, special needs, interests and cultural heritages and **applies his/her knowledge** to individualize learning for students.
Possible Examples:	● *The lesson plan includes an educator presentation for an entire 30-minute period to a group of 7-year-olds.* ● *The educator's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.* ● *The educator plans to teach his/her class only Christmas carols, despite the fact that he has four religions represented among his/her students.*	● *The educator's lesson plan has the same assignment for the class in spite of the fact that one with modifications made for one subgroup.* ● *Lesson plans make only peripheral reference to students' interests or background.* ● *The educator knows that some of his/her students have IEPs, but they're so long that s/he hasn't read them.*	● *The educator creates an assessment of students' levels of cognitive development.* ● *The educator examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.* ● *The educator administers a student interest survey at the beginning of the school year.* ● *The educator plans activities using his/her knowledge of students' interests and learning needs.*	● *The educator plans to provide multiple project options; each student will select the project that best meets his/her individual approach to learning and/or ability level.* ● *The educator encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.* ● *The educator regularly creates adapted assessment materials for several students with learning disabilities.*

DOMAIN 1: PLANNING AND PREPARATION

1c. Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only those students learn to read but also, educators hope, that they will *like* to read. In addition, experienced educators are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1c. SETTING INSTRUCTIONAL OUTCOMES Elements: • value, sequence, and alignment • clarity • balance • suitability for diverse learners	• The outcomes represent **low expectations** and **lack of rigor**. • **Outcomes** do not reflect important learning in the discipline. • The **outcomes are stated as student activities** rather than outcomes for learning OR there are **no learning outcomes** represented. • The outcomes reflect **only one type of learning** in only one modality. • Outcomes are **not suitable for many** students in the class.	• The outcomes represent **moderate expectations** and **rigor**. • **Some outcomes** reflect important learning in the discipline. • The **outcomes are vague** and consist of a **combination of outcomes and activities**. • The outcomes reflect **several** types of learning in only one modality. • The outcomes are **suitable for some** of the students.	• **Most outcomes** represent **high expectations** and are **rigorous**. • **Most outcomes** reflect important learning in the discipline. • The **outcomes are clear**, represented in the form of student learning, and suggest viable methods of assessment. • The outcomes reflect **several** types of learning in **multiple modalities** and are **differentiated**. • The outcomes are **suitable for most of** the students.	In addition to the characteristics of "Effective": • **All outcomes** represent **high expectations** and **levels of rigor**. • **All outcomes** represent high-level learning in within their discipline and in other disciplines. • The outcomes are clear, represented in the form of student learning, and **allow for multiple** methods of assessment including options for student choice • Outcomes are suitable **for all** students.
Possible Examples:	• *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.* • *The topic of the social studies unit involves the concept of revolutions, but the educator expects his/her students to remember only the important dates of battles.* • *None of the science outcomes includes the students' reading, understanding, or interpretation of the text.*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students seem bored, and some lower-level students are struggling.* • *Most of the English Language Arts outcomes are based on narrative.*	• *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups leading up to the Revolutionary War.* • *One of the learning outcomes for students is to select an effective strategy for problem solving and justify his/her reasoning.* • *The learning outcomes include students defending their interpretation of the story with citations from the text.* • *The educator reviews the project expectations and makes modifications to comply with students' IEPs.*	• *The educator encourages his/her students to set their own goals; s/he provides them taxonomy of challenge verbs to help them strive to meet his/her higher expectations.* • *Students will develop a concept map that links previous learning goals to those they are currently working on.* • *One of the outcomes for a social studies unit includes students analyzing the speech of a political candidate for accuracy and logical consistency.*

DOMAIN 1: PLANNING AND PREPARATION

1d. Demonstrating Knowledge of Resources

Student learning is enhanced by an educator's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by educators through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for educators to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Educators recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished educators also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, distinguished educators look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1d. DEMONSTRATING KNOWLEDGE OF RESOURCES Elements: ● resources for classroom use ● resources to extend content knowledge and pedagogy ● resources for students	● The educator is **unaware of resources** to assist student learning beyond materials provided by the school or district. ● The educator is **unaware of resources** for expanding one's own professional skill.	● The educator displays **some awareness of resources** beyond those provided by the school or district for classroom use. ● The educator displays **some awareness of resources** for expanding his/her professional skill but does not seek them out.	● The educator displays **knowledge of resources** beyond those provided by the school or district, including those on the Internet, for classroom use. ● The educator displays **awareness of resources** to extend his/her professional skill and **seeks out such resources**.	In addition to the characteristics of "Effective": ● The educator has **extensive knowledge** of resources for classroom use, including those available through the school, district, community, professional organizations, universities, and the Internet. ● The educator displays **extensive knowledge** regarding resources to extend his/her professional skill and **utilizes it within his/her classroom**.
Possible Examples:	● *For their unit on China, the students find all of their information in the district-supplied textbook.* ● *The educator is not aware or does not make use of available resources in the community.* ● *In the literacy classroom, the educator has provided only narrative works.* ● *The educator is not sure how to teach fractions but doesn't know how s/he's expected to learn it by himself.*	● *The educator does not supplement the resources available within the school with outside resources.* ● *The educator thinks his/her students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his/her classroom.* ● *The educator knows s/he should learn more about literacy development, but the school offered only one professional development day last year.*	● *The educator provides his/her students with a range of texts from outside sources, including the Internet, so that regardless of their reading level, all students can participate in the discussion of important concepts.* ● *The educator distributes a list of summer reading materials that will help prepare his/her eighth graders' transition to high school.* ● *The educator takes an online course to expand his/her knowledge regarding a topic.*	● *The educator is not happy with the out-of-date textbook; his/her students will critique it and write their own material for social studies.* ● *The educator matches students in his/ her classes with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.* ● *The educator spends the summer at Dow Chemical learning more about current research so that s/he can expand his/her knowledge base for teaching chemistry.*

DOMAIN 1: PLANNING AND PREPARATION

1e. Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the educator's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that educators understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this component recognizes that well-designed lesson plans address the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1e. DESIGNING COHERENT INSTRUCTION Elements: ● learning activities ● instructional materials and resources ● instructional groups ● lesson and unit structure	● Learning activities and materials are **poorly aligned** with the instructional outcomes. ● The lesson or unit has **no recognizable structure,** and learning activities do not follow an organized progression. ● Learning activities are **not designed to engage students** in active intellectual activity. ● Learning activities have **unrealistic time allocations**. ● Instructional **groups do not support** the activities and offer no variety.	● **Some learning activities and materials are aligned** with the instructional outcomes. ● The lesson or unit has a **recognizable structure**; however, the progression of activities is not sequential or may be disjointed. ● Learning activities and materials represent **moderate cognitive challenge** but are **not differentiated**. ● **Some** learning activities have **reasonable time allocations**. ● Instructional **groups partially support** the activities with some variety.	● **Most learning activities and materials are aligned** with the instructional outcomes. ● The structure of the lesson or unit follows an **organized progression**. ● Learning activities represent **significant cognitive challenge** with **some differentiation**. ● Learning activities have **reasonable time allocations**. ● **Most** instructional groups are varied appropriately to support student learning.	In addition to the characteristics of "Effective": ● **All learning activities and materials are aligned** with the instructional outcomes. ● Learning activities engage students in **high-level cognitive activity** with appropriate differentiation for individual learners. ● Instructional groups are **varied appropriately**, with some opportunity for **student choice**.
Possible Examples:	● *After his/her ninth graders have memorized the parts of the microscope, the educator plans to have them fill in a worksheet.* ● *The educator plans to use a 15-year-old textbook as the sole resource for a unit on communism.* ● *The educator organizes his/her class in rows, seating the students alphabetically; s/he plans to have students work all year in groups of four based on where they are sitting.* ● *The educator's lesson plans are limited in depth and scope; they indicate: lecture, activity, or test, along with page numbers in the text.*	● *After a mini-lesson, the educator plans to have the whole class play a game to reinforce the skills s/he taught.* ● *The educator finds an atlas to use as a supplemental resource during the geography unit.* ● *The educator always lets students self-select a working group because they behave better when they can choose whom to sit with.* ● *The educator's lesson plans are well formatted, but the timing for many activities is too short to actually address the concepts thoroughly.* ● *The plan for the ELA lesson includes only passing attention to student's citing evidence from the text for their*	● *The educator reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.* ● *The educator creates a list of historical fiction titles that will expand his/her students' knowledge of the Age of Exploration.* ● *The educator plans for students to complete a project in small groups; s/he carefully selects group members by their reading level and learning style.* ● *The educator reviews lesson plans with his/her principal; they are well structured, with pacing times and activities clearly indicated.*	● *The educator provides a variety of challenging activities for student choice.* ● *While completing their projects, the students will have access to a wide variety of resources that the educator has coded by reading level so that students can make the best selections.* ● *After a cooperative group lesson, the students will reflect on their participation and make suggestions.* ● *The lesson plan clearly indicates the concepts taught in the last few lessons; the educator plans for his/her students to link the current lesson outcomes to those they previously learned.*

DOMAIN 1: PLANNING AND PREPARATION

			interpretation of the short story.		

1f. Designing Student Assessments

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that educators know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ELL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both educators and students to monitor progress toward understanding the learning outcomes.

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1f. DESIGNING STUDENT ASSESSMENTS Elements: ● instructional outcome alignment ● criteria and standards ● design of formative assessments ● use for planning	● Assessment procedures are **not aligned** with instructional outcomes. ● Assessments **lack criteria** by which student performance will be assessed. ● The educator has no **plan to incorporate formative assessment** in this lesson or unit.	● Assessment procedures are **partially aligned** with instructional outcomes. ● **Assessment criteria and standards** have been developed, but they are **not clear**. ● The educator's approach to using **formative assessment** includes only **some** instructional outcomes.	● Assessment procedures are **aligned** with instructional outcomes. ● **Assessment criteria and standards are clear.** ● The educator has a well-developed strategy for using formative assessment and has designed particular approaches to be used. ● Assessment methodologies may have been **adapted for groups of students**.	In addition to the characteristics of "Effective": ● All the **instructional outcomes may be assessed** by the proposed assessment plan. ● The assessments contain **evidence of student contribution** to its development. ● The approach to using **formative assessment is well designed** and includes student as well as educator use of the assessment information. ● Assessment **methodologies have been adapted for individual students**.
Possible Examples:	● *Instructional outcomes are not considered when designing a series of assessments in a unit, resulting in a lack of alignment with the curriculum.* ● *The educator marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.* ● *The educator designs an assessment without developing systematic grading criteria.* ● *The educator relies only on a unit test to determine student learning.*	● *The district goal for the unit on Europe is for students to understand geopolitical relationships; the educator plans to have the students memorize all the country capitals and rivers.* ● *The lesson plan indicates that the educator will pause to "check for understanding' but does not specify a clear process for accomplishing that goal.* ● *In using an open-ended response question to assess writing, the educator only looks for a topic sentence and accurate content information, without considering use*	● *The educator knows that his/her students will have to write an argumentative essay on the state assessment; s/he plans to provide them with experiences developing argumentative writing as preparation.* ● *The educator has worked on a writing rubric for his/her research assessment; s/he has drawn on multiple sources to be sure the levels of expectation will be clearly defined.* ● *The educator uses the information from an exit slip to organize the students into different groups for differentiated activities during the next lesson.*	● *To teach argumentative writing, the educator plans to have his/her class research and write to the principal on an issue that is important to the students.* ● *The students will write a rubric for their final project on the benefits of solar energy; using several sample rubrics provided by the educator.* ● *After a lesson the educator plans to ask students to rate their understanding knowing that their rating will indicate their activity for the next lesson.* ● *Students determine the format for their own assessment from a variety of assessments developed by the educator, or students create their own*

		of supporting details or evidence to develop an idea.	● The educator develops assessments in different formats for individuals or groups of students to more accurately assess student learning.	assessment based on established criteria.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a. Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Educators create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the educator responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the educator or other students.

"Respect" shown to the educator by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among educators and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport), while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2a. CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT Elements: ● educator interactions with students ● student interactions with students	● Patterns of classroom interactions, both between the educator and students and among students, are **mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.** ● **Students do not** appear to be **comfortable taking intellectual risks**. ● Interactions are characterized by **sarcasm, put-downs, or conflict**. ● The educator **does not address disrespectful behavior.**	● Patterns of classroom interactions, both between the educator and students and among students, are **generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.** ● **Some students** appear to be **comfortable taking intellectual risks**. ● Students **rarely demonstrate disrespect for one another**. ● The educator **attempts to respond to disrespectful behavior**, with **inconsistent** results. ● Educator-student **interactions convey neither warmth nor conflict.**	● Educator-student interactions are **friendly and demonstrate caring and respect.** Such **interactions are appropriate to the ages, cultures, and development** of the students. ● **Most students** appear to be **comfortable taking intellectual risks**. ● All students exhibit **respect** for the educator. Interactions among students are **polite and respectful**. ● The educator **responds successfully** to disrespectful behavior among students. ● Educator-student interactions **reflect interest and concern for the class as a whole.**	In addition to the characteristics of "Effective": ● Classroom interactions among the educator and individual students are **highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals**. ● **All students** appear **comfortable taking intellectual risks**. ● Students exhibit **respect for the educator and contribute to high levels of courtesy among all members of the class.** ● The educator **responds successfully to occasional lapses in courtesy**. ● Educator-student interactions result in **connecting with students as individuals.**
Possible Examples:	● *A student slumps in his/her chair following a comment by the educator.* ● *Students roll their eyes at a classmate's idea; the educator does not respond.* ● *Many students talk when the educator and other students are talking; the educator does not correct them.* ● *Some students refuse to work with other students.* ● *The educator does not call students by*	● *Students attend passively to the educator, but tend to talk, pass notes, etc., when other students are talking.* ● *A few students do not engage with others in the classroom, even when put together in small groups.* ● *The educator corrects inappropriate behavior, but the student shrugs his/her shoulders or behavior continues.*	● *The educator gets on the same level with students (kneeling beside/sitting next to).* ● *Students attend fully to what the educator is saying and wait for classmates to finish speaking before beginning to talk.* ● *Students help each other and accept help from each other.* ● *The educator and students use courtesies such as please/thank you.*	● *The educator inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* ● *Students help to refocus classmate(s) while the educator or another student is speaking.* ● *Students genuinely acknowledge one another's accomplishments as evidenced by applause, comments,*

DOMAIN 2: THE CLASSROOM ENVIRONMENT

	their names.		● *The educator corrects inappropriate behavior, and the behavior is corrected by the student.*	*etc.*

2b. Establishing a Culture for Learning

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and educator. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the educator and students value learning and hard work.

Educators who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; educators whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both educator and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2b. ESTABLISHING A CULTURE FOR LEARNING Elements: ● importance of the content and of learning ● expectations for learning and achievement ● student pride in work	● The classroom culture is characterized by a **lack of educator or student commitment to learning**, and/**or little or no investment** of student energy into the task at hand. ● The educator conveys that **hard work is not expected or valued.** ● **Medium to low expectations** for student achievement are the norm with higher expectations for learning reserved for only a few students.	● The classroom culture is characterized by **little commitment to learning by educator or students.** Student behaviors indicate they are **interested in completing their task, rather than quality of their work.** ● The educator conveys that **student success is less the result of hard work than of natural ability** ● **High expectations for learning are reserved** for those students thought to have a natural aptitude for the subject.	● The classroom culture is a **cognitively focused environment** where learning is valued by all and **reflects high expectations** for learning **for most students.** ● The educator conveys **that with hard work students can be successful.** ● Students understand their role as learners and **consistently expend effort to learn.**	In addition to the characteristics of "Effective": ● The classroom culture is a **cognitively vibrant place, characterized by a shared belief in the importance of learning.** ● The educator conveys **high expectations for learning by all students and insists on hard work; students assume responsibility** for high quality by initiating improvements, making revisions, adding detail and/or helping peers**.**
Possible Examples:	● *The educator tells students that they're doing a lesson because it's on the test, in the book, or is required by the district.* ● *The educator says to a student: "Why don't you try this easier problem?"* ● *Students turn in sloppy or incomplete*	● *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* ● *The educator does not encourage students who are struggling.*	● *The educator communicates the importance of the concept to the understanding of history."* ● *The educator hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts*	● *Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the educator's explanation.* ● *Students question one another on answers.* ● *Student asks the educator whether s/he*

DOMAIN 2: THE CLASSROOM ENVIRONMENT

work. ● *Students don't engage in work, and the educator ignores it.* ● *Students have not completed their homework, and the educator does not respond.* ● *Almost all of the activities are busy work or work unrelated to the subject matter.*	● *Some students start their work right away while others are off task.* ● *Students are off task when the educator is not looking.* ● *The educator does not encourage students who are struggling.*	*it without complaint.* ● *Students start their work right away when an assignment is given or after entering the room.*	*can re-do a piece of work since s/he now sees how it could be strengthened.* ● *Students work even when the educator isn't working with them or directing their efforts.*

2c. MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Educators establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional tme. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2c. MANAGING CLASSROOM PROCEDURES Elements: ● managing instructional groups ● managing transitions ● managing materials and supplies ● managing classroom routines	● **Significant instructional time is lost** due to **inefficient classroom routines and procedures**. ● There is **little or no evidence of the educator managing instructional groups, transitions, and/or the handling of materials and supplies effectively.** ● There is **little evidence** that students **know or follow established routines.**	● **Some** instructional time is lost due to **partially effective** classroom routines and procedures. ● The educator's management of instructional groups, transitions, and/or the handling of materials and supplies is **inconsistent, leading to some disruption of learning.** ● With **regular guidance and prompting,** students **follow** established routines.	● There is **little loss** of instructional time due to **effective** classroom routines and procedures. ● The educator's management of instructional groups, transitions, and/or the handling of materials and supplies is consistently **successful**. ● With **minimal guidance and prompting**, students follow established classroom routines.	In addition to the characteristics of "Effective": ● Instructional time is **maximized** due to **efficient** classroom routines and procedures. ● **Students take initiative in** the management of instructional groups, transitions, and/or the handling of materials and supplies. ● Routines are **well understood** and may be **initiated** by students.
Possible Examples:	● *When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.* ● *There are long lines for materials and supplies, or distributing supplies is time-consuming.* ● *Students bump into one another lining up or sharpening pencils.* ● *Attendance consumes much time at the beginning of the lesson, and students are not working on anything.* ● *Most students ask what they are*	● *Some students are not sure what to do when materials are being distributed or collected.* ● *Students ask some clarifying questions about procedures.* ● *The attendance or lunch count consumes more time than necessary.* ● *Some students not working with the educator are off-task.* ● *Transitions between large- and small-group activities may be inefficient or time consuming.*	● *Students get started on an activity while the educator takes attendance.* ● *Students transition smoothly between large and small group activities.* ● *The educator has an established timing device, such as counting down, to signal students to return to their desks.* ● *The educator has an established attention signal, such as raising a hand, or dimming the lights.* ● *One member of each small group collects materials for the table.* ● *There is an established system*	● *Students redirect classmates in small groups not working directly with the educator to be more efficient in their work.* ● *A student reminds classmates of the roles that they are to play within the group.* ● *A student redirects a classmate to the to his/her table following a transition.* ● *Students propose an improved attention signal.* ● *Students independently check themselves into class on the attendance*

DOMAIN 2: THE CLASSROOM ENVIRONMENT

	supposed to do or look around for clues from others.		*indicating where materials should be stored.* ● *In small group work, students have established roles; they listen to one another, summarizing different views, etc.* ● *Clean-up at the end of a lesson is fast and efficient.*	*board.*

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2d. Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled educators regard positive student behavior not as an end in itself but as a prerequisite to high levels of engagement in content.

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2d. MANAGING STUDENT BEHAVIOR Elements: ● selecting appropriate assessment strategies to monitor student progress ● expectations ● monitoring of behavior ● response to misbehavior	● There appear to be **no established standards of conduct.** ● **Little or no educator monitoring** of student behavior is evident. Students **challenge** the standards of conduct. ● The educator's response to students' misbehavior is **belittling or disrespectful**.	● Standards of conduct appear to have been **established**, but their **implementation is inconsistent.** ● **The educator tries but inconsistently monitors and/or responds to student misbehavior**. ● The educator's response to student misbehavior is inconsistent.	● Student behavior is **generally appropriate.** ● The educator **monitors** student behavior against established standards of conduct. ● The educator's response to student misbehavior is **effective, consistent, proportionate** and **respectful** to students.	In addition to the characteristics of "Effective": ● Student behavior is **consistently appropriate**. Students take an **active role in monitoring** their own behavior and that of other students against standards of conduct. ● The educators' monitoring of student behavior is **subtle and preventative.** ● The educator's response to student misbehavior is **respectful** and **sensitive to individual student needs.**
Possible Examples:	● *Students are talking among themselves, with no attempt by the educator to silence them.* ● *An object flies through the air without apparent educator notice.* ● *Students are running around the room, resulting in a chaotic environment.* ● *Student phones and other electronics are distracting to others, and the educator doesn't do anything.*	● *Classroom rules are posted, but neither educator nor students refer to them.* ● *The educator repeatedly asks students to take their seats; they ignore him/her.* ● *The educator responds to the same misbehavior in different ways.*	● *Upon nonverbal signal from the educator, students correct their behavior.* ● *The educator moves to every section of the classroom, keeping a close eye on student behavior.* ● *The educator gives a student a hard look, and the student stops talking to his/her neighbor.* ● *The educator explicitly states expectations.*	● *A student suggests a revision in one of the classroom rules.* ● *The educator notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.* ● *The educator asks to speak to a student privately about misbehavior.* ● *A student reminds his/her classmates of the class rule about chewing gum.*

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2e. Organization of Physical Space

The use of the physical environment to promote student learning is a hallmark of an experienced educator. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the educator and students must make effective use of electronics and other technology.

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2e. ORGANIZATION OF PHYSICAL SPACE Elements: ● safety and accessibility ● arrangement of furniture and use of physical resources	● The physical environment is **unsafe**, or learning is not accessible to many. ● There is **poor alignment between the arrangement of furniture and resources,** including computer technology, and the lesson activities.	● The classroom is safe, and **essential learning is accessible to most students**. ● The educator's use of physical resources, including computer technology, is **moderately effective.** ● The educator **may attempt to modify the physical arrangement to suit learning activities, with partial success.**	● The classroom is **safe**, and **learning is accessible to all students.** ● The educator **ensures that the physical arrangement is appropriate to the learning activities.** ● The educator makes **effective use of physical resources**, including computer technology.	In addition to the characteristics of "Effective": ● **Students contribute to the adaptation of the physical environment to advance learning.**
Possible Examples:	● *There are electrical cords running around the classroom.* ● *Some students can't see the board due to an obstruction. A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.*	● *The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.* ● *Educational materials are accessible to most students.* .	● *The educator ensures that dangerous chemicals are stored safely.* ● *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* ● *Desks are moved to make tables so students can work together or in a circle for a class discussion.* ● *Educational materials are accessible to all.* ● *The use of technology enhances the lesson.*	● *Students ask if they can shift the furniture to better suit small group work or discussion.* ● *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.* ● *A student suggests an application of the whiteboard for an activity.*

DOMAIN 3: INSTRUCTION

3a. Communicating with Students

Educators communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, educators model these activities. When educators present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled educators embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Educators occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. An educator's use of language is vivid, rich, and error-free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Educators present complex concepts in ways that provide scaffolding and access to students.

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3a. COMMUNICATING WITH STUDENTS Elements: ● expectations for learning ● directions for activities ● explanations of content ● use of oral and written language	● The instructional **purpose of the lesson is unclear** to students, and the **directions and procedures are confusing**. ● The educator's **explanation of the content contains major errors** and offers **no opportunity for student participation**. ● The educator's spoken or written language contains **errors of grammar or syntax**. ● The educator's **academic** vocabulary is **inappropriate, vague, or used incorrectly**, leaving students confused.	● The educator **attempts to explain** the instructional purpose with **limited success**, and/or **directions and procedures must be clarified** after initial student confusion. ● The educator's explanation of the content **may contain minor errors**; some portions are clear; other portions are difficult to follow. ● The educator's spoken **language is correct**; however, **academic vocabulary is limited**, or **not fully appropriate to the students' ages or backgrounds**. ● The educator **rarely takes opportunities** to **use or explain academic vocabulary**.	● The instructional purpose of the lesson is **clearly visible and communicated** to students, including where it is situated within **broader learning**; directions and procedures are **explained clearly.** ● The educator's explanation of content is **well scaffolded, clear and accurate, and connects with students' knowledge and experience.** ● During the explanation of content, the educator **invites student intellectual engagement**. ● The educator's spoken and written language is **clear and correct**. ● The educator's **use of academic vocabulary is precise** and serves to **extend student understanding**.	In addition to the characteristics of "Effective": ● The educator **links the instructional purpose of the lesson to curriculum**; the directions and procedures are clear and **anticipate possible student misunderstanding**. ● The educator'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**. ● The educator's spoken and written language is **expressive**, and the educator **finds opportunities to extend students' vocabularies to** the larger curriculum. ● **Students contribute to the correct use of academic vocabulary** and help to **extend learning of their classmates**.

DOMAIN 3: INSTRUCTION

Possible Examples:			
	● *A student asks "What are we supposed to be doing?", but the educator ignores the question.* ● *The educator states that to add fractions, they must have the same numerator.* ● *Students become disruptive in an effort to follow the lesson, and the educator does not address the issue.* ● *The educator uses technical terms with an elementary class without explaining their meanings.*	● *The educator mispronounces words often.* ● *The educator says, "Watch me while I show you how to …." with little student engagement.* ● *A number of students do not seem to be following the explanation.*	● *The educator says, "By the end of today's lesson, you're all going to be able to factor different types of polynomials."* ● *In the course of a presentation of content, the educator asks students, "Can anyone share an example?"* ● *The educator clearly displays lesson expectations so students can refer to them independently.* ● *The educator explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*	● *The educator says, "Here's a spot where some students have difficulty. Be sure to read it carefully."* ● *When needed, a student offers clarification about the learning task to classmates.* ● *The educator pauses during an explanation of the Civil Rights movement to remind students that the prefix "in-" as in* inequality *means "not". The prefix "un-"also means the same thing.* ● *A student explains an academic term or idea to classmates.*

DOMAIN 3: INSTRUCTION

3b. Using Questioning and Discussion Techniques

Questioning and discussion techniques are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to educators' practice. In the Framework it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good educators 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. Students' responses to questions are valued; effective educators are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective educators also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote student thinking.

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

Not all questions must be at a high cognitive level in order for an educator's performance to be rated at a high level; that is, when exploring a topic, an educator might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the educator's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3b. USING QUESTIONING AND DISCUSSION TECHNIQUES <u>Elements:</u> ● quality of questions/prompts ● discussion techniques ● student participation	● The educator's **questions are of low cognitive challenge, seeking single correct responses,** and **asked in rapid succession.** ● **Interaction** between educator and students is predominantly in **a question-and-answer format.** ● A **few students dominate** the discussion. ● The **educator accepts all contributions** without asking students to explain their reasoning or respond to others.	● The educator's **questions lead students through a single path of inquiry**, with **answers seemingly determined in advance**. ● The educator **attempts to frame some questions designed to engage student thinking and understanding,** but only a **few students are involved**. ● **The educator attempts to engage all students** in the discussion and to encourage them to respond to one another and explain their thinking **with limited success**.	● While the educator may use some low-level questions, s/he **poses questions to students designed to promote student thinking and understanding**. ● The educator creates a **genuine discussion** among students, providing **adequate time for students to respond, and stepping aside when appropriate**. ● The educator **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": ● The educator uses a **variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.** ● **Students independently engage** in a genuine discussion, formulating many questions, initiating topics and making unsolicited contributions. ● **Students themselves ensure that all voices are heard** in the discussion.

DOMAIN 3: INSTRUCTION

Possible Examples:				
	● All questions are seeking a single response using stems, such as, "What is…?", "Who is…?" ● The educator asks a question for which the answer is on the board; students respond by reading it. ● The educator only calls on students who have their hands up. ● A student responds to a question with wrong information, and the educator doesn't follow up.	● Many questions are seeking a single response, such as, "How many members of the House of Representatives are there?" ● The educator asks, "Who has an idea about this?" but the same three students offer comments. ● The educator asks "Michael, can you comment on Mary's idea?", but Michael does not respond or makes a comment directly to the educator. ● The educator asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student struggles or is unable to answer.	● The educator uses the plural form in asking questions, such as, "What are some <u>things</u> you think might contribute to…?" ● The educator asks, "Michael, can you comment on Mary's idea?", and Michael responds directly to Mary. ● The educator asks a question and asks every student to write a brief response and then share with a partner before inviting a few to offer their ideas to the entire class. ● The educator asks, "What might have happened if the colonists had not prevailed in the American war for independence?"	● A student asks, "How many ways are there to get this answer?" ● A student says to a classmate, "I don't think I agree with you on this, because…." ● A student asks of other students, "Does anyone have another idea as to how we might figure this out?" ● A student asks, "What if…?"

DOMAIN 3: INSTRUCTION

3c. Engaging the Students in Learning

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of choices and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the educator or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which educators encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are: "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the educator but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the educator does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3c. ENGAGING STUDENTS IN LEARNING Elements: ● activities ● assignments ● grouping of students ● instructional materials and resources ● structure and pacing	● The learning tasks/activities, materials, and resources are **poorly aligned** with the instructional outcomes. ● The learning tasks/activities require only **rote responses,** with only **one approach** possible. ● The **grouping or lack of grouping** of students does **not enhance or may inhibit** student learning. ● 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. ● Most students appear to be **passive or merely compliant.** ● The **grouping** of students **somewhat enhances** student learning. ● 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. ● Most students are **actively engaged** with important and challenging content, and the **educator scaffolds learning** to support that engagement. ● The **grouping** of students **enhances** student learning leading to a deeper understanding of important content. ● 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.	In addition to the characteristics of "Effective": ● **Virtually all students are intellectually engaged** in challenging content, through **well designed learning tasks** and activities that require complex thinking by students. ● The educator provides **suitable scaffolding and challenges students** to explain their thinking. ● 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. ● 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.

DOMAIN 3: INSTRUCTION

Possible Examples:			
	● *Most students disregard the assignment given by the educator; it appears to be much too difficult for them and/or it is not aligned with outcomes.* ● *Students fill out the lesson worksheet by copying words from the board.* ● *The educator lectures for 45 minutes.* ● *Most students don't have time to complete the assignment; the educator moves on in the lesson.*	● *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed, and the educator does not address the issue.* ● *Students are asked to fill in a worksheet, following an established procedure.* ● *There is a recognizable beginning, middle, and end to the lesson. However, the educator lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*	● *Students have finished an assignment early, and the educator has a follow-up activity available.* ● *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.* ● *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.* ● *Students are asked to create different representations of a large number, using a variety of manipulative materials.* ● *The pacing of the lesson is appropriate; the lesson is neither rushed nor does it drag.*	● *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.* ● *Students determine which of several tools, (e.g., a protractor, spreadsheet, or graphing calculator), would be most suitable to solve a math problem.* ● *A student asks whether they might remain in their small groups to complete another section of the activity rather than work independently.* ● *Students identify or create their own learning materials.* ● *Students summarize their learning from the lesson.*

DOMAIN 3: INSTRUCTION

3d. Using Assessment in Instruction

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for educators to know whether students have learned what educators intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, educators must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

An educator's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, educators are alert to students who may be passing notes or distracting their classmates; when monitoring student learning, educators look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the educator may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many educators create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit slips) to determine the degree of understanding of every student in the class. Educators at high levels of performance in this component then demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, they are greatly strengthened by a educator's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3d. USING ASSESSMENT IN INSTRUCTION Elements: ● assessment criteria ● monitoring of student learning ● feedback to students ● student self-assessment and monitoring of progress	● Students are **unaware of the assessment criteria.** ● There is **little or no assessment or monitoring** of student learning. ● **Feedback** is **absent** or **of poor quality**. ● Students **do not engage in self-assessment.**	● Students appear to be only **partially aware** of the assessment criteria used to evaluate their work. ● **Questions, prompts, and/or assessments** are **rarely used** to diagnose evidence of learning and to monitor student progress. ● Educator feedback to students is **general**. ● Few students **assess their own work**.	● Students seem to be **aware** of the assessment criteria and the educator monitors student learning. ● Questions prompts, and/or assessments are **regularly used** to diagnose evidence of learning and to monitor student progress. ● Educator **feedback** to groups of students is **accurate and specific.** ● **Some students** engage in **self-assessment.**	In addition to the characteristics of "Effective": ● ŸStudents are aware of the assessment criteria, and there is **some evidence that they have contributed to it**. Students self-assess and **monitor their progress.** ● Questions, prompts, and/or other assessments are fully integrated into instruction, **used extensively** to diagnose evidence of learning **by individual students**. ● ŸA **variety of feedback**, **from both the educator and peers**, is accurate, specific, and advances learning.

DOMAIN 3: INSTRUCTION

Possible Examples:	• Assessment criteria are not shared and students must ask how the task will be graded. • A student asks, "Does this quiz count towards my grade?" • The educator forges ahead with a presentation without checking for understanding, and then s/he or she says, "Good job, everyone."	• Prior to an activity, the educator asks if anyone has a question, but does not check for understanding but may not ask at any point during the lesson. • When a student completes a problem on the board, the educator corrects the student's work without explaining why. • The educator, after receiving a correct response from one student, continues, without accurately monitoring whether all students understand the concept.	• The educator circulates during small group or independent work, offering suggestions to groups of students. • The educator uses specific questions to elicit evidence of student understanding. • The educator asks students to look over their papers to correct their errors.	• The educator reminds students of the characteristics of high quality work based on the assessment criteria, suggesting that the students themselves helped develop them. • While students are working, the educator circulates, providing substantive feedback to individual students. • The educator uses popsicle sticks or exit slips to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the educator about how it could be improved.

DOMAIN 3: INSTRUCTION

3e. Demonstrating Flexibility and Responsiveness

"Flexibility" and "responsiveness" refer to an educator's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, educators will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, educators who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3e. DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS Elements: ● lesson adjustment ● response to students ● persistence	● The educator **ignores** student questions. ● When students have difficulty learning, the educator **blames** them or their home environment for their lack of success. ● The educator **makes no attempt to adjust** the lesson even when students don't understand the content.	● The educator **accommodates** some of the students' questions and interests. ● The educator **accepts responsibility** for the success of all students but has only a limited repertoire of strategies to use. ● **Adjustment of the lesson** in response to assessment is **minimal or ineffective.**	● The educator **successfully accommodates** students' questions and interests. ● Drawing on a broad repertoire of strategies, the educator **persists in seeking approaches** for students who have difficulty learning. ● The educator makes a **minor adjustment to the lesson** and does so smoothly, when needed.	In addition to the characteristics of "Effective": ● The educator **seizes an opportunity to enhance learning**, building on a spontaneous event or students' interests. ● The educator **successfully adjusts and differentiates instruction** to address individual student misunderstandings. ● Using an **extensive repertoire of instructional strategies** and soliciting additional resources from the school or community, the educator **persists in seeking effective approaches** for students who need help.
Possible Examples:	● *The educator says, "We don't have time for that today."* ● *The educator makes no attempt to adjust the lesson based on student confusion.* ● *The educator says, "If you'd just pay attention, you could understand this."*	● *The educator says, "I'll try to think of another way to come at this and get back to you."* ● *The educator says, "I realize not everyone understands this, but we can't spend any more time on it."* ● *The educator rearranges the way the students are grouped in an attempt to help students understand the lesson but does not provide instructional support.*	● *The educator says, "That's an interesting idea; let's see how it fits."* ● *The educator illustrates a principle of good writing to a student using his interest in basketball as context.* ● *The educator says, "Let's try this way," and then uses another approach.*	● *The educator stops mid-stream in a lesson, and says, "This activity doesn't seem to be working! Here's another way I'd like you to try it."* ● *The educator incorporates the school's upcoming championship game into an explanation of averages.* ● *The educator says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*

DOMAIN 4: PROFESSIONAL RESPONSIBILITY

4a. Reflecting on Teaching and Learning

Reflecting on teaching encompasses the educator's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, educators can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Educators may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, is an acquired skill, as well as being able to use what has been learned in in future teaching; mentors, coaches, and supervisors can help educators acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4a. REFLECTING ON TEACHING AND LEARNING Elements: ● accuracy ● use in future teaching	● The educator has **no understanding** whether a **lesson was effective**. ● The educator **does not know** whether a lesson achieved its **instructional outcomes or profoundly misjudges** the **success** of a lesson. ● The educator has **no suggestions** for how a lesson could be improved.	● The educator has a **general understanding** regarding the **effectiveness of a lesson**. ● The educator has a **general understanding** of the extent to **which instructional outcomes were met.** ● The educator is able to **determine general ways to improve** a lesson.	● The educator **understands and provides one example** of the **effectiveness of a lesson**. ● The educator **understands and explains** the extent to which instructional outcomes were met and can **cite general references** to support his/her judgment. ● The educator makes **a few specific suggestions of** what **revisions** could be made to improve the effectiveness of the lesson.	In addition to the characteristics of "Effective": ● The educator **cites many specific examples** from a lesson to explain its **effectiveness**. ● The educator **cites specific examples which explain to what extent the instructional outcomes were met.** ● The educator is able to draw on an **extensive repertoire of skills** to offer specific alternative actions in order to improve a lesson's effectiveness.
Possible Examples:	● *Despite evidence to the contrary, the educator says, "My students did great on that lesson!"* ● *The educator says, "That was awful; I wish I knew what to do!"*	● *At the end of the lesson, the educator says, "I guess that went okay."* ● *The educator says, "I guess I'll try _____ next time."*	● *The educator says, "I wasn't pleased with the level of engagement of the students."* ● *The educator's reflection indicates several possible lesson improvements (i.e., clearer criteria for success, better alignment between performance of understanding to the learning target.)*	● *The educator says, "I think that group A met the target because of the scaffolding that the organizer provided."* ● *In conversation with colleagues, the educator considers strategies for grouping students differently to improve a lesson.*

DOMAIN 4: PROFESSIONAL RESPONSIBILITY

4b. Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow educators to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, educators may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4b. MAINTAINING ACCURATE RECORDS Elements: ● student completion of assignments ● student progress in learning ● non-instructional records	● The educator's system for **maintaining information** on student completion **of assignments** and progress is **nonexistent or does not comply with school and district expectations.** ● The educator's system for **maintaining information** on student **progress in learning** is **nonexistent or does not comply with school and district expectations.** ● The educator's system for maintaining information on **non-instructional records is nonexistent or does not comply with school and district expectations.**	● The educator's system for maintaining information on student completion of assignments **partially complies** with school and district expectations**.** ● The educator's system to maintain information on student progress in learning **partially complies** with school and district expectations**.** ● The educator's system for maintaining information on non-instructional records **partially complies** with school and district expectations**.**	● The educator's system for maintaining information on student completion of assignments **complies** with school and district expectations. ● The educator's system for maintaining information on student progress in learning **complies** with school and district expectations. ● The educator's system for maintaining information on non-instructional records **complies** with school and district expectations.	In addition to the characteristics of "Effective": ● **Students contribute** information and **participate** in maintaining their records, **when appropriate**.
Possible Examples:	● *A student turns in an assignment, but the educator does not have record of it or loses it.* ● *The educator says, "I don't have the writing samples for my class, but it doesn't matter – I know what the students would have scored."* ● *On the morning of the field trip, the educator discovers that five students never turned in their permission slips.*	● *A student says, "I wasn't in school today, and my educator's website is out of date, so I don't know what the assignments are."* ● *The educator has notes about how the students are doing; however, s/he has not organized them into a system.*	● *On the class website, the educator creates a link that students can access to check on any missing assignments.* ● *The educator's gradebook records student progress toward learning goals.* ● *The educator creates a spreadsheet for tracking which students have turned in field trip permission slip/payment.*	● *A student from each team maintains the database of current and missing assignments for the team.* ● *When asked about his/her progress in a class, a student proudly shows his/her portfolio of work and can explain how the documents indicate his/her progress toward learning goals.*

DOMAIN 4: PROFESSIONAL RESPONSIBILITY

4c. Communicating with Families

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of educators to provide opportunities for them to understand both the instructional program and their child's progress. Educators establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. An educator's effort to communicate with families conveys the educator's essential caring, valued by families of students of all ages.

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4c. COMMUNICATING WITH FAMILIES Elements: ● information about the instructional program ● information about individual students ● engagement of families in the instructional program	● The educator provides **no information** about the instructional program to families. ● The educator makes **minimal attempts to communicate** with families about the progress of individual students. ● The educator **does not make attempts** to engage families in the instructional program. ● The educator **does not respond or responds insensitively** to parental concerns. ● The educator communicates in a **culturally insensitive manner.**	● The educator provides **minimal information** to families about the instructional program. ● The educator makes **sporadic attempts to communicate** with families about the progress of individual students. ● The educator makes **minimal attempts** to engage families in the instructional program. ● The educator **does not** respond to parental concerns in a **timely and sensitive manner**. ● The educator communicates in a culturally **insensitive** manner **at times**.	● The educator provides **occasional information** to families about the instructional program. ● The educator makes **multiple attempts to communicate** with families about the progress of individual students. ● The educator makes **attempts** to engage families in the instructional program. ● The educator responds to parental concerns **in a timely and sensitive manner**. ● The educator communicates in a culturally **sensitive** manner.	In addition to the characteristics of "Effective": ● The educator provides **frequent information** to families about the instructional program. ● The educator **frequently communicates** with families about the progress of individual students. ● The educator makes **frequent and successful** attempts to engage families in the instructional program.
Possible Examples:	● *A parent says, "I'd like to know what my child is working on at school."* ● *A parent says, "I wish I could know something about my child's progress before the report card comes out."* ● *A parent says, "I wonder why we never see any schoolwork come home."* ● *The educator says, "She is not meeting expectations, but she is special education."*	● *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."* ● *A parent says, "I emailed the educator about my child's struggles with math, but all I got back was a note saying that he's doing fine."* ● *The educator sends home weekly quizzes for parent or guardian signature.* ● *The educator refers to students with disabilities as "special education students."*	● *The educator sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc.* ● *The educator utilizes technology (i.e., text alerts, email blasts) to make parents aware of assignments or assessments.* ● *The educator sends home newsletters which include resources parents can utilize to help students at home.* ● *The educator creates a monthly progress report, which is sent home for each student.* ● *The educator sends home a project that asks students to interview a family member about growing up in a different decade.* ● *The educator says, "She is not meeting expectations but has made significant gains to close this gap."*	● *Students create materials for Back-to-School Night that outline the approach for learning science.* ● *Each student's daily/weekly reflection log describes what s/he is learning, and the log goes home each week for review by a parent or guardian.* ● *Students design a project on charting their family's use of plastics.*

DOMAIN 4: PROFESSIONAL RESPONSIBILITY

4d. Participating in the Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, educators must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for educators, with their full potential realized only when educators 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 educators to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, educators' 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 school and district curriculum committees or engagement with the parent-teacher organization. With experience, educators assume leadership roles in these activities.

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4d. PARTICIPATING IN THE PROFESSIONAL COMMUNITY Elements: ● relationships with colleagues ● involvement in a culture of professional inquiry ● service to the school/district ● participation in school and district projects	● The educator's **relationships** with colleagues are **negative or self-serving**. ● The educator **avoids participation** in a professional culture of inquiry, resisting opportunities to become involved. ● The educator **avoids becoming involved** in school events or school and district projects.	● The educator maintains **cordial relationships** with colleagues to fulfill duties that the school or district requires. ● The educator **participates in the school's culture** of professional inquiry **when required to do so**. ● The educator **participates** in school events and/or school and district projects **when required or specifically asked**.	● The educator's relationship with colleagues demonstrates **mutual support and cooperation**. ● The educator **actively participates** in a culture of professional inquiry. ● The educator **participates** in school events and/or district projects, **making a substantial contribution.**	In addition to the characteristics of "Effective": ● The educator takes initiative in **assuming leadership** among the faculty. ● The educator **takes a leadership** role in promoting a culture of professional inquiry. ● The educator **assumes a leadership role** in at least one aspect of school or district life.
Possible Examples:	● *The educator doesn't share test-taking strategies with his/her colleagues. S/he figures that if his/her students do well, s/he will look good.* ● *The educator rarely attends PLC meetings.* ● *The educator does not attend any school functions after the dismissal bell.* ● *The educator says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."*	● *The educator is polite but seldom shares any instructional materials with his/her grade partners.* ● *The educator attends PLC meetings only when reminded by his/her supervisor.* ● *The principal says, "I wish I didn't have to ask the educator to 'volunteer' every time we need someone's help."* ● *The educator contributes to the district literacy committee only when requested to do so by the principal.*	● *The principal remarks that the educator's students have been noticeably successful since his/her educator team has been focusing on instructional strategies during its meetings.* ● *The educator has decided to take some free courses online and to share his/her learning with colleagues.* ● *The educator enthusiastically represents the school during the district social studies review and brings his/her substantial knowledge of U. S. history to the course writing team.*	● *The educator leads the group of mentor educators at school, which is devoted to supporting educators during their first years of teaching.* ● *The educator hosts a book study group that meets monthly; s/he guides the book choices so that the group can focus on topics that will enhance their skills.* ● *The educator organizes a fundraiser for a family or staff member in need.* ● *The educator leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*

DOMAIN 4: PROFESSIONAL RESPONSIBILITY
4e. Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order for educators to remain current. Continuing to stay informed and increasing their skills allows educators to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for educators to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, 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.

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4e. GROWING AND DEVELOPING PROFESSIONALLY Elements: ● enhancement of content knowledge and pedagogical skill ● receptiveness to feedback from colleagues ● service to the profession	● The educator **engages in minimal professional development** activities to enhance knowledge or skill, even when required. ● The educator **resists feedback** on practice from either colleagues or supervisors. ● The educator makes **no effort to share knowledge** with others or to assume professional responsibilities.	● The educator **participates in professional development activities when they are required by the district.** ● The educator **is passive during professional conversations** with colleagues and supervisors, and/or makes minimal attempts to improve his/her practice based on feedback. ● The educator **assists other educators** and contributes to the profession to a **limited extent.**	● The educator **seeks out opportunities for professional development** to enhance content knowledge and pedagogical skill. ● The educator **actively engages in professional conversation** with both colleagues and supervisors, and makes attempts to improve his/her practice based on feedback. ● The educator **participates actively in assisting other educators** and looks for ways to contribute to the profession.	In addition to the characteristics of "Effective": ● The educator **makes a systematic effort to conduct action research**. ● The educator **solicits feedback on practice** from both colleagues and supervisors and makes a systematic effort to improve his/her practice. ● The educator **initiates important activities** to contribute to the profession.
Possible Examples:	● *The educator never takes continuing education courses, even though the credits would increase his salary.* ● *Despite teaching high school honors mathematics, the educator declines to join NCTM because it costs too much, and makes too many demands on members' time.*	● *The educator rarely solicits the help of the instructional coach based on administrator feedback.* ● *The educator politely attends district workshops and professional development days but doesn't make much use of the materials received.* ● *The educator listens to his/her principal's feedback after a lesson but does not take action to improve practice.* ● *The educator joins the local chapter of the American Library Association because s/he might benefit from the free books – but otherwise doesn't feel it's worth much of his/her time.*	● *The educator frequently solicits feedback and resources from the instructional coach or supervisor.* ● *The educator eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies s/he will be able to use during the school year.* ● *The educator enjoys his/her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.* ● *The educator joins a science education partnership and finds that it provides him access to resources for his/her classroom that truly benefit his/her students.*	● *The educator's principal rarely spends time observing in his/her classroom. Therefore, she has initiated an action research project in order to improve his/her own instruction.* ● *The educator is working on a particular instructional strategy and asks his/her colleagues to observe in his/her classroom in order to provide objective feedback on his/her progress.* ● *The educator has founded a local organization devoted to literacy education; his/her leadership has inspired educators in the community to work on several curriculum and instruction projects.*

DOMAIN 4: PROFESSIONAL RESPONSIBILITY

4f. Showing Professionalism

Educators demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished educators have a strong moral compass and are guided by what is in the best interest of each student. 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, effective educators 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 educators consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4f. SHOWING PROFESSIONALISM Elements: ● integrity and ethical conduct ● service to students ● advocacy ● decision-making ● compliance with school and district regulations	● The educator displays **dishonesty** in interactions with colleagues, students, and the public. ● The educator is **not alert to students' needs and contributes to school practices that result in a disservice to some students.** ● The educator makes decisions and recommendations that are **based on self-serving interests.** ● The educator **does not comply** with school and district regulations.	● The educator is **honest** in interactions with colleagues, students, and the public. ● The educator's **attempts to serve** students are **inconsistent** and **unknowingly** contribute to school practices that result in a disservice to some students. ● The educator's decisions and recommendations are **based on limited though genuinely professional considerations.** ● The educator **must be reminded by supervisors about complying** with school and district regulations.	● The educator displays **high standards of honesty, integrity, and confidentiality** in interactions with colleagues, students, and the public. ● The educator is **active in serving students, working to ensure that all students receive a fair opportunity to succeed.** ● The educator **participates actively in team or departmental decisions** and **makes recommendations based on the best interests of his/her students.** ● The educator **complies fully** with school and district regulations.	In addition to the characteristics of "Effective": ● The educator can be counted on to hold the **highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.** ● The educator is **highly proactive** in serving students, **seeking out resources when needed.** ● The educator takes a **leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.** ● The educator complies fully with school and district regulations, **taking a leadership role with colleagues.**
Possible Examples:	● *The educator makes errors when marking the most recent common assessment but doesn't tell his colleagues.* ● *The educator fails to notice that one of his/her kindergartners is often ill and frequently has bruises on his arms and legs.* ● *When a colleague goes home suddenly because of illness, the educator pretends to have a meeting in order to avoid assisting with coverage responsibilities.* ● *The educator does not file writing samples in cumulative folders because it*	● *The educator notices a student struggling in his/her class and sends an email to the counselor. When s/he doesn't receive a response, s/he assumes the problem has been taken care of, but does not follow through.* ● *When the educator's grade level partner goes on maternity or sick leave, the educator introduces him/herself but does not offer any further assistance.*	● *The educator is trusted by his/her colleagues. They share information knowing it will not be repeated inappropriately.* ● *The educator notices some speech delays in a few of his/her young students, contacts the speech and language pathologist to observe and provide feedback on further steps.* ● *The educator is recognized when s/he contributes positively to the work of the team, department, or school.*	● *When an educator has trouble understanding a directive from an administrator, s/he seeks out assistance from a more experienced educator-leader who can be relied on for advice and discretion.* ● *The educator enlists the help of his/her administrator when s/he realizes that a colleague has been making disparaging comments about some disadvantaged students.* ● *The educator works with the instructional coach to develop a new intervention*

DOMAIN 4: PROFESSIONAL RESPONSIBILITY

	is too time-consuming.			*program for struggling students.*

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 1: Planning and Preparation

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1a. Demonstrating knowledge of current trends in specialty area and professional learning	• The Instructional Coach/Specialist demonstrates little or no familiarity with specialty area or trends in professional learning.	•The Instructional Coach/Specialist demonstrates basic familiarity with specialty area and trends in professional learning.	• The Instructional Coach/Specialist demonstrates thorough knowledge of specialty area and trends in professional learning.	• Instructional Coach/Specialist's knowledge of specialty area and trends in professional learning is wide and deep. • The Instructional Coach/Specialist is regarded as an expert by colleagues.
1b. Demonstrating knowledge of the school's program and levels of educator skill in delivering that program	• The Instructional Coach/Specialist demonstrates little or no knowledge of the school's program including the curriculum within each area. • The Instructional Coach/Specialist demonstrates little or no knowledge as to educator skill in delivering that program.	• The Instructional Coach/Specialist demonstrates basic knowledge of the school's program including the curriculum within each area. • The Instructional Coach/Specialist demonstrates basic knowledge as to educator skill in delivering that program.	• The Instructional Coach/Specialist demonstrates thorough knowledge of the school's program including the curriculum within each area. • The Instructional Coach/Specialist demonstrates thorough knowledge as to educator skill in delivering that program.	• The Instructional Coach/Specialist is deeply familiar with the school's program including the curriculum within each area. • The Instructional Coach/Specialist works to shape the future direction of the school's program and actively seeks information as to educator skill within the program.
1c. Establishing goals for the instructional support program appropriate to the setting and The Instructional Coach/Specialist s served	• The Instructional Coach/Specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	•The Instructional Coach/Specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	•The Instructional Coach/Specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	• The Instructional Coach/Specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1d. Demonstrating knowledge of resources, both within and beyond the school and district	• The Instructional Coach/Specialist demonstrates little or no knowledge of resources available in the school or district for educators to advance their skills.	• The Instructional Coach/Specialist demonstrates basic knowledge of resources available in the school and district for educators to advance their skills.	• The Instructional Coach/Specialist 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/Specialist actively seeks out new resources from a wide range of sources to enrich educators' skills in implementing the school's program.

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 1: Planning and Preparation

1e. Planning the instructional support program, integrated with the overall school program	• The Instructional Coach/Specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	• The Instructional Coach/Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	• The Instructional Coach/Specialist's plan is well designed to support educators in the improvement of their instructional skills.	• The Instructional Coach/Specialist'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.
1f. Developing a plan to evaluate the instructional support program	• The Instructional Coach/Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	• The Instructional Coach/Specialist has a rudimentary plan to evaluate the instructional support program.	• Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	• The Instructional Coach/Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 2: The Environment

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2a. Creating an environment of trust and respect	• Educators are reluctant to request assistance from the Instructional Coach/Specialist, fearing that such a request will be treated as a sign of deficiency.	• Relationships with the Instructional Coach/Specialist are cordial; educators don't resist initiatives established by the Instructional Coach/Specialist.	• Relationships with the Instructional Coach/Specialist are respectful, with some contacts initiated by educators.	• Relationships with the Instructional Coach/Specialist are highly respectful and trusting, with many contacts initiated by educators.
2b. Establishing a culture for ongoing instructional improvement	• The Instructional Coach/Specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	• Educators do not resist the offerings of support from the Instructional Coach/Specialist.	• The Instructional Coach/Specialist promotes a culture of professional inquiry in which educators seek assistance in improving their instructional skills.	• The Instructional Coach/Specialist has established a culture of professional inquiry in which educators initiate projects to be undertaken with the support of the specialist.
2c. Establishing clear procedures for educators to gain access to instructional support	• When educators want to access assistance from the Instructional Coach/Specialist, they are not sure how to go about it.	• Some procedures (for example, registering for workshops) are clear to educators, whereas others (for example, receiving informal support) are not.	• The Instructional Coach/Specialist has established 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.
2d. Establishing and maintaining norms of behavior for professional interactions	• No norms of professional conduct have been established; educators are frequently disrespectful in their interactions with one another.	• The Instructional Coach/Specialist's efforts to establish norms of professional conduct are partially successful.	• The Instructional Coach/Specialist has established clear norms of mutual respect for professional interaction.	• The Instructional Coach/Specialist has established clear norms of mutual respect for professional interaction. Educators ensure that their colleagues adhere to these standards of conduct.
2e. Organizing physical space for workshops or training	• The Instructional Coach/Specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	• The physical environment does not impede workshop activities.	• The Instructional Coach/Specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	• The Instructional Coach/Specialist makes highly effective use of the physical environment, with educators contributing to the physical arrangement.

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 3: Delivery of Service

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3a. Collaborating with educators in the design of instructional units and lessons	• The Instructional Coach/Specialist declines to collaborate with classroom educators in the design of instructional lessons and units.	• The Instructional Coach/Specialist collaborates with classroom educators in the design of instructional lessons and units when specifically asked to do so.	• The Instructional Coach/Specialist initiates collaboration with classroom educators in the design of instructional lessons and units.	• The Instructional Coach/Specialist initiates collaboration with classroom educators in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b. Engaging educators in learning new instructional skills	• Educators decline opportunities to engage in professional learning.	• The Instructional Coach/Specialist's efforts to engage educators in professional learning are partially successful, with some participating.	• All educators are engaged in acquiring new instructional skills.	• Educators are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c. Sharing expertise with staff	• The Instructional Coach/Specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of The Instructional Coach/Specialist s being served. • The Instructional Coach/Specialist does not follow-up work with educators.	• The quality of the Instructional Coach/Specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of The Instructional Coach/Specialist s being served. • The Instructional Coach/Specialist provides inconsistent follow-up work with educators.	• The quality of the Instructional Coach/Specialist's model lessons and workshops is uniformly high and appropriate to the needs of The Instructional Coach/Specialist s being served. • The Instructional Coach/Specialist conducts follow-up work with educators.	• The quality of the Instructional Coach/Specialist's model lessons and workshops is uniformly high and appropriate to the needs of The Instructional Coach/Specialist s being served. • The Instructional Coach/Specialist conducts extensive follow-up work with educators.
3d. Locating resources for educators to support instructional improvement	• The Instructional Coach/Specialist fails to locate resources for instructional improvement for educators, even when specifically requested to do so.	• The Instructional Coach/Specialist's efforts to locate resources for instructional improvement for educators are partially successful, reflecting incomplete knowledge of what is available.	• The Instructional Coach/Specialist locates resources for instructional improvement for educators when asked to do so.	• The Instructional Coach/Specialist is highly proactive in locating resources for instructional improvement for educators, anticipating their needs.
3e. Demonstrating flexibility and responsiveness	• The Instructional Coach/Specialist adheres to his/her plan, in spite of evidence of its inadequacy.	• The Instructional Coach/Specialist makes modest changes in the support program when confronted with evidence of the need for change.	• The Instructional Coach/Specialist makes revisions to the support program when it is needed.	• The Instructional Coach/Specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or educator input.

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 4: Professional Responsibilities

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4a. Reflecting on practice	• The Instructional Coach/Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	• The Instructional Coach/Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	• The Instructional Coach/Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. • The Instructional Coach/Specialist makes some specific suggestions as to how the support program might be improved.	• The Instructional Coach/Specialist's reflection is highly accurate and perceptive, citing specific examples. • The Instructional Coach/Specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b. Preparing and submitting budgets and reports	• The Instructional Coach/Specialist does not follow established procedures for preparing budgets and submitting reports. • Reports are routinely late.	• The Instructional Coach/Specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. • Reports are sometimes submitted on time.	• The Instructional Coach/Specialist's budgets are complete, anticipating all expenditures and following established procedures. • Reports are submitted on time.	• The Instructional Coach/Specialist anticipates and responds to educator needs when preparing budgets, following established - procedures and suggesting improvements to those procedures.
4c. Coordinating work with other Instructional Coach/Specialists	• The Instructional Coach/Specialist makes no effort to collaborate with other Instructional Coach/Specialists within the district.	• The Instructional Coach/Specialist responds positively to the efforts of other Instructional Coach/Specialists within the district to collaborate.	• The Instructional Coach/Specialist initiates efforts to collaborate with other Instructional Coach/Specialists within the district.	• The Instructional Coach/Specialist takes a leadership role in coordinating projects with other Instructional Coach/Specialists within and beyond the district.
4d. Participating in a professional community	• The Instructional Coach/Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	• The Instructional Coach/Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	• The Instructional Coach/Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	• The Instructional Coach/Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e. Engaging in professional development	• The Instructional Coach/Specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	• The Instructional Coach/Specialist's participation in professional development activities is limited to those that are convenient or are required.	• The Instructional Coach/Specialist seeks out opportunities for professional development based on an individual assessment of need.	• The Instructional Coach/Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f. Reflecting on practice	• The Instructional Coach/Specialist	• The Instructional Coach/Specialist's	• The Instructional Coach/Specialist's	• The Instructional Coach/Specialist's

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 4: Professional Responsibilities

	does not reflect on practice, or the reflections are inaccurate or self-serving.	reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. • The Instructional Coach/Specialist makes some specific suggestions as to how the support program might be improved.	reflection is highly accurate and perceptive, citing specific examples. • The Instructional Coach/Specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 5: Planning and Preparation for Classroom Instruction

DOMAIN 5	Below Standard	Developing	Effective	Distinguished
5a. DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY Elements: • knowledge of content and structure • knowledge of prerequisite relationships • knowledge of content-related pedagogy	• In planning, The Instructional Coach/Specialist makes **many content errors**. • The Instructional Coach/Specialist displays **little understanding of prerequisite knowledge** important to student learning of the content. • The Instructional Coach/Specialist's plans display **little or no understanding of the range** of pedagogical approaches suitable to student learning of the content.	• The Instructional Coach/Specialist is **familiar with important concepts in the discipline** but displays a **lack of awareness** of how concepts relate to one another. • The Instructional Coach/Specialist displays **some understanding of prerequisite learning,** although such **knowledge may be inaccurate or incomplete**. • The Instructional Coach/Specialist's plans reflect a **limited range** of pedagogical approaches to the discipline.	• The Instructional Coach/Specialist displays accurate **knowledge of the important concepts** in the discipline and how they r**elate to one another**. • The Instructional Coach/Specialist demonstrates **accurate understanding of prerequisite relationships** among topics. • The Instructional Coach/Specialist's plans **reflect familiarity** with a wide range of effective pedagogical approaches in the subject.	In addition to the characteristics of "Effective": • The Instructional Coach/Specialist displays **extensive knowledge of the important concepts** in the discipline and how these **relate to one another and other disciplines**. • The Instructional Coach/Specialist demonstrates **understanding of prerequisite relationships among topics and concepts** and understands the **link to necessary cognitive structures that** ensure student understanding. • The Instructional Coach/Specialist's plans reflect **familiarity with a wide range of effective pedagogical approaches** in the discipline and the ability to anticipate student misconceptions.
5b. DEMONSTRATING KNOWLEDGE OF STUDENTS Elements: • knowledge of child and adolescent development • knowledge of the learning process • knowledge of students' skills, knowledge, and language proficiency • knowledge of students' special needs • knowledge of students' interests and cultural heritages	• The Instructional Coach/Specialist displays **minimal understanding** of how students learn. • The Instructional Coach/Specialist has **does not apply knowledge** of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	• The Instructional Coach/Specialist displays **general, accurate knowledge** of how students learn. • The Instructional Coach/Specialist has **little knowledge** of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	• The Instructional Coach/Specialist understands **the active nature of student learning** and acquires information about levels of development. • The Instructional Coach/Specialist 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.	In addition to the characteristics of "Effective": • The Instructional Coach/Specialist understands the active nature of student learning and acquires information about levels of development for **individual students**. • The Instructional Coach/Specialist 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**.

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 5: Planning and Preparation for Classroom Instruction

DOMAIN 5	Below Standard	Developing	Effective	Distinguished
5c. SETTING INSTRUCTIONAL OUTCOMES Elements: • value, sequence, and alignment • clarity • balance • suitability for diverse learners	• The outcomes represent **low expectations** and **lack of rigor**. • **Outcomes** do not reflect important learning in the discipline. • The **outcomes are stated as student activities** rather than outcomes for learning OR there are **no learning outcomes** represented. • The outcomes reflect **only one type of learning** in only one modality. • Outcomes are **not suitable for many** students in the class.	• The outcomes represent **moderate expectations** and **rigor**. • **Some outcomes** reflect important learning in the discipline. • The **outcomes are vague** and consist of a **combination of outcomes and activities**. • The outcomes reflect **several** types of learning in only one modality. • The outcomes are **suitable for some** of the students.	• **Most outcomes** represent **high expectations** and are **rigorous**. • **Most outcomes** reflect important learning in the discipline. • The **outcomes are clear**, represented in the form of student learning, and suggest viable methods of assessment. • The outcomes reflect **several** types of learning in **multiple modalities** and are **differentiated**. • The outcomes are **suitable for most of** the students.	In addition to the characteristics of "Effective": • **All outcomes** represent **high expectations** and **levels of rigor**. • **All outcomes** represent high-level learning in within their discipline and in other disciplines. • The outcomes are clear, represented in the form of student learning, and **allow for multiple** methods of assessment including options for student choice • Outcomes are suitable **for all** students**.**
5d. DEMONSTRATING KNOWLEDGE OF RESOURCES Elements: • resources for classroom use • resources to extend content knowledge and pedagogy • resources for students	• The Instructional Coach/Specialist is **unaware of resources** to assist student learning beyond materials provided by the school or district. • The Instructional Coach/Specialist is **unaware of resources** for expanding one's own professional skill.	• The Instructional Coach/Specialist displays **some awareness of resources** beyond those provided by the school or district for classroom use. • The Instructional Coach/Specialist displays **some awareness of resources** for expanding his/her professional skill but does not seek them out.	• The Instructional Coach/Specialist displays **knowledge of resources** beyond those provided by the school or district, including those on the Internet, for classroom use. • The Instructional Coach/Specialist displays **awareness of resources** to extend his/her professional skill and **seeks out such resources**.	In addition to the characteristics of "Effective": • The Instructional Coach/Specialist has **extensive knowledge** of resources for classroom use, including those available through the school, district, community, professional organizations, universities, and the Internet. • The Instructional Coach/Specialist displays **extensive knowledge** regarding resources to extend his/her professional skill and **utilizes it within his/her classroom**.

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 5: Planning and Preparation for Classroom Instruction

DOMAIN 5	Below Standard	Developing	Effective	Distinguished
5e. DESIGNING COHERENT INSTRUCTION Elements: ● learning activities ● instructional materials and resources ● instructional groups ● lesson and unit structure	● Learning activities and materials are **poorly aligned** with the instructional outcomes. ● The lesson or unit has **no recognizable structure,** and learning activities do not follow an organized progression. ● Learning activities are **not designed to engage students** in active intellectual activity. ● Learning activities have **unrealistic time allocations**. ● Instructional **groups do not support** the activities and offer no variety.	● **Some learning activities and materials are aligned** with the instructional outcomes. ● The lesson or unit has a **recognizable structure**; however, the progression of activities is not sequential or may be disjointed. ● Learning activities and materials represent **moderate cognitive challenge** but are **not differentiated**. ● **Some** learning activities have **reasonable time allocations**. ● Instructional **groups partially support** the activities with some variety.	● **Most learning activities and materials are aligned** with the instructional outcomes. ● The structure of the lesson or unit follows an **organized progression**. ● Learning activities represent **significant cognitive challenge** with **some differentiation**. ● Learning activities have **reasonable time allocations.** ● **Most** instructional groups are varied appropriately to support student learning.	In addition to the characteristics of "Effective": ● **All learning activities and materials are aligned** with the instructional outcomes. ● Learning activities engage students in **high-level cognitive activity** with appropriate differentiation for individual learners. ● Instructional groups are **varied appropriately**, with some opportunity for **student choice**.
5f. DESIGNING STUDENT ASSESSMENTS Elements: ● instructional outcome alignment ● criteria and standards ● design of formative assessments ● use for planning	● Assessment procedures are **not aligned** with instructional outcomes. ● Assessments **lack criteria** by which student performance will be assessed. ● The Instructional Coach/Specialist has no **plan to incorporate formative assessment** in this lesson or unit.	● Assessment procedures are **partially aligned** with instructional outcomes. ● **Assessment criteria and standards** have been developed, but they are **not clear**. ● The Instructional Coach/Specialist's approach to using **formative assessment** includes only **some** instructional outcomes.	● Assessment procedures are **aligned** with instructional outcomes. ● **Assessment criteria and standards are clear.** ● The Instructional Coach/Specialist has a well-developed strategy for using formative assessment and has designed particular approaches to be used. ● Assessment methodologies may have been **adapted for groups of students**.	In addition to the characteristics of "Effective": ● All the **instructional outcomes may be assessed** by the proposed assessment plan. ● The assessments contain **evidence of student contribution** to its development. ● The approach to using **formative assessment is well designed** and includes student as well as educator use of the assessment information. ● Assessment **methodologies have been adapted for individual students**.

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 6: Modeling Instruction

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

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 6: Modeling Instruction

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

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 6: Modeling Instruction

DOMAIN 6	Below Standard	Developing	Effective	Distinguished
6c. ENGAGING STUDENTS IN LEARNING Elements: ● activities ● assignments ● grouping of students ● instructional materials and resources ● structure and pacing	● The learning tasks/activities, materials, and resources are **poorly aligned** with the instructional outcomes. ● The learning tasks/activities require only **rote responses,** with only **one approach** possible. ● The **grouping or lack of grouping** of students does **not enhance or may inhibit** student learning. ● 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. ● Most students appear to be **passive or merely compliant.** ● The **grouping** of students **somewhat enhances** student learning. ● 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. ● Most students are **actively engaged** with important and challenging content, and The Instructional Coach/Specialist **scaffolds learning** to support that engagement. ● The **grouping** of students **enhances** student learning leading to a deeper understanding of important content. ● 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.	In addition to the characteristics of "Effective": ● **Virtually all students are intellectually engaged** in challenging content, through **well designed learning tasks** and activities that require complex thinking by students. ● The Instructional Coach/Specialist provides **suitable scaffolding and challenges students** to explain their thinking. ● 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. ● 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.

INSTRUCTIONAL COACH/SPECIALIST RUBRIC
DOMAIN 6: Modeling Instruction

DOMAIN 6	Below Standard	Developing	Effective	Distinguished
6d. USING ASSESSMENT IN INSTRUCTION Elements: ● assessment criteria ● monitoring of student learning ● feedback to students ● student self-assessment and monitoring of progress	● Students are **unaware of the assessment criteria.** ● There is **little or no assessment or monitoring** of student learning. ● **Feedback** is **absent** or **of poor quality**. ● Students **do not engage in self-assessment.**	● Students appear to be only **partially aware** of the assessment criteria used to evaluate their work. ● **Questions, prompts, and/or assessments** are **rarely used** to diagnose evidence of learning and to monitor student progress. ● Educator feedback to students is **general**. ● Few students **assess their own work**.	● Students seem to be **aware** of the assessment criteria and the Instructional Coach/Specialist monitors student learning. ● Questions prompts, and/or assessments are **regularly** used to diagnose evidence of learning and to monitor student progress. ● The Instructional Coach/Specialist **feedback** to groups of students is **accurate and specific.** ● **Some students** engage in **self-assessment.**	In addition to the characteristics of "Effective": ● 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.** ● Questions, prompts, and/or other assessments are fully integrated into instruction, **used extensively** to diagnose evidence of learning **by individual students**. ● A **variety of feedback**, **from both the Instructional Coach/Specialist and peers**, is accurate, specific, and advances learning.
6e. DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS Elements: ● lesson adjustment ● response to students ● persistence	● The Instructional Coach/Specialist **ignores** student questions. ● When students have difficulty learning, the Instructional Coach/Specialist **blames** them or their home environment for their lack of success. ● The Instructional Coach/Specialist **makes no attempt to adjust** the lesson even when students don't understand the content.	● The Instructional Coach/Specialist **accommodates** some of the students' questions and interests. ● The Instructional Coach/Specialist accepts **responsibility** for the success of all students but has only a limited repertoire of strategies to use. ● **Adjustment of the lesson** in response to assessment is **minimal or ineffective.**	● The Instructional Coach/Specialist **successfully accommodates** students' questions and interests. ● Drawing on a broad repertoire of strategies, the Instructional Coach/Specialist persists **in seeking approaches** for students who have difficulty learning. ● The Instructional Coach/Specialist makes a **minor adjustment to the lesson** and does so smoothly, when needed.	In addition to the characteristics of "Effective": ● The Instructional Coach/Specialist **seizes an opportunity to enhance learning**, building on a spontaneous event or students' interests. ● The Instructional Coach/Specialist **successfully adjusts and differentiates instruction** to address individual student misunderstandings. ● Using an **extensive repertoire of instructional strategies** and soliciting additional resources from the school or community, The Instructional Coach/Specialist **persists in seeking effective approaches** for students who need help.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 1: Planning and Preparation

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1a: Demonstrating Knowledge of Library Media Curriculum/ Program Guide and Process Elements: ● Knowledge of curriculum ● Knowledge of information, media, and digital literacy ● Knowledge of the research process	● Library media specialist is not familiar with the curriculum and does not understand the connections among the resources, literacies, and the research process.	● Library media specialist is familiar with the curriculum but cannot articulate connections among resources, literacies, and the research process.	● Library media specialist displays knowledge of the curriculum, resources, literacies, and the research process, and is able to develop connections among them.	● Library media specialist displays extensive knowledge of the curriculum, resources, literacies, and the research process, and is able to develop meaningful connections among them.
1b: Demonstrating Knowledge of Students Elements: ● Knowledge of child and/or adolescent development ● Knowledge of the learning process ● Knowledge of students' skills, and prior knowledge ● Knowledge of students' interests and cultural heritage ● Knowledge of students' special needs	● Library media specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. ● Library media specialist does not understand the need for this information in planning for instruction, promoting reading, and developing the collection.	● Library media specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. ● Library media specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	● Library media specialist demonstrates knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. ● Library media specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	● Library media specialist demonstrates extensive knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. ● Library media specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 1: Planning and Preparation

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1c: Supporting Instructional Goals Elements: ● Instructional resources and technology ● Instructional services	● Library media specialist does not display an understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instructional services to support these goals.	● Library media specialist displays some understanding of the instructional goals for some disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	● Library media specialist displays understanding of the instructional goals for many of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	● Library media specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.
1d: Designing Coherent Instruction Elements: ● Setting instructional Outcomes ● Value, sequence, and alignment to goals and standards ● Clarity ● Balance ● Suitability for diverse learners ● Designing student assessments	● There are no learning outcomes and/or assessments represented. ● Learning activities and materials are poorly aligned with the instructional outcomes. ● The lesson or unit has no recognizable structure and learning activities do not follow an organized progression. ● Learning activities are not designed to engage students in active intellectual activity. ● Learning activities have unrealistic time allocations. ● Instructional groups are not suitable to the activities and offer no variety.	● Learning outcomes and/or assessments are vague. ● Some learning activities and materials are aligned with the instructional outcomes. ● The lesson or unit has a recognizable structure; however, the progression of activities is uneven. ● Learning activities and materials represent moderate cognitive challenge but are not differentiated. ● Some learning activities have reasonable time allocations. ● Instructional groups partially support the activities with some variety.	● Learning outcomes are clear, represented in the form of student learning ● Assessment criteria and standards are clear. ● Most learning activities and materials are aligned with the instructional outcomes. ● The structure of the lesson or unit follows an organized progression. ● Learning activities represent significant cognitive challenge with some differentiation. ● Learning activities have reasonable time allocations. ● There is varied use of instructional groups.	● Learning outcomes are clear, represented in the form of student learning. ● Assessment criteria and standards represent high expectations and levels of rigor. ● Learning activities and materials are clearly aligned with the instructional goals. ● The structure of the lesson or unit follows a well-organized progression. ● Learning activities represent significant cognitive challenge and are differentiated. ● Learning activities optimize time allocations. ● There is skillful use of instructional groups.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 1: Planning and Preparation

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1e: Demonstrating Knowledge and Use of Resources Elements: ● Instructional materials and resources for classroom use and for students ● Search strategies	● Library media specialist has little awareness of the resources within the school's library collection. ● Library media specialist does not seek resources outside the library.	● Library media specialist has some awareness of the resources within the school's library collection. ● Library media specialist is aware of some resources throughout the district and the community.	● Library media specialist has knowledge of the resources within the school's library collection. ● Library media specialist seeks other resources throughout the district and the community.	● Library media specialist has an extensive knowledge of the resources within the school's library collection and has advanced skills for accessing these resources. ● Library media specialist actively seeks other resources throughout the district, the community, and beyond.
1f: Demonstrating a Knowledge of Literature and Lifelong Learning Elements: ● Children's and young adult literature ● Reading promotion	● Library media specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	● Library media specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	● Library media specialist has knowledge of current and classic literature of many genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	● Library media specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.
1g: Collaborating in the Design of Instructional Experiences Elements: ● Collaborative skills ● Instructional materials and resources ● Research process ● Information, media, digital and technology literacy	● Library media specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.	● Library media specialist collaborates with teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	● Library media specialist collaborates with teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	● Library media specialist collaborates with teachers in many disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 2: The Library Environment

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2A: **Creating an Environment of Respect and Rapport** Elements: ● Interpersonal relations ● Student interactions ● Staff interactions	● Interactions between and among library media specialists, students and staff are sometimes negative, demeaning, or sarcastic. ● Students in general exhibit disrespect for the library media specialist and/or each other.	● Interactions between and among library media specialists, students and staff are generally polite and respectful but may reflect inconsistencies. ● Respect toward the library media specialist and/or each other is not always evident.	● Interactions between and among library media specialists, students and staff demonstrate genuine caring and respect. ● Most students and staff exhibit a mutual respect for the library media specialist.	● Interactions between and among library media specialists, students and staff demonstrate genuine caring and respect; characterized by praise and positive reinforcement. ● Students and staff exhibit a high regard for the library media specialist.
2b: **Establishing a Culture for Learning** Elements: ● Ethos ● Expectations for learning ● Investigation and love of literature	● Library media specialist maintains a controlled and stifling environment not conducive to learning. ● Library media specialist does not convey a sense that the work of seeking information and reading literature is worth the time and energy required.	● Library media specialist maintains an environment that is attractive with expectations that students use the library appropriately. ● Library media specialist inconsistently or inadequately conveys a sense that the work of seeking information and reading literature is worth the time and energy required.	● Library media specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged. ● Library media specialist conveys a sense that the work of seeking information and reading literature is worth the time and energy required.	● Library media specialist maintains an environment that is inviting, flexible and attractive with expectations that students are cognitively stimulated, on task and value the library. ● Library media specialist conveys a sense that the work of seeking information and reading literature is worth the time and energy required. Students appear to have internalized these values.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 2: The Library Environment

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2c: Managing Library Procedures Elements: ● Circulation procedures ● Scheduling procedures ● Independent use and/or self-directed use	● Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and/or the expertise of the library media specialist	● Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and/or the expertise of the library media specialist.	● Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and/or the expertise of the library media specialist.	● Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for optimal access to the resources, equipment, the facility, and/or the expertise of the library media specialist with students assuming increasing responsibility for their operation.
2d: Managing student behavior Elements: ● Expectations ● Monitoring of student behavior ● Response to misbehavior	● Library media specialist has not established clear standards of conduct, does not monitor student behavior, and/or responds inappropriately to student misbehavior	● Library media specialist has established standards of conduct, monitors student behavior, but inconsistently responds to student misbehavior.	● Library media specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	● Library media specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 2: The Library Environment

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2e: Organizing physical space Elements: • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility	• The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions. • Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that interfere with other functions. • Signage is confusing or inadequate.	• The library is organized for safety and ease of traffic flow is adequate. • Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. • Signage is inconsistent.	• The library is organized for safety, ease of traffic flow, and learning. • Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. • Some signage is provided to support self-directed use. • Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	• The library is very effectively organized for safety, ease of traffic flow, and optimal learning. • Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. • Significant signage is provided to support self-directed use. • Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 3: Instruction

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3a: Communicating Clearly and Accurately <u>Elements:</u> ● Directions and procedures ● Use of different methods ● Use of technology	● The instructional purpose of the lesson is unclear to students and/or the directions and procedures are confusing. ● Library media specialist's explanation of the content contains major errors and offers no opportunity for student participation. ● Library media specialist's spoken or written language contains errors of grammar or syntax. ● Library media specialist's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused ● Use of technology is ineffective.	● Library media specialist attempts to explain the instructional purpose with limited success. ● Library media specialist's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow and/or lack effective scaffolding. ● Library media specialist's spoken language is correct; however, academic vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. ● Library media specialist rarely takes opportunities to use or explain academic vocabulary. ● The use of technology is inconsistent and not always effective.	● The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. ● Library media specialist's explanation of content is clear and accurate, well scaffolded, and connects with students' knowledge and experience. ● Library media specialist's spoken and written language is clear and correct. ● Library media specialist's use of academic vocabulary is precise and serves to extend student understanding. ● Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	● Library media specialist links the instructional purpose of the lesson to curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. ● Library media specialist'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. ● Library media specialist's spoken and written language is expressive, and the library media specialist finds opportunities to extend students' vocabularies to the larger curriculum. ● Students contribute to the correct use of academic vocabulary and help to extend learning of their classmates. ● Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 3: Instruction

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3b: Using Questioning and Research Techniques Elements: ● Quality of questions ● Research techniques ● Student inquiry	● Library media specialist does not use questions effectively and usually tells the students what to do or leaves them on their own.	● Library media specialist asks questions that guide students and help them think about the literature under discussion and/or their research task.	● Library media specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically about the literature under discussion and/or their research task.	● Library media specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically about the literature under discussion and/or their research task. ● Students are able to extend their own learning to pose further questions about the literature and/or to refine their research techniques and strategies.
3c: Engaging Students in Learning Elements: ● Instructional materials and resources ● Expectations for students	● Library media specialist does not engage students: ● Library media specialist is not able to recommend or guide students to appropriate resources. ● Expectations for students are low.	● Library media specialist sometimes engages students: ● Library media specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge, backgrounds, experiences and interests. ● Expectations for students are inconsistently present and, in general, there is inconsistent response by the students.	● Library media specialist usually engages students: ● Library media specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge, life experiences and interests. ● High expectations are usually present and in general, students respond to the expectations.	● Library media specialist engages students: ● Library media specialist consistently recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge, life experiences and interests. ● Most students respond to the high expectations of the teacher and the library media specialist.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 3: Instruction

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3d: Assessment in Instruction (whole class, one-on-one and small group) Elements: ● Assessment criteria ● Monitoring of student learning ● Quality feedback ● Student self-assessment and monitoring of progress	● In collaborative units and/or individual lessons designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. ● Library media specialist does not monitor student learning. ● Library media specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. ● Students do not engage in self-assessment or monitoring of progress.	● In collaborative units and/or individual lessons designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. ● Library media specialist monitors a class of students as a whole but elicits no diagnostic information. ● Library media specialist provides some feedback to students when working with them on a one-to-one basis or with small groups. ● Students occasionally assess the quality of their own work.	● In collaborative units and/or individual lessons designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. ● Library media specialist monitors groups of students but makes limited use of diagnostics. ● Library media specialist is usually able to provide constructive feedback when working with individuals and small groups. ● Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	● In collaborative units and/or individual lessons designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. ● Library media specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. ● Library media specialist provides timely, accurate, substantive, constructive and specific feedback when working with individuals and groups. ● Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 3: Instruction

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3e: Demonstrating Flexibility and Responsiveness Elements: ● Teaching strategies ● Lesson adjustments ● Response to students ● Persistence	● Library media specialist ignores student questions and interests. ● When students have difficulty learning, the library media specialist blames them or their home environment for their lack of success. ● Library media specialist makes no attempt to adjust the lesson even when students don't understand the content.	● Library media specialist accommodates some of the students' questions and interests. ● Library media specialist accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. ● Adjustment of the lesson in response to assessment is minimal or ineffective.	● Library media specialist successfully accommodates students' questions and interests. ● Drawing on a broad repertoire of strategies, the library media specialist persists in seeking approaches for students who have difficulty learning. ● Library media specialist makes a minor adjustment to the lesson, when needed, and does so smoothly.	● Library media specialist seizes an opportunity to enhance learning, building on a spontaneous event or students' interests. ● Library media specialist successfully adjusts and differentiates instruction to address individual student misunderstandings. ● Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. ● Library media specialist persists in seeking effective approaches for students who need help.

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 4: Professional Responsibility

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4a: Reflecting on Practice Elements: ● Reflection ● Vision ● Change	● Library media specialist rarely reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	● Library media specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	● Library media specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. ● Library media specialist sometimes considers changes necessary to ensure that future needs are met for a growing, dynamic program.	● Library media specialist systematically reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. ● Library media specialist regularly considers changes necessary to ensure that future needs are met for a growing, dynamic program.
4b: Maintaining Accurate Records Elements: ● Catalog ● Circulation ● Statistics ● Inventory	● Library media specialist does not maintain accurate or current records.	● Library media specialist maintains records, such as a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	● Library media specialist maintains accurate, fairly current, and accessible records such as a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	● Library media specialist maintains accurate, current, and easily accessible records such as a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.
4c: Communicating with Staff and Community Elements: ● Information about the library program ● Advocacy	● Library media specialist does not communicate with the staff and community about the library program.	● Library media specialist inconsistently communicates with the staff and community to keep them informed and to promote the library program.	● Library media specialist consistently communicates with the staff and community to keep them informed and to promote the library program.	● Library media specialist systematically communicates with the staff and community to keep them informed about the library program, new resources and services. ● Library media specialist examines feedback and input from the staff and/or community to improve

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 4: Professional Responsibility

				instruction, program and services.

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4d: Participating in a Professional Community <u>Elements:</u> ● Service to the school ● Participation in school and district projects ● Involvement in a culture of professional inquiry ● Relationship with colleagues	● Library media specialists' relationships with colleagues are frequently negative or self-serving. ● Library media specialist avoids or refuses to be involved in school events or school and district projects.	● Library media specialist usually maintains a positive collaborative relationship with colleagues. ● Library media specialist participates in school events or school and district projects when specifically requested.	● Support and cooperation generally characterize relationships with colleagues. ● Library media specialist contributes to the school and to the district by voluntarily participating in school events or school and district projects.	● Support and cooperation characterize relationships with colleagues. ● Library media specialist makes substantial contributions to the school and to the district by voluntarily participating in school events or school and district projects, and/or assuming a leadership role.
4e: Growing and Developing Professionally <u>Elements:</u> ● Enhancement of professional knowledge ● Receptivity to feedback from colleagues ● Service to the profession ● Professional ethics	● Library media specialist makes no attempt to go beyond what is required for maintaining certification. ● Library media specialist resists feedback on performance from either supervisors or more experienced colleagues. ● Library media specialist makes no effort to share knowledge with others or to assume professional responsibilities. ● Library media specialist does not adhere to the professional ethics of librarianship.	● Library media specialist participates in professional activities when convenient. ● Library media specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. ● Library media specialist contributes to the profession to a limited extent. ● Library media specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the	● Library media specialist seeks out opportunities for professional development to enhance professional practice. ● Library media specialist welcomes feedback from colleagues, supervisors, or when opportunities arise through professional collaboration. ● Library media specialist contributes actively to the profession. ● Library media specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of	● Library media specialist seeks out professional development through opportunities such as professional reading, memberships, conferences, and action research. ● Library media specialist seeks out feedback from both supervisors and colleagues. ● Library media specialist assumes a leadership role in important activities within the profession. ● Through teaching and practice the library media specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding

		Library Bill of Rights and the *American Library Association's Code of Ethics.*	the *Library Bill of Rights* and the *American Library Association's Code of Ethics*.	and defending the principles of the *Library Bill of Rights* and the *American Library Association's Code of Ethics.*

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4f: Collection Development and Maintenance Elements: ● Assessment ● Selection ● Weeding ● Budgeting	● Library media specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment. ● Library media specialist develops a budget proposal that does not adequately address the needs of the library program. ● Library media specialist is unfamiliar with departmental and/or district guidelines for managing the budget.	● Library media specialist inconsistently assesses the collection, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. ● Library media specialist develops budget proposals necessary to maintain the library program. ● Library media specialist follows department and/or district policies for managing the budget and maintains records.	● Library media specialist regularly assesses the collection, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. ● Library media specialist develops budget proposals necessary for a comprehensive library program. ● Library media specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	● Soliciting input from members of the staff, the students and the school community the library media specialist systematically assesses the collection, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. ● Library media specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs. ● Using data effectively, the library media specialist develops budget proposals necessary for a progressive and comprehensive library program. ● Library media specialist follows department and/or district guidelines for managing the budget and

LIBRARY MEDIA SPECIALISTS RUBRIC
DOMAIN 4: Professional Responsibility

				maintains accurate records.

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4g: Managing Personnel Elements: ● Motivating leadership ● Delegating responsibility ● Training ● Supervision ● Evaluation	● Library media specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	● Library media specialist provides training and supervision and uses district tools to evaluate support staff.	● Library media specialist effectively delegates responsibility and provides training and the necessary supervision and support. ● Library media specialist objectively evaluates support staff using district evaluation tools	● Library media specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. ● Library media specialist effectively delegates responsibility and provides training and the necessary supervision and support. ● Library media specialist uses district evaluation tools and objectively evaluates support staff.

School Counselor rubric
DOMAIN 1: PLANNING AND PREPARATION

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1a: **Demonstrating knowledge of counseling theory and techniques**	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: **Demonstrating knowledge of child and adolescent development**	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: **Establishing goals for the counseling program appropriate to the setting and the students served**	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: **Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district**	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: **Planning the counseling program, integrated with the regular school program**	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: **Developing a plan to evaluate the counseling program**	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

School Counselor Rubric
Domain 2: The Environment

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2a: **Creating an environment of respect and rapport**	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: **Establishing a culture for productive communication**	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: **Managing routines and procedures**	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d: **Establishing standards of conduct and contributing to the culture for student behavior throughout the school**	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: **Organizing physical space**	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

School Counselor rubric
DOMAIN 3: DELIVERY OF SERVICE

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3a: **Assessing student needs**	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: **Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs**	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: **Using counseling techniques in individual and classroom programs**	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d: **Brokering resources to meet needs**	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: **Demonstrating flexibility and responsiveness**	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

School Counselor Rubric
Domain 4: Professional Responsibilities

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4a: **Reflecting on practice**	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: **Maintaining records and submitting them in a timely fashion**	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: **Communicating with families**	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: **Participating in a professional community**	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in - interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues,	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate

School Counselor Rubric
Domain 4: Professional Responsibilities

			students, and the public; advocates for students when needed.	for students, taking a leadership role with colleagues.

School Psychologist Rubric
Domain 1: Planning and Preparation

DOMAIN 1	BELOW STANDARD	DEVELOPING	EFFECTIVE	DISTINGUISHED
1a: **Demonstrating knowledge and skill in using psychological instruments to evaluate students**	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: **Demonstrating knowledge of child and adolescent development and psychopathology**	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates Developing knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: **Establishing goals for the psychology program appropriate to the setting and the students served**	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: **Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district**	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: **Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention**	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: **Developing a plan to evaluate the psychology program**	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

School Psychologists Rubric
Domain 2: The Environment

DOMAIN 2	BELOW STANDARD	DEVELOPING	EFFECTIVE	DISTINGUISHED
2a: **Establishing rapport with students**	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: **Establishing a culture for positive mental health throughout the school**	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: **Establishing and maintaining clear procedures for referrals**	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: **Establishing standards of conduct in the testing center**	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: **Organizing physical space for testing of students and storage of materials**	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

School Psychologist Rubric
Domain 3: Delivery of Service

DOMAIN 3	BELOW STANDARD	DEVELOPING	EFFECTIVE	DISTINGUISHED
3a: **Responding to referrals; consulting with teachers and administrators**	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: **Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines**	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c: **Preparing for the PPT**	Psychologist declines to develop IEP according to specific / relevant roles and services.	Psychologist prepares IEP(s) according to specific / relevant roles and services when directed to do so.	Psychologist assumes leadership for preparing detailed draft IEP(s) and evaluation results (when applicable) according to specific / relevant roles and services.	Psychologist assumes leadership and confers with team to develop relevant draft IEP(s) prior to PPT; including having draft evaluation report(s) prepared for review with team, and reviewing evaluation results (when applicable) with parents prior to PPT.
3d: **Planning interventions to maximize students' likelihood of success**	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: **Maintaining contact with physicians and community mental health service providers**	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

School Psychologist Rubric
Domain 3: Delivery of Service

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

SCHOOL PSYCHOLOGISTS RUBRIC
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

DOMAIN 4	BELOW STANDARD	DEVELOPING	EFFECTIVE	DISTINGUISHED
4a: **Reflecting on practice**	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: **Communicating with families**	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: **Maintaining accurate records**	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: **Participating in a professional community**	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role

			needed.	with colleagues.

SOCIAL WORKERS RUBRIC
DOMAIN 1: Planning and Preparation

Domain 1	BELOW STANDARD	DEVELOPING	EFFECTIVE	DISTINGUISHED
1a: **Demonstrating knowledge and skill in social work; holding the relevant certificate or license**	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: **Establishing goals for the social work program appropriate to the setting and the students served**	Specialist has no clear goals for the social work program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the social work program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the social work program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the social work program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers as needed
1c: **Demonstrating knowledge of resources, both within and beyond the school and district**	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1d: **Planning the therapy program, integrated with the regular school program, to meet the needs of individual students**	Social work program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1e: **Developing a plan to evaluate the social work program**	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the social work program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

SOCIAL WORKERS RUBRIC
DOMAIN 2: ENVIRONMENT

Domain 2	BELOW STANDARD	DEVELOPING	EFFECTIVE	DISTINGUISHED
2a: **Establishing rapport with students**	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the counseling setting.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: **Organizing time effectively**	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: **Establishing standards of conduct in the counseling setting**	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the counseling setting. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the counseling setting. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the counseling setting. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2d: **Organizing physical space for counseling**	The counseling setting is disorganized and poorly suited to working with students. Materials are usually available.	The counseling setting is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The counseling setting is well organized; materials are available when needed.	The counseling setting is highly organized and is inviting to students. Materials are convenient when needed.

SOCIAL WORKERS RUBRIC
DOMAIN 3: DELIVERY OF SERVICE

Domain 3	BELOW STANDARD	DEVELOPING	EFFECTIVE	DISTINGUISHED
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Implementing appropriate tiered-level interventions to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

SOCIAL WORKERS RUBRIC
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Domain 4	BELOW STANDARD	DEVELOPING	EFFECTIVE	DISTINGUISHED
4a: **Reflecting on practice**	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the social work program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: **Collaborating with teachers and administrators**	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: **Maintaining an effective data-management system**	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: **Engaging in professional development**	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4e: **Showing professionalism, including integrity, advocacy, and maintaining**	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues,	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate

SCHOOL PSYCHOLOGISTS RUBRIC
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

confidentiality	confidentiality.	students, and does not violate norms of confidentiality.	students, and the public and advocates for students when needed.	for students, taking a leadership role with colleagues.

SPEECH AND LANGUAGE PATHOLOGIST RUBRIC
DOMAIN 1: Planning and Preparation
Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1a. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge Elements: • Service delivery is aligned with coherent progression • Service delivery is aligned with present level of knowledge and skills • Works across all ability levels and provides services for a range of disorders, as appropriate	• Planning service delivery content that lacks alignment with performances or developmental expectations or standards • Use of student data is insufficient to identify prior knowledge to plan service delivery or lacks differentiation to meet student(s)' needs • Planning service delivery that is often at an inappropriate level of challenge for student(s)	• Planning service delivery that is aligned with student need, but sometimes lack coherent sequencing or connections to developmental expectations or standards • Using some assessment data to develop a general understanding of student's level of knowledge and skill to guide planning • Planning intervention that is at an appropriate level of challenge and depth based on student(s)' prior developmental expectation or standards	• Planning service delivery that has a coherent progression and alignment with student's developmental expectations or standards, connecting and integrating performance and participation • Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning • Planning service delivery that is at an appropriate level of challenge, depth, and relevant to student(s)' developmental expectations or standard	*In addition to the characteristics of "Effective":* • Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance • Implement activities that promote progress on each student's' specific IEP goals/objectives
1b. Planning assessment and intervention strategies to actively engage students Elements: • Prevention/intervention strategies, tasks and questions • Resources, augmentative and/or alternative communication systems and groupings	• Selecting and designing strategies, tasks and questions that focus on low cognitive demand or recall of information • Providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking • Selecting or designing resources, technology and groupings that insufficiently support the needs of students. • Selecting or designing resources, augmentative and/or alternative communication systems, and groupings that insufficiently support access to an attainment of learning outcomes.	• Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills • Provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge • Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes • Resources, augmentative and/or alternative communication systems, and groupings are used at times to enable access and attainment of student outcomes.	• Selecting and designing instructional strategies, tasks and questions that build to higher order knowledge and skills; leading to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge • Selecting or designing resources, technology and groupings to consistently support access to, and attainment of, learning outcomes and their application within and beyond the classroom • Resources, augmentative and/or alternative communication systems, and groupings are used to enable access and attainment of student outcomes.	*In addition to the characteristics of "Effective:* • Selecting and designing resources that extend learning opportunities beyond the classroom or school and provides for opportunities for interdisciplinary, or real world connections • After consulting with colleagues, appropriate augmentative and/or alternative communication systems, resources, and grouping are implemented to enable best access and attainment of student outcomes.

SPEECH AND LANGUAGE PATHOLOGIST RUBRIC
DOMAIN 1: Planning and Preparation

DOMAIN 1	Below Standard	Developing	Effective	Distinguished
1c. Selecting appropriate assessment and intervention strategies to monitor ongoing student(s) progress <u>Elements:</u> ● Formative assessment strategies aligned to developmental expectations or standards to monitor student progress	● Selecting or designing assessment strategies that insufficiently measure progress towards or attainment of learning outcomes.	● Selecting or designing assessment strategies that at times do not measure progress towards or attainment of the learning outcomes.	● Selecting or designing assessments strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes.	● Selecting and designing performance assessments that enable student(s) to generalize learning to various activities.

SPEECH AND LANGUAGE PATHOLOGIST RUBRIC
DOMAIN 2: Environment, Student Engagement and Commitment to Learning
Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2a. Promoting a positive climate that is responsive, respectful and equitable Elements:: • rapport and positive interactions • respectful of students, staff and families' diversity	• Limited evidence of rapport with student(s), staff and families • Demonstrating some disrespectful interactions with student(s), staff and families or lack of sensitivity to diversity of student(s), staff and families	• Establishing rapport and positive interaction with some, but not all students, staff and families • Demonstrating respectful interaction with student(s), staff and families, but does not reinforce respect for diversity among students, staff and family	• Building positive rapport and trusting, supportive relationship with student(s), staff and families • Interacting with student(s), staff and families respectfully and creating a climate that is sensitive to a cultural, developmental and learning differences	In addition to the characteristics of "Effective": • Involving student(s), staff and families in promoting a respectful learning environment • Acknowledging student(s)', staff and family differences and diversity
2.b. Promoting student engagement and shared responsibility for learning Elements: • student engagement/re-engagement • shared responsibility for positive interactions	• Some students are consistently not engaged and few attempts are made to re-engage them • Creating a learning environment in which student(s) are reluctant to take intellectual risks or interact with staff and other student(s)	• Demonstrating developing strategies to engage and re-engage student(s) • Creating a safe learning environment in which student(s) take some intellectual risks and/or interact positively with each other	• Demonstrating effective strategies to engage and re-engage student(s) • Creating a safe learning environment in which student(s) are willing to interact positively with each other and share responsibility for learning	In addition to the characteristics of "Effective": • Student(s) contribute to a positive learning environment and independently interact with one another • Uses varied behavior management strategies to accommodate individual learning differences

SPEECH AND LANGUAGE PATHOLOGIST RUBRIC
DOMAIN 2: Environment, Student Engagement and Commitment to Learning

DOMAIN 2	Below Standard	Developing	Effective	Distinguished
2c. Promoting appropriate standards of behavior Elements: ● Communicates and reinforces appropriate standards of behavior ● Promotes social competence and responsible behavior	● Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning ● Providing ineffective opportunities for student(s) to develop social skills and responsible behavior	● Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning ● Promoting social competence with some effectiveness in building student's capacity to self-regulate and take responsibility for their actions	● Communicating and reinforcing high standards of behavior for all students ● Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building student(s)' capacity to self-regulate and take responsibility for their actions ● Student(s) respond to SLP uses of strategies to reengage behavior appropriately	In addition to the characteristics of "Effective": ● Student(s) independently use proactive strategies and social skills and take responsibility for their actions ● Student(s) respond to SLP's uses of nonverbal strategies to reengage appropriate behavior ● Students support each other's group situations
2d. Promoting efficient routines and transitions to maximize service delivery Elements: ● service delivery time spent on routines and transitions appropriate to the purpose and the needs of the students	● Loss of significant service delivery due to ineffective management of routines transitions and accessing resources and materials	● Losing some service delivery time by ineffectively managing routines, transitions or accessing resources or materials	● Maximizing service delivery time by managing routines, transitions and organizing resources and materials to meet the needs of students	In addition to the characteristics of "Effective": ● Students independently facilitate and engage in routines and transitions

SPEECH AND LANGUAGE PATHOLOGIST RUBRIC

DOMAIN 3: Support Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3a. Delivery of services Elements: ● Service delivery is aligned with the student's developmental expectations or standards ● Intervention activities are aligned with IEP objectives	● Implementing developmental expectations or standards that are ineffective based on limited clarity or connections to the instructional IEP objectives ● Implementing intervention instructional content that lacks alignment with instructional objective or lacks coherent sequence of skills, or concepts	● Implementing developmental expectations or standards which sometimes lacks clarity or connection with the broader instructional IEP objectives ● Implementing intervention instructional content that is aligned with instructional objective, but lacks a coherent progression of knowledge, skills or concepts ● Implementing intervention aligned with the IEP goals and objective, based on student developmental expectations or standards, but an inappropriate level of challenge and depth for some student(s)	● Providing the developmental expectations or standards clearly within the broader learning context/curriculum and IEP ● Implementing intervention instructional content that has coherent progression aligned with the IEP goals and objective, based on the developmental expectation or standards ● Implementing intervention at some appropriate level of challenge, depth and relevant to student(s) developmental expectation and standards and assists student(s) with accessing or understanding the content ● A schedule showing variation in frequency and location of speech-language support services based on student's individual needs	In addition to the characteristics of "Effective": ● Implementing intervention at an appropriate level of challenge, depth and relevant to the IEP goals and objective, based on the student(s) developmental expectations and standards, and assists student(s) with accessing or understanding the content ● Demonstrating flexibility in scheduling based on student needs, varying amounts, location and frequency of services due to changing individual student, caseload and department needs

SPEECH AND LANGUAGE PATHOLOGIST RUBRIC
DOMAIN 3: Support Delivery

DOMAIN 3	Below Standard	Developing	Effective	Distinguished
3b. Leading students to construct new learning through use of intervention strategies Elements: ● strategies, tasks, questions, discourse and inquiry ● resources, augmentative and/or alternate communication systems and grouping ● level of challenge ● varying service provider and student roles	● Using resources, technology and groupings insufficiently to support student engagement with the tasks and questions ● Using an inappropriate balance of support and challenge to advance learning ● Varying of student and service provider roles provides some opportunities for students to work together	● Using resources, technology and groupings that support student collaboration and engagement with tasks and questions ● Using a balance of support and challenge to help some students advance their learning ● Varying the student and service provider roles allows for opportunities for students to work together to solve problems	● Using resources, technology and groupings that support student collaboration and engagement with task and questions and maximizes construction or use of learning in multiple ways ● Using a balance of support and challenge to help students advance their learning ● Varying the student and service provider roles allows multiple ways for students to direct their learning, solve problems and build independence	In addition to the characteristics of "Effective": ● Promoting student ownership, self-direction and choice while achieving the lesson purpose ● Promoting opportunities for interdisciplinary, real world, career or global connections
3c Monitoring student learning, providing feedback to students and adjusting service delivery Elements: ● Monitoring student understanding during service delivery ● Feedback to students ● Adjustment of service delivery	● Monitoring is not evident ● Providing feedback that may be limited, frequently does not help students improve skills, lacks specificity or is inaccurate ● Adjusting service delivery that is frequently not based on effective monitoring or data collection of students' improvement of skills	● Monitoring student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete ● Providing feedback that may lack specificity but is accurate and helps some students improve their skills ● Adjusting service delivery during and between lessons that focuses primarily on providing more time on re-teaching of content or process and inconsistent online data collection.	● Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective ● Providing feedback that is accurate, specific and helps students advance their skills ● Adjusting service delivery strategies or assessments during and between lessons that is targeted to group and/or individual needs based on consistent online data collection during sessions	In addition to the characteristics of "Effective": ● Student(s) independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning by reviewing online data. ● Feedback challenges students to extend their learning and thinking

SPEECH AND LANGUAGE PATHOLOGIST RUBRIC
DOMAIN 3: Support Delivery

3d Formative and Summative assessment for learning Elements: ● Formative and summative assessment strategies aligned with developmental expectations and standards ● Connections between assessment results and service delivery	● Using formative and summative assessments that are frequently misaligned between measurement of student(s)' skills and concepts or developmental expectations or standards ● Insufficiently using assessment results aligned to developmental expectations or standards to inform planning and service delivery ● Does not record formative assessments on the student's performance	● Using formative and summative assessment strategies to measure student(s)' skills and concepts or standards ● Beginning to make connections between assessment results to inform planning and service delivery ● Inconsistently records formative assessments on the student's performance to report on summative assessment	● Using a variety of formative and summative assessments and strategies to provide multiple measures of student(s)' skills and concepts or developmental expectations or standards ● Making connections between assessment results to inform future planning and service delivery ● Consistently records formative assessments on the student's performance to report on summative assessment	*In addition to the characteristics of "Effective":* ● Modifying assessments to meet the needs of students and value the diversity of ways in which they learning ● Making connections between assessment results to adjust the activities, feedback, or direction of the session when a student is not understanding or is not able to demonstrate success with the session goal
3e. Comprehensive data analysis, interpretation and communication Elements: ● Comprehensive data to understand student achievement at a particular point in time and over time ● Collaborate, analyze, interpret and communicate data/results	● Insufficiently collecting student intervention or speech and learning data/results to develop an understanding of students' progress ● Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction as appropriate given the student's needs ● Ineffectively communicates evaluation results to families	● Collecting some student intervention speech and learning data/results to develop an understanding of students' progress ● Communicating and collaborating with colleagues to review, analyze and interpret assessment data or observations of student performance to monitor and adjust intervention or speech and language instruction predominantly through organized structures or processes and not as needs arise as appropriate given the student's needs ● Communicates evaluation results to families that may or may not be clear	● Collecting comprehensive student intervention, speech and language data/results to develop an understanding for students' progress ● Communicating and collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data or observation of student performance to monitor and adjust intervention or speech and language instruction as appropriate based on level of student's need ● Effectively communicates evaluation results to families in language that is understood	*In addition to the characteristics of "Effective"* ● Initiating/Monitoring team communication based on collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data or observation of student performance to monitor and adjust intervention or speech and language instruction as appropriate based on level of student's need

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SPEECH AND LANGUAGE PATHOLOGIST RUBRIC
DOMAIN 4: Professional Responsibility and Leadership
Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4a. Engaging in continuous professional growth to impact services and student progress Elements: ● Reflection and self-evaluation to analyze practice and impact on student learning ● Response to feedback ● Learning opportunities to enhance skills and student learning	● Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning ● Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice ● Participating in required professional learning that is limited to attendance at required sessions or opportunities	● Reflecting on and self-evaluating practice and student learning but lacks depth of analysis ● Responding constructively to supervisor or peer feedback and recommendations for professional growth ● Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice	● Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning ● Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration ● Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice	*In addition to the characteristics of "Effective":* ● Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs
4b. Collaborating to develop and sustain a professional learning environment to support student learning Elements: ● Contributing to school improvement processes ● Collaboration with colleagues and administrators	● Participating with colleagues but minimally collaborates or contributes to developing the school improvement initiatives ● Collaborating with colleagues and stakeholders in limited ways or when required to plan and engage in professional learning	● Participating with colleagues at times to contribute to developing the school improvement initiatives ● Collaborating with colleagues and administrators to engage in professional learning that is team-based, job embedded, sustained over time and aligned with CCSS and or appropriate standards	● Participating proactively with colleagues, stakeholders and administrators to develop school or district improvement planning, implementation, analysis and adjustment ● Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate standards	*In addition to the characteristics of "Effective:* ● Leading and facilitating colleagues in efforts to develop school and district improvement efforts ● Facilitating or coaching others in professional learning to improve practice and provide constructive feedback

SPEECH AND LANGUAGE PATHOLOGIST RUBRIC

DOMAIN 4: Professional Responsibility and Leadership

DOMAIN 4	Below Standard	Developing	Effective	Distinguished
4c. Communicating and collaborating with colleagues, administration, and families to develop and sustain a positive school climate and support student learning Elements: ● Collaborating with colleagues, administration, and families to sustain positive school climate ● Communicating with families ● Culturally respectful communication with families and students	● Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families or interactions demonstrate bias and/or negativity ● Communicating with families about student progress is primarily through required reports and conferences ● Communicating with student(s) and families sometimes lacks respect for cultural differences	● Collaborating with colleagues and administration to engage student(s) and families in efforts to develop and sustain a positive school climate ● Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships ● Communication with student(s) and families in a generally culturally respectful manner	● Collaborating with colleagues and administration proactively to engage student(s) and families to develop and sustain a positive school climate ● Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationship with families to promote student success ● Communicating with students and families in a consistently culturally respectful manner	*In addition to the characteristics of "Effective":* ● Leading efforts within and outside the school to improve and strengthen the school climate ● Developing unique strategies or digital and technological resources to communicate frequently with families and students ● Seeking input from families and communities to support student growth and development
4d. Conducting oneself as a professional Elements: ● Code of professional ethics and responsibility ● Standards of practice for discipline ● Consistent with certification and licensure requirements	● Service Provider actions are **not consistent** with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.	● Service Provider actions **are inconsistent** with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.	● Service Provider actions **are mostly consistent** with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.	● Service Provider actions **are always consistent** with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.