

PROFESSIONAL GROWTH AND EVALUATION

SWEET HOME SCHOOL DISTRICT



Special Thanks

This handbook was developed in the winter of 2018 by an Evaluation Committee and serves as the framework for supporting teachers in the evaluation process. Thank you to the following professionals who participated in this process:

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Section I INTRODUCTION



The purpose of the *Professional Growth and Evaluation process* is to provide a structure for licensed staff to self-reflect on their professional practices and for administrators and licensed staff to engage in conversations to improve teaching practices. The licensed evaluation process stands on the premise that all professionals are committed to improving their performance no matter how skillful they are. This handbook was created jointly between Certified Staff and Administration.

The Sweet Home School District's evaluation process is in alignment with Oregon's Model Core Teaching Standards. These standards outline what licensed staff should know and be able to do to ensure every student is ready for college, careers and engaged citizenship in today's world. The standards were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) and represent the collaborative work of practicing teachers, teacher educators, school leaders, state agency officials, and CCSSO, including Oregon stakeholders.

Teacher evaluation and support systems in all Oregon school districts must include the following five elements described in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*:

(1)

Standards of
Professional
Practice

Standards of Professional Practice. The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers, and engaged citizenship in today's world.

(2)

Differentiated
Performance
Levels

Differentiated (4) Performance Levels. Districts select a rubric to evaluate teacher and administrator performance on the standards of professional practice measured on four performance levels. Each level is defined as follows: Level 1=does not meet standards; Level 2 = progress toward meeting standards; Level 3=meets standards; Level 4=exceeds standards.

(3)

Multiple
Measures

Multiple Measures. Multiple sources of data are used to measure teacher and administrator performance on the Standards of Professional Practice, including evidence from: professional practice, professional responsibilities, and student learning and growth.

(4)
Evaluation
And
Professional
Growth

Evaluation and Professional Growth Cycle. Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment, and summative evaluation.

(5)
Aligned
Professional
Learning


Aligned Professional Learning. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

While Districts have local flexibility in the design and implementation of a professional growth and evaluation system, the practices must align to the above elements. Local systems must meet or exceed the state criteria for evaluation and support systems. The Sweet Home Evaluation Committee recognizes that the Danielson Framework for Teaching meets these criteria. Additionally, the standards of the Danielson Framework meet a range of professional growth needs for licensed staff. This evaluation process recognizes that licensed staff is at a variety of levels in their professional development.

The Sweet Home Professional Growth and Evaluation process also features standards frameworks based on the Danielson Framework and specifically designed for licensed specialist positions like school counselors, and instructional/therapeutic specialists (Since music, physical education, and art specialists are classroom based, the Framework for Teaching fits for their work).

The Sweet Home School District believes educator evaluation systems are intended to support continuous professional learning and growth using standards of professional practice and meaningful measures of teacher effectiveness. The goal is continuous improvement to increase the quality of instruction in each classroom.

This handbook is a living document outlining procedures and processes for continued professional growth for all teachers. Details of the complete performance evaluation processes and cycle for educators are included.



Section II

FRAMEWORK FOR TEACHING

The Framework for Teaching: Standards for Professional Practice

Charlotte Danielson's 2013 Teaching Framework identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The Danielson 2013 Framework provides possible examples for each level of performance. The examples are not intended to describe all the possible ways in which a certain level of performance might be demonstrated in the classroom.

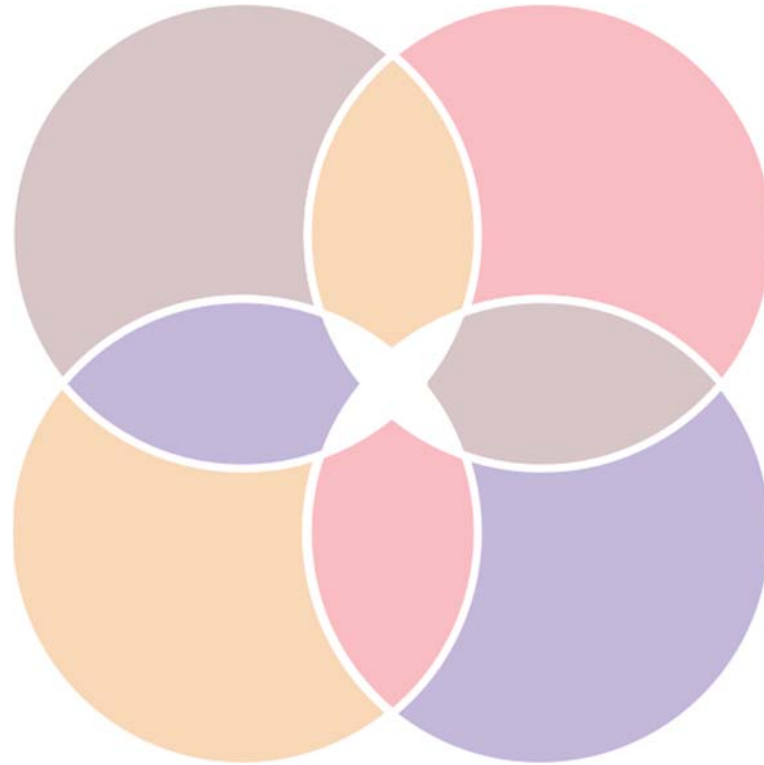
The Framework for teaching identifies twenty-two standards organized into four domains: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. The rubric breaks down each standard and provides a description of what each standard looks like at the unsatisfactory, basic, proficient and distinguished levels.

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none">• Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students <ul style="list-style-type: none">• Child development • Learning process • Special needs• Student skills, knowledge, and proficiency• Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes <ul style="list-style-type: none">• Value, sequence, and alignment • Clarity • Balance• Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources <ul style="list-style-type: none">• For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction <ul style="list-style-type: none">• Learning activities • Instructional materials and resources• Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments <ul style="list-style-type: none">• Congruence with outcomes • Criteria and standards• Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none">• Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning <ul style="list-style-type: none">• Importance of content • Expectations for learning and behavior• Student pride in work</p> <p>2c Managing Classroom Procedures <ul style="list-style-type: none">• Instructional groups • Transitions• Materials and supplies • Non-instructional duties• Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior <ul style="list-style-type: none">• Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space <ul style="list-style-type: none">• Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching <ul style="list-style-type: none">• Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records <ul style="list-style-type: none">• Student completion of assignments• Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families <ul style="list-style-type: none">• About instructional program • About individual students• Engagement of families in instructional program</p> <p>4d Participating in a Professional Community <ul style="list-style-type: none">• Relationships with colleagues • Participation in school projects• Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally <ul style="list-style-type: none">• Enhancement of content knowledge and pedagogical skill• Service to the profession</p> <p>4f Showing Professionalism <ul style="list-style-type: none">• Integrity/ethical conduct • Service to students • Advocacy• Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students <ul style="list-style-type: none">• Expectations for learning • Directions and procedures• Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques <ul style="list-style-type: none">• Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning <ul style="list-style-type: none">• Activities and assignments • Student groups• Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction <ul style="list-style-type: none">• Assessment criteria • Monitoring of student learning• Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none">• Lesson adjustment • Response to students • Persistence</p>

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RUBRICS FROM THE FRAMEWORK FOR TEACHING



CHARLOTTE DANIELSON

Domain 1: Planning and Preparation

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	<ul style="list-style-type: none"> • Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies and some are not suitable to the content 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline, and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • Teacher cites intra- and inter-disciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, but does not apply this knowledge in order to plan differentiated instruction.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students in order to plan differentiated instruction.	Teacher actively seeks knowledge of student's levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students in order to plan for differentiation.
Critical Attributes	<ul style="list-style-type: none"> • Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • Teacher cites developmental theory, but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." • The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class.

1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes sometimes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Some of the outcomes are suitable for the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class, differentiated where necessary. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one’s own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher’s knowledge of resources for classroom use, for expanding one’s own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	<ul style="list-style-type: none"> • The teacher only uses district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand his/her own skill. • Although aware of some student needs, the teacher does not inquire about possible resources. 	<ul style="list-style-type: none"> • The teacher uses materials in the school library, but does not search beyond the school for resources. • The teacher participates in content- area workshops offered by the school, but does not pursue other professional development. • The teacher locates 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • Teacher facilitates Internet resources. • Resources are multi-disciplinary. • Teacher expands knowledge with professional learning groups and organizations. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Texts are matched to student skill level. • The teacher has ongoing relationship with colleges and universities that support student learning. • The teacher maintains log of resources for student reference.

		<i>materials and resources for students that are available through the school, but does not pursue any other avenues.</i>	<ul style="list-style-type: none"> • <i>Teacher pursues options offered by universities.</i> • <i>Teacher provides lists of resources outside the class for students to draw on</i> 	<ul style="list-style-type: none"> • <i>The teacher pursues apprenticeships to increase discipline knowledge.</i> • <i>The teacher facilitates student contact with resources outside the classroom.</i>
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups often do not support the instructional outcomes and offer limited variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; progression of activities is uneven.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes	<ul style="list-style-type: none"> • <i>Learning activities are boring and/or not well aligned to the instructional goals.</i> • <i>Materials are not engaging or do not meet instructional outcomes.</i> • <i>Instructional groups do not support learning.</i> • <i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are moderately challenging.</i> • <i>Learning resources are suitable, but there is limited variety.</i> • <i>Instructional groups are random or only partially support objectives.</i> • <i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are matched to instructional outcomes.</i> • <i>Activities provide opportunity for higher-level thinking.</i> • <i>Teacher provides a variety of appropriately challenging materials and resources.</i> • <i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i> • <i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i> 	<i>In addition to the characteristics of "proficient,"</i> <ul style="list-style-type: none"> • <i>Activities permit student choice.</i> • <i>Learning experiences connect to other disciplines.</i> • <i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i> • <i>Lesson plans differentiate for individual student needs.</i>
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes. There is limited evidence that the teacher plans to incorporate formative assessment in the lesson or unit, or to use assessment results in designing future instructions.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and

		results to plan for future instruction for the class as a whole.	be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans. 	<ul style="list-style-type: none"> Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.

Domain 2: The Classroom Environment

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Teacher inconsistently attempts to respond to disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Teacher consistently redirects inappropriate behavior in a positive way.	Patterns of classroom interactions, both between the teacher and students and among students are highly respectful reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class.
Critical Attributes	<ul style="list-style-type: none"> Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' 	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make 	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct towards classmates. There is no disrespectful behavior

	<i>interests or personalities.</i>	<i>connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i>	<i>with individual students</i>	<i>among students.</i> • <i>The teacher's response to a student's incorrect response respects the student's dignity</i>
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for few students	The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; most students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher 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.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</i> • <i>The teacher conveys to at least some students that the work is too challenging for them.</i> • <i>Students exhibit little or no pride in their work.</i> • <i>Class time is devoted more to socializing than to learning</i> 	<ul style="list-style-type: none"> • <i>Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."</i> • <i>The teacher conveys high expectations for only some students.</i> • <i>Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.</i> • <i>Many students indicate that they are looking for an "easy path."</i> 	<ul style="list-style-type: none"> • <i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i> • <i>The teacher demonstrates a high regard for student abilities.</i> • <i>Teacher conveys an expectation of high levels of student effort.</i> • <i>Students expend good effort to complete work of high quality.</i> 	In addition to the characteristics of "Proficient," <ul style="list-style-type: none"> • <i>The teacher communicates a genuine passion for the subject.</i> • <i>Students indicate that they are not satisfied unless they have complete understanding.</i> • <i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</i> • <i>Students recognize the efforts of their classmates.</i> • <i>Students take initiative in improving the quality of their work.</i>
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher 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 only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. There is some evidence that students follow established routines with regular guidance and prompting.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical	• <i>Students not working with the teacher are disruptive to the</i>	• <i>Small groups are only partially engaged while</i>	• <i>The students are productively engaged</i>	In addition to the characteristics of "proficient,"

Attributes	<p>class.</p> <ul style="list-style-type: none"> • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic. 	<p>not working directly with the teacher.</p> <ul style="list-style-type: none"> • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly. 	<p>during small group work.</p> <ul style="list-style-type: none"> • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. <ul style="list-style-type: none"> • Classroom routines function smoothly. 	<ul style="list-style-type: none"> • Students take the initiative with their classmates to ensure that their time is used productively. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.
2d: Managing Student Behavior	There appears to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Clearly defined positive expectations appear to have been taught but reinforcement is inconsistent. Consequences are delivered inconsistently for both positive and negative behaviors. The teacher is generally aware of student behavior but may miss the misbehavior of some.	Student behavior is generally appropriate. The teacher monitors student behavior against clearly defined positive expectations. Opportunities to reinforce skills both positive and negative are perceived and taught with immediacy. Consequences are delivered consistently for both positive and negative behavior.	Students and teacher demonstrate skills associated with positive expectations resulting in an enriched learning environment. Teacher maintains a low tolerance with high expectations for appropriate behaviors. Empathy is shown to individual students. Students take an active role in monitoring their own behavior and that of others.
Critical Attributes	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior. • Some students violate classroom rules, without apparent teacher awareness. • When the teacher notices student misbehavior, s/he appears helpless to do anything about it. 	<ul style="list-style-type: none"> • Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Student behavior is entirely appropriate; no evidence of student misbehavior. • The teacher monitors student behavior without speaking – just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
2e: Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is generally safe, and accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher 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; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or the board. • Available technology is not being 	<ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning, but does not 	<ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs.

	<i>used, even if available and its use would enhance the lesson.</i>	<i>enhance it.</i> <ul style="list-style-type: none"> <i>The teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> <i>The teacher makes appropriate use of available technology.</i> 	<ul style="list-style-type: none"> <i>There is total alignment between the goals of the lesson and the physical environment.</i> <i>Students take the initiative to adjust the physical environment.</i> <i>Teachers and students make extensive and imaginative use of available technology</i>
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Domain 3: Instruction

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating With Students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with limited invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	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. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher'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. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	<ul style="list-style-type: none"> <i>At no time during the lesson does the teacher convey to the students what they will be learning.</i> <i>Students indicate through their questions that they are confused as to the learning task.</i> <i>The teacher makes a serious content error that will affect students' understanding of the lesson.</i> <i>Students indicate through body language or questions that they don't understand the content being</i> 	<ul style="list-style-type: none"> <i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i> <i>Teacher must clarify the learning task so students can complete it.</i> <i>The teacher makes no serious content errors, although may make a minor error.</i> <i>The teacher's explanation of the content consists of a monologue</i> 	<ul style="list-style-type: none"> <i>The teacher states clearly, at some point during the lesson, what the students will be learning.</i> <i>If appropriate, the teacher models the process to be followed in the task.</i> <i>Students engage with the learning task, indicating that they understand what they are to do.</i> 	<i>In addition to the characteristics of "proficient,"</i> <ul style="list-style-type: none"> <i>The teacher points out possible areas for misunderstanding.</i> <i>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</i> <i>All students seem to understand the presentation.</i> <i>The teacher invites students to explain the content to the class, or to classmates.</i> <i>Teacher uses rich language, offering</i>

	<p><i>presented.</i></p> <ul style="list-style-type: none"> • <i>Teacher's communications include errors of vocabulary or usage.</i> • <i>Vocabulary is inappropriate to the age or culture of the students.</i> 	<p><i>or is purely procedural with minimal participation by students.</i></p> <ul style="list-style-type: none"> • <i>Vocabulary and usage are correct but unimaginative.</i> • <i>Vocabulary is too advanced or juvenile for the students.</i> 	<ul style="list-style-type: none"> • <i>The teacher makes no content errors.</i> • <i>Teacher's explanation of content is clear, and invites student participation and thinking.</i> • <i>Vocabulary and usage are correct and completely suited to the lesson.</i> • <i>Vocabulary is appropriate to the students' ages and levels of development.</i> 	<p><i>brief vocabulary lessons where appropriate.</i></p>
3b: Using Questioning / Prompts and Discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and student is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions are generally close-ended or low level, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the classroom.
Critical Attributes	<ul style="list-style-type: none"> • <i>Questions are rapid-fire, and convergent, with a single correct answer.</i> • <i>Questions do not invite student thinking.</i> • <i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i> • <i>Few students dominate the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i> • <i>The teacher invites students to respond directly to one another's ideas, but few students respond.</i> • <i>Teacher calls on many students, but only a small number actually participate in the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</i> • <i>The teacher makes effective use of wait time.</i> • <i>The teacher builds on uses student responses to questions effectively.</i> • <i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i> • <i>The teacher calls on most students, even those who don't initially volunteer.</i> • <i>Many students actively engage in the discussion.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Students initiate higher-order questions.</i> • <i>Students extend the discussion, enriching it.</i> • <i>Students invite comments from their classmates during a discussion.</i>
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in	Virtually all students are intellectually engaged in challenging content, through well- designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional

	responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provided students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher- order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are inconsistently used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self- assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence

				of learning by individual students.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer- assessment. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer- assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • The teacher's adjustments to the lesson are designed to assist individual students.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions. When students experience difficulty, the teacher blames the students or their home environment.	Teacher may attempt to modify the lesson when needed and to respond to student questions and interests, Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	<ul style="list-style-type: none"> • Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions. • Teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning, it is their fault. 	<ul style="list-style-type: none"> • Teacher's efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. 	<ul style="list-style-type: none"> • Teacher successfully makes a minor modification to the lesson. • Teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Teacher successfully executes a major lesson readjustment when needed. • Teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has

	<ul style="list-style-type: none"> • In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<ul style="list-style-type: none"> • In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. 	<p>approaches undertaken to reach students having difficulty.</p>	<p>a broad range of approaches to use.</p> <ul style="list-style-type: none"> • In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.
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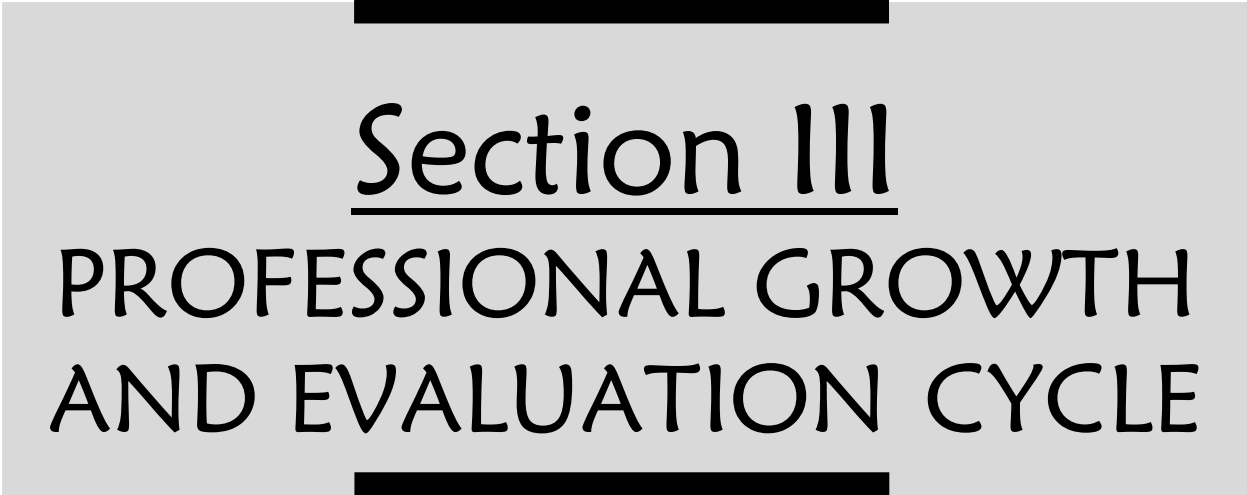

Domain 4: Professional Responsibilities

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a limited understanding of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher has difficulty making suggestions that would improve student learning.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable.
Critical Attributes	<ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. • Teacher's suggestions for improvement draw on an extensive repertoire.
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> • Absence of a system for either instructional or non-instructional records. • Record-keeping systems that are in disarray so as to provide incorrect or confusing information. 	<ul style="list-style-type: none"> • The teacher has a process for recording student work completion. However, it may be out- of-date or does not permit students to access the information. • The teacher's process for tracking student progress is 	<ul style="list-style-type: none"> • The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own

		<p><i>cumbersome to use.</i></p> <ul style="list-style-type: none"> • <i>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</i> 	<p><i>and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</i></p> <ul style="list-style-type: none"> • <i>The teacher's process for recording non-instructional information is both efficient and effective.</i> 	<p><i>progress in learning.</i></p> <ul style="list-style-type: none"> • <i>Students contribute to maintaining non-instructional records for the class.</i>
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students. Response to family concerns is sometimes untimely or not culturally sensitive.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes attempts to engage families in the instructional program. Information to families is conveyed in a culturally sensitive manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> • <i>Little or no information regarding instructional program available to parents.</i> • <i>Families are unaware of their children's progress.</i> • <i>Lack of family engagement activities.</i> • <i>Culturally inappropriate communication.</i> 	<ul style="list-style-type: none"> • <i>School or district-created materials about the instructional program are sent home.</i> • <i>Infrequent or incomplete information sent home by teachers about the instructional program.</i> • <i>Teacher maintains school-required grade book but does little else to inform families about student progress.</i> • <i>Teacher communications are sometimes inappropriate to families' cultural norms.</i> 	<ul style="list-style-type: none"> • <i>Information about the instructional program is available on a regular basis.</i> • <i>The teacher sends information about student progress home on a regular basis.</i> • <i>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>On a regular basis, students develop materials to inform their families about the instructional program.</i> • <i>Students maintain accurate records about their individual learning progress and frequently share this information with families.</i> • <i>Students contribute to regular and ongoing projects designed to engage families in the learning process.</i>
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher makes limited contributions to the school's professional learning. Teacher participates in school and districts events and projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher's relationship with colleagues is characterized by negativity or combativeness.</i> • <i>The teacher purposefully avoids</i> 	<ul style="list-style-type: none"> • <i>The teacher has pleasant relationship with colleagues.</i> • <i>When invited, the teacher participates in activities related</i> 	<ul style="list-style-type: none"> • <i>The teacher has supportive and collaborative relationships with colleagues.</i> • <i>The teacher regularly</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>The teacher takes a leadership role in</i>


	<p><i>contributing to activities promoting professional inquiry.</i></p> <ul style="list-style-type: none"> • <i>The teacher avoids involvement in school activities and school district and community projects.</i> 	<p><i>to professional inquiry.</i></p> <ul style="list-style-type: none"> • <i>When asked, the teacher participates in school activities, and school district and community projects.</i> 	<p><i>participates in activities related to professional inquiry.</i></p> <ul style="list-style-type: none"> • <i>The teacher frequently volunteers to participate in school events and school district and community projects.</i> 	<p><i>promoting activities related to professional inquiry.</i></p> <ul style="list-style-type: none"> • <i>The teacher regularly contributes to and leads events that positively impact school life.</i> • <i>The teacher regularly contributes to and leads significant school district and community projects.</i>
4e: Growing and Developing Professionally	Teacher does not engage in professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent. Teacher inconsistently accepts feedback on teaching performance from both supervisors and professional colleagues. Teacher contributes in limited ways to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher is not involved in any activity that might enhance knowledge or skill.</i> • <i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i> • <i>The teacher ignores invitations to join professional organizations or attending conferences.</i> 	<ul style="list-style-type: none"> • <i>The teacher participates in professional activities when required or when provided by the school district.</i> • <i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i> • <i>The teacher contributes in a limited fashion to educational professional organizations.</i> 	<ul style="list-style-type: none"> • <i>The teacher seeks regular opportunities for continued professional development.</i> • <i>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</i> • <i>The teacher actively participates in professional organizations designed to contribute to the profession.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>The teacher seeks regular opportunities for continued professional development, including initiating action research.</i> • <i>The teacher actively seeks feedback from supervisors and colleagues.</i> • <i>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</i>
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher sometimes breeches confidentiality. Teacher may be aware of students’ needs but doesn’t always access resources for student or follow through with plans to address the student’s needs. Teacher does not always comply with school and district regulations.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such

				decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher does not notice the needs of students.</i> • <i>The teacher engages in practices that are self-serving.</i> • <i>The teacher willfully rejects school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students, but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally, but on a limited basis.</i> • <i>Teacher inconsistently complies with school and district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students, but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally, but on a limited basis.</i> • <i>Teacher inconsistently complies with school and district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Teacher is highly proactive in serving students.</i> • <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> • <i>Teacher takes a leadership role in team and departmental decision-making.</i> • <i>Teacher takes a leadership role regarding school district regulations.</i>

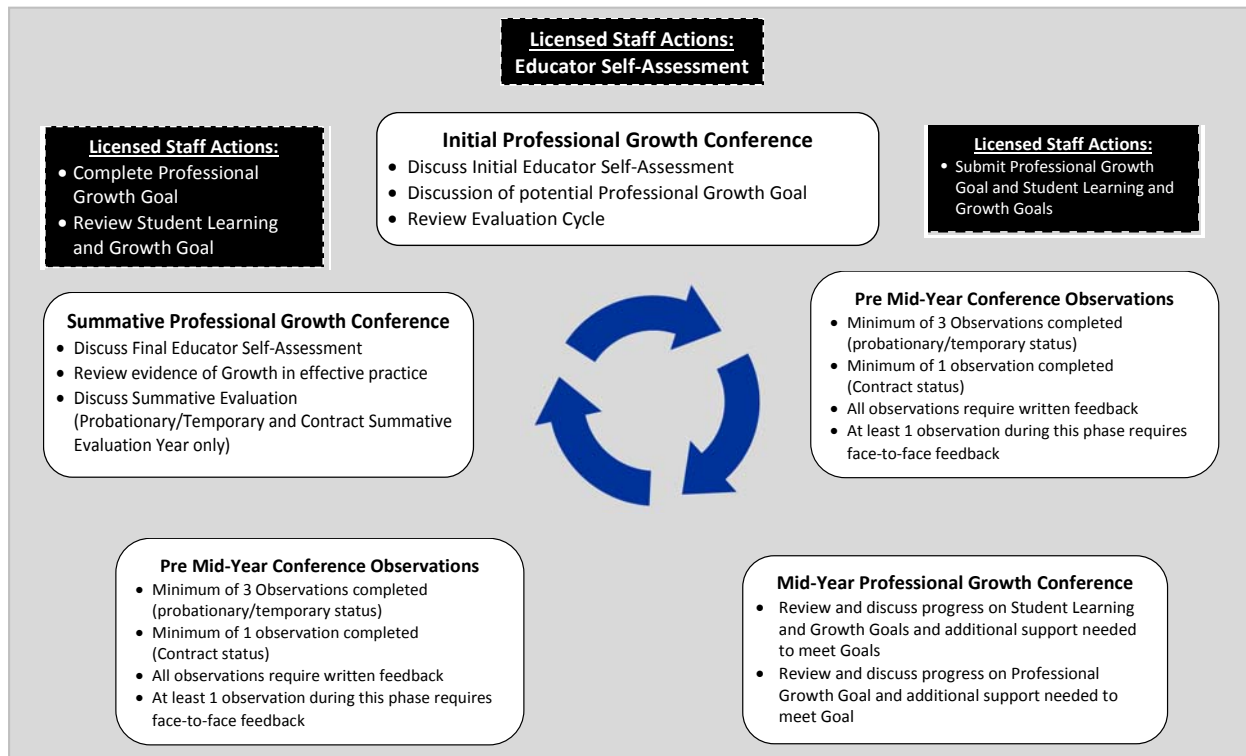


Section III

PROFESSIONAL GROWTH AND EVALUATION CYCLE



Cycle Overview



This professional growth instrument focuses on skills that align with the Interstate Teacher Assessment Support Consortium (InTASC). The evaluation cycle begins with reviewing the evaluation cycle and the educator's self-assessment. This assessment is reviewed during an initial growth conference and guides the licensed educator in the development of their professional growth goal.

The Administrator completes three observations for probationary and temporary teachers prior to a mid-year professional growth conference. All observations require written feedback and at least one observation requires face-to-face feedback. During this same period, the administrator completes at least one observation with all contract teachers prior to a mid-year professional growth conference. This observation requires written and face-to-face feedback. At the mid-year conference, the licensed educator and supervisor review progress toward the teacher performance standards, Student Learning Growth Goals (SLGGs) and the teacher's professional growth goal. The educator and administrator agree upon any additional resources needed to support the educator's goals and proficiency of the teacher performance standards.

Prior to a summative professional growth conference, the supervisor will have completed three more observations with at least one face-to-face feedback conference for probationary and temporary teachers. Contract teachers will receive at least one observation with written and face-to-face feedback. At the summative professional growth conference, the licensed educator and supervisor review evidence of growth toward the teacher performance standards and discuss the summative evaluation (Probationary, Temporary and Summative Year Contract 'A' Teachers). The summative evaluation is electronically recorded with the District's Human Resources Office.

THE CYCLE

A CLOSER LOOK

I. INITIAL ASSESSMENT AND CONFERENCE

Licensed Staff Action:

- Educator Self-Assessment

Initial Professional Growth Conference

- Review Evaluation Cycle
- Discuss educator initial self-assessment
- Discussion of a potential Professional Growth Goal

Licensed Staff Actions:

- Submit Professional Growth Goal and Student Learning and Growth Goals

INITIAL SELF AND ADMINISTRATOR'S ASSESSMENTS

All educators complete a self-assessment using the evaluation rubric most appropriate for their assignment or specialty.

INITIAL PROFESSIONAL GROWTH CONFERENCE AND GOALS

After completion of their self-assessment, the educator meets with their administrator at an initial professional growth conference to review and discuss the self-assessment. During this collaborative discussion, the educator and the administrator discuss the evaluation cycle, teacher strengths, areas for growth, duties specific to specialty areas and a potential professional growth goal.

Educators are required to develop one professional growth goal to work on throughout the year. The ultimate decision of what professional growth goal is created is up to the educator. A discussion of evidence (e.g. lesson plan books, student work samples, data, etc.) that can be used to demonstrate progress on the professional growth goal is also discussed during this conference.

After completion of the initial growth conference both the administrator and the educator electronically sign the completed document. The electronic signature signifies receipt of that document.

PROBATIONARY TEACHERS

First year probationary educators new to the profession may meet with the assigned mentor to complete the self-assessment. They will then meet with their administrator to review and discuss as referenced with the Licensed Educators above.

II. PRE MID-YEAR CONFERENCE OBSERVATIONS

Pre Mid-Year Conference Observations

- Minimum of 3 observations (Probationary/Temporary)
- Minimum of 1 observation (Contract)
- One or more of the following:
 - 10-minute mini observation
 - 30-minute extended observation
- All observations require written feedback
- At least 1 observation during this phase requires face-to-face feedback

Between the initial professional growth conference and the mid-year professional growth conference, the administrator completes at least three (3) observations for all probationary or temporary teachers. Observations range from a minimum of ten (10) minutes in length for a 'mini' observation and a minimum of 30 minutes in length for an 'extended' observation. Observations should occur at least one (1) week apart. During this period of time, the administrator will complete at least one (1) observation, mini or extended, for each contract teacher. Pre-observation meetings are at the discretion of the administrator and/or educator. Observations require that the administrator provide timely written feedback for educator review. At least one (1) observation requires a face-to-face conference to discuss feedback. This face-to-face conference should occur prior to the mid-year professional growth conference. After review of the observation the educator may add comments and then must electronically sign. This electronic signature acknowledges receipt of the observation feedback.

III. MID-YEAR CONFERENCE

Interim Professional Growth Conference

- Review of progress on Professional Growth Goal
- Review of progress on Student Learning and Growth Goals
- Discuss additional support needed to meet goals

At this point in the evaluation cycle, the educator meets with their administrator at a mid-year professional growth conference to review progress on SLGGs and the professional growth goal, discussing additional support that may be needed to meet those goals. After completion of the mid-year professional growth conference both the administrator and the educator electronically sign the completed document. This electronic signature signifies receipt of that document.

IV. POST MID-YEAR CONFERENCE OBSERVATIONS

Post Mid-Year Conference Observations

- Minimum of 3 observations (Probationary/Temporary)
- Minimum of 1 observation (Contract)
- One or more of the following:
 - 10-minute mini observation
 - 30-minute extended observation
- All observations require written feedback
- At least 1 observation during this phase requires face-to-face feedback

Between the mid-year professional growth conference and the summative professional growth conference, the administrator completes at least three (3) observations for all probationary or temporary teachers. Observations range from a minimum of ten (10) minutes in length for a 'mini' observation and a minimum of 30 minutes in length for an 'extended' observation. Observations should occur at least one (1) week apart. During this period of time, the administrator will complete at least one (1) observation, mini or extended, for each Contract teacher. Pre-observation meetings are at the discretion of the administrator and/or educator. All observations require that the administrator provide timely written feedback for educator review. At least one (1) observation requires a face-to-face conference to discuss feedback. This face-to-face conference should occur prior to the summative professional growth conference (Probationary, Temporary and Summative Year Contract). After review of the observation, the educator may add comments and then will electronically sign. This electronic signature acknowledges receipt of the observation feedback.

V. SUMMATIVE PROFESSIONAL GROWTH CONFERENCE

Summative Professional Growth Conference

- Discuss Final Educator Self-Assessment
- Review evidence of growth in effective practice
- Discuss Summative Evaluation
(Probationary/Temporary and Contract Summative Evaluation Year only)


Prior to the summative conference, the administrator can request evidence or the educator can submit evidence gathered by the educator. The administrator will review any evidence submitted by the educator and the evidence gathered by the administrator to complete the assessment rubric. The administrator and the educator will meet to discuss the summative evaluation and progress made for the professional growth goal (Probationary, Temporary and Summative Year Contract). This summative evaluation will be reviewed by the educator and the administrator as part of the initial professional growth conference in the next evaluation cycle.

After completion of the summative professional growth conference, both the administrator and the educator electronically sign the completed document. The electronic signature signifies receipt of that document. The summative evaluation is then recorded with the District's Human Resources Office.

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Section IV TIMELINES

Milestone Calendar


	COMPLETED BY:	<div>Probationary/Temporary</div> MILESTONE AND DETAILS:
<input type="checkbox"/>	October 1	<u>Initial Professional Growth Conference</u> <ul style="list-style-type: none"> Review the evaluation cycle Discuss Initial educator self-assessment Discuss Professional Growth Goal and support needed
<input type="checkbox"/>	October 15	<u>Student Learning and Growth Goals</u> <ul style="list-style-type: none"> Submit Student Learning and Growth Goals to Administrator electronically for approval
<input type="checkbox"/>	December 5	<u>Observations – Pre Mid-Year Conference</u> <ul style="list-style-type: none"> Minimum of 3 Observations completed prior to Mid-year Conference <ul style="list-style-type: none"> -Two mini observations, each a minimum of 10 minutes in length -One extended observation, a minimum of 30 minutes in length All observations require written feedback At least 1 face-to-face Conference to discuss feedback
<input type="checkbox"/>	December 9	<u>Mid-Year Professional Growth Conference</u> <ul style="list-style-type: none"> Review and discuss Student Learning and Growth Goals Review progress toward Professional Growth Goal Discuss additional support needed to meet Student Learning and Growth Goals and Professional Growth Goal
<input type="checkbox"/>	February 15	<u>Observations – Post Mid-Year Conference</u> <ul style="list-style-type: none"> Minimum of 3 Observations completed post Mid-year Conference (for a combined minimum of 6 Observations annually) <ul style="list-style-type: none"> -Two mini observations, each a minimum of 10 minutes in length -One extended observation, a minimum of 30 minutes in length All observations require written feedback At least 1 face-to-face Conference to discuss feedback
<input type="checkbox"/>	February 15	<u>Summative Professional Growth Conference</u> <ul style="list-style-type: none"> Review evidence of growth in effective practice Discuss final educator self-assessment Discuss Summative Evaluation
<input type="checkbox"/>	June 1	<u>Review/Complete Goals</u> <ul style="list-style-type: none"> Review Student Learning and Growth Goals and Professional Growth Goals

Milestone Calendar

Contract A, Summative Evaluation Year

	COMPLETED BY:	MILESTONE AND DETAILS:
<input type="checkbox"/>	October 1	<u>Initial Professional Growth Conference</u> <ul style="list-style-type: none"> • Review the evaluation cycle • Discuss initial educator self-assessment • Discuss Potential Professional Growth Goal and support needed
<input type="checkbox"/>	October 15	<u>Student Learning and Growth Goals</u> <ul style="list-style-type: none"> • Submit Student Learning and Growth Goals to Administrator electronically for approval
<input type="checkbox"/>	February 15	<u>Observations – Pre Mid-Year Conference</u> <ul style="list-style-type: none"> • Minimum of 1 Observation completed -1 mini observation, a minimum of 10 minutes in length <u>OR</u> -1 extended observation, a minimum of 30 minutes in length <ul style="list-style-type: none"> • All observations require written feedback • At least 1 face-to-face Conference to discuss feedback
<input type="checkbox"/>	February 15	<u>Mid-Year Professional Growth Conference</u> <ul style="list-style-type: none"> • Review and discuss Student Learning and Growth Goals • Review progress toward Professional Growth Goal • Discuss additional support needed to meet Student Learning and Growth Goals and Professional Growth Goal
<input type="checkbox"/>	May 15	<u>Observations – Post Mid-Year Conference</u> <ul style="list-style-type: none"> • Minimum of 1 Observation completed (for a combined minimum of 2 Observations annually) -1 mini observation, a minimum of 10 minutes in length <u>OR</u> -1 extended observation, a minimum of 30 minutes in length <ul style="list-style-type: none"> • All observations require written feedback • At least 1 face-to-face Conference to discuss feedback
<input type="checkbox"/>	May 15	<u>Summative Professional Growth Conference</u> <ul style="list-style-type: none"> • Review evidence of growth in effective practice • Discuss final educator self-assessment • Discuss Summative Evaluation
<input type="checkbox"/>	June 1	<u>Review/Complete Goals</u> <ul style="list-style-type: none"> • Review Student Learning and Growth Goals and Professional Growth Goal

Milestone Calendar

Contract B, Non-Summative Evaluation Year		
	COMPLETED BY:	MILESTONE AND DETAILS:
<input type="checkbox"/>	October 1	<u>Initial Professional Growth Conference</u> <ul style="list-style-type: none"> • Review the evaluation cycle • Discuss Initial Educator self-assessment • Discuss Potential Professional Growth Goal and support needed
<input type="checkbox"/>	October 15	<u>Student Learning and Growth Goals</u> <ul style="list-style-type: none"> • Submit Student Learning and Growth Goals to Administrator electronically for approval
<input type="checkbox"/>	February 15	<u>Observations – Pre Mid-Year Conference</u> <ul style="list-style-type: none"> • Minimum of 1 Observation completed -1 mini observation, a minimum of 10 minutes in length <u>OR</u> <ul style="list-style-type: none"> -1 extended observation, a minimum of 30 minutes in length • All observations require written feedback • At least 1 face-to-face Conference to discuss feedback
<input type="checkbox"/>	February 15	<u>Mid-Year Professional Growth Conference</u> <ul style="list-style-type: none"> • Review and discuss Student Learning and Growth Goals • Review progress toward Professional Growth Goal • Discuss additional support needed to meet Student Learning and Growth Goals and Professional Growth Goal
<input type="checkbox"/>	May 15	<u>Observations – Post Mid-Year Conference</u> <ul style="list-style-type: none"> • Minimum of 1 Observations completed (for a combined minimum of 2 Observations annually) -1 mini observation, a minimum of 10 minutes in length <u>OR</u> <ul style="list-style-type: none"> -1 extended observation, a minimum of 30 minutes in length • All observations require written feedback • At least 1 face-to-face Conference to discuss feedback
<input type="checkbox"/>	May 15	<u>Summative Professional Growth Conference</u> <ul style="list-style-type: none"> • Review evidence of growth in effective practice • Discuss final educator self-assessment
<input type="checkbox"/>	June 1	<u>Review/Complete Goals</u> <ul style="list-style-type: none"> • Review Student Learning and Growth Goals and Professional Growth Goal

TIMELINE OVERVIEW

When an Educator is split between two or more sites, the administrator of the school with the highest percentage of the employee's FTE is the primary evaluator. If time is evenly split between sites, the administrators involved will determine the primary evaluator prior to the start of the school year. In some instances, there may be a departmental supervisor that will evaluate a specialist. This will be determined based on job description. The primary evaluator will be determined before the start of school and will not be changed during the evaluation cycle without prior notice. The primary evaluator will coordinate assessments and observations between the schools involved in order to balance evaluation across all areas of the educator's placement. There will only be one set of initial, mid-year and final growth conferences, and these will be coordinated by the primary evaluator.

When an educator is hired after the beginning of the year, they will join the cycle at the closest milestone to their start date. If hired in November, then they would start with the interim growth conference and adjust the number of observations accordingly.

HOW MANY OBSERVATIONS ARE REQUIRED?		
START DATE	CONTRACT DAYS	DOCUMENTATION REQUIRED
Hire date AFTER first week of school, but BEFORE November 30	191-126	Hired in September – 6 observations Hired in October— 5 observations Hired in November – 4 observations
Hire date AFTER November 30, but BEFORE February 15	125-61	4 observations
Hire date AFTER February 15, but BEFORE the last day of school	60 days or less	Hired in February or March – 3 observations Hired in March or April— 2 observations Hired in May or June – 1 observation
ALL LICENSED STAFF, REGARDLESS OF START DATE, REQUIRE SUMMATIVE EVALUATION ON THE RUBRIC		

EXCEPTIONS TO THE STANDARD TIMELINE

If an educator takes a long term leave, they rejoin the evaluation cycle at the point at which the educator returns to work. If the educator is on leave during the first cycle of observations, for example, they will require only the second set of observations as part of the evaluation cycle. They will still need to meet with the supervisor and complete the appropriate self-assessment, SLGGs and a professional growth goal, gathering the agreed upon evidence, with allowances made for the time lost during long term leave.

If an educator is on a program of assistance for improvement or supervisor-directed goals, then the probationary and temporary educator timeline is used.

Temporary educators have different timelines based on their contract and the deadlines for decisions regarding continuation of employment.

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Section V PROFESSIONAL GROWTH AND SUPPORT

Professional Growth Goal

A professional growth goal for educators is a required part of the evaluation process. This goal is to be established in a conference between the educator and the supervisor. The goal should be a natural outgrowth of the educator's summative evaluation or, in the case of first-year probationary educators, a discussion between the educator and supervisor. To assist in establishing a goal, the educator may confer with the department leader, team leader, other educators, their mentor, or other resource personnel. A professional growth goal is written annually.

Professional growth goals are based upon and aligned to the district-adopted licensed staff standards and job descriptions. They need to be specific, measurable, action-oriented, realistic and time-bound. Ordinarily, goals will be established by mutual agreement between the educator and the supervisor. They may also be revised by mutual agreement during the course of the evaluation year. Incomplete or unsatisfactory goals may be referred back to the educator for additional revision prior to adoption.

In cases where concerns or unsatisfactory performance are identified, the supervisor may specify supervisor-directed professional growth goals designed to help the educator correct the deficiency. When supervisor-directed professional growth goals have been identified, it is not necessary for the educator to draft self-directed professional growth goals. The supervisor-directed professional growth goals supersede and replace any self-directed goals which may have been previously identified by the educator.

Probationary employees who need additional support will be placed on supervisor-directed goals and if successful, will be reconsidered for continued employment.

Professional growth goals are essential to an effective evaluation process. A copy of the form on which they are to be written is provided in the appendix of this document.

Program of Assistance for Improvement

If a contract educator is placed on a program of assistance for improvement, a conference will be scheduled between the supervisor, the educator, and if the educator chooses, an Association representative, to discuss the following:

- A description of the deficiency
- A description of the supervisor's expectations
- A program for correcting the deficiency, criteria which will be used to measure the correction, and a timeline
- A listing of the assistance and resources to be provided
- Monitoring procedures
- The date by which the program must be completed

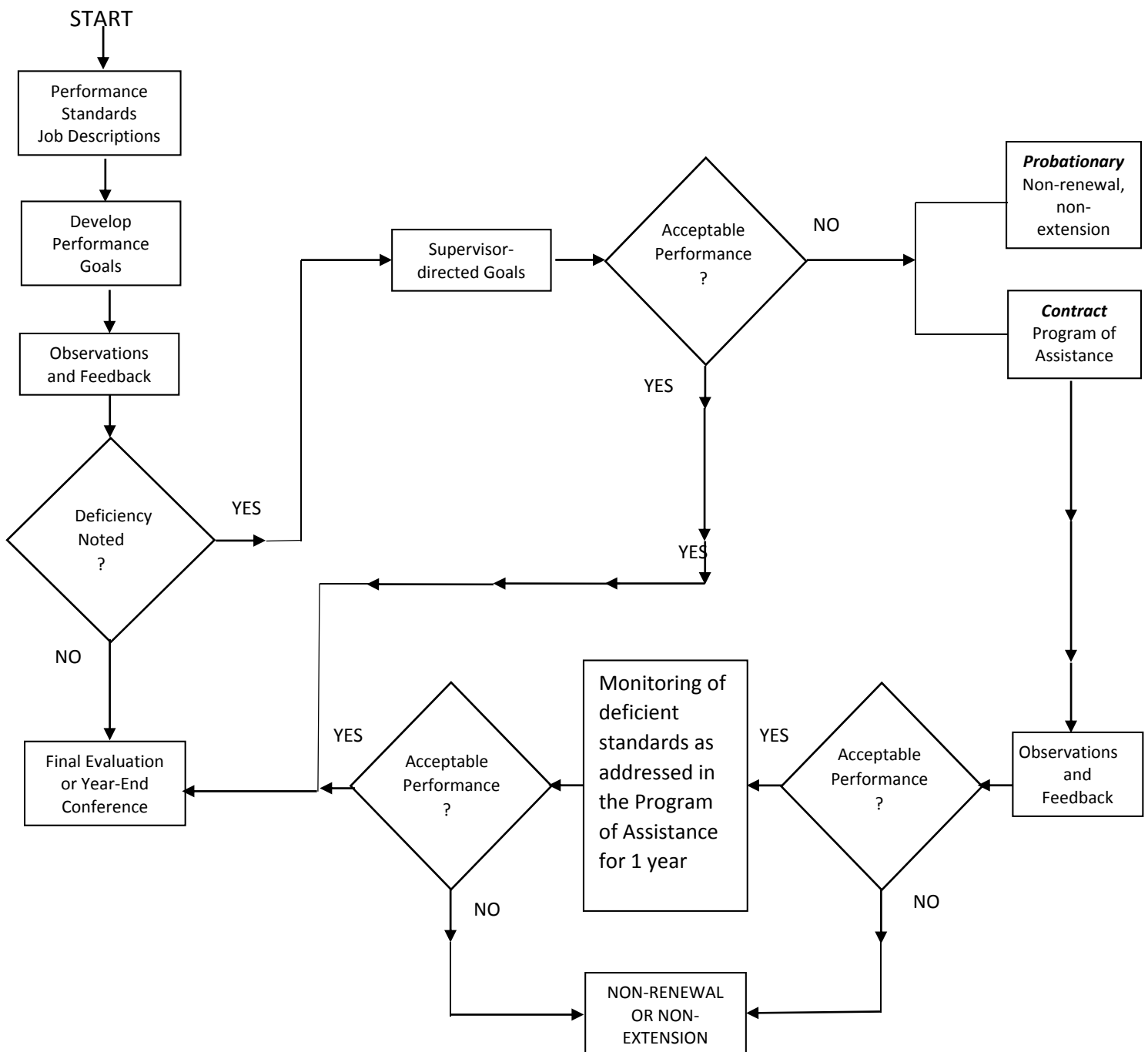
Upon completion of the program of assistance for improvement on the designated form, follow-up observations will occur. Unless the program has been revised and/or the observation schedule altered, the educator will, when the specified time for completion is reached, be notified that one of the following actions will be taken:

- Monitoring of those areas identified as deficient for the period of one year

- Placement on a new or revised program of assistance for improvement to include all the required data
- Recommendation of non-renewal or dismissal of employment

The program of assistance for improvement may be terminated prior to the date noted for any reason(s) deemed appropriate by the District.

The program of assistance for improvement is a formal process of supervision designed to focus on improvement needed because of unsatisfactory performance. A teacher may be recommended to be placed on a program of assistance according to the following:





Section VI

STUDENT LEARNING AND GROWTH GOALS

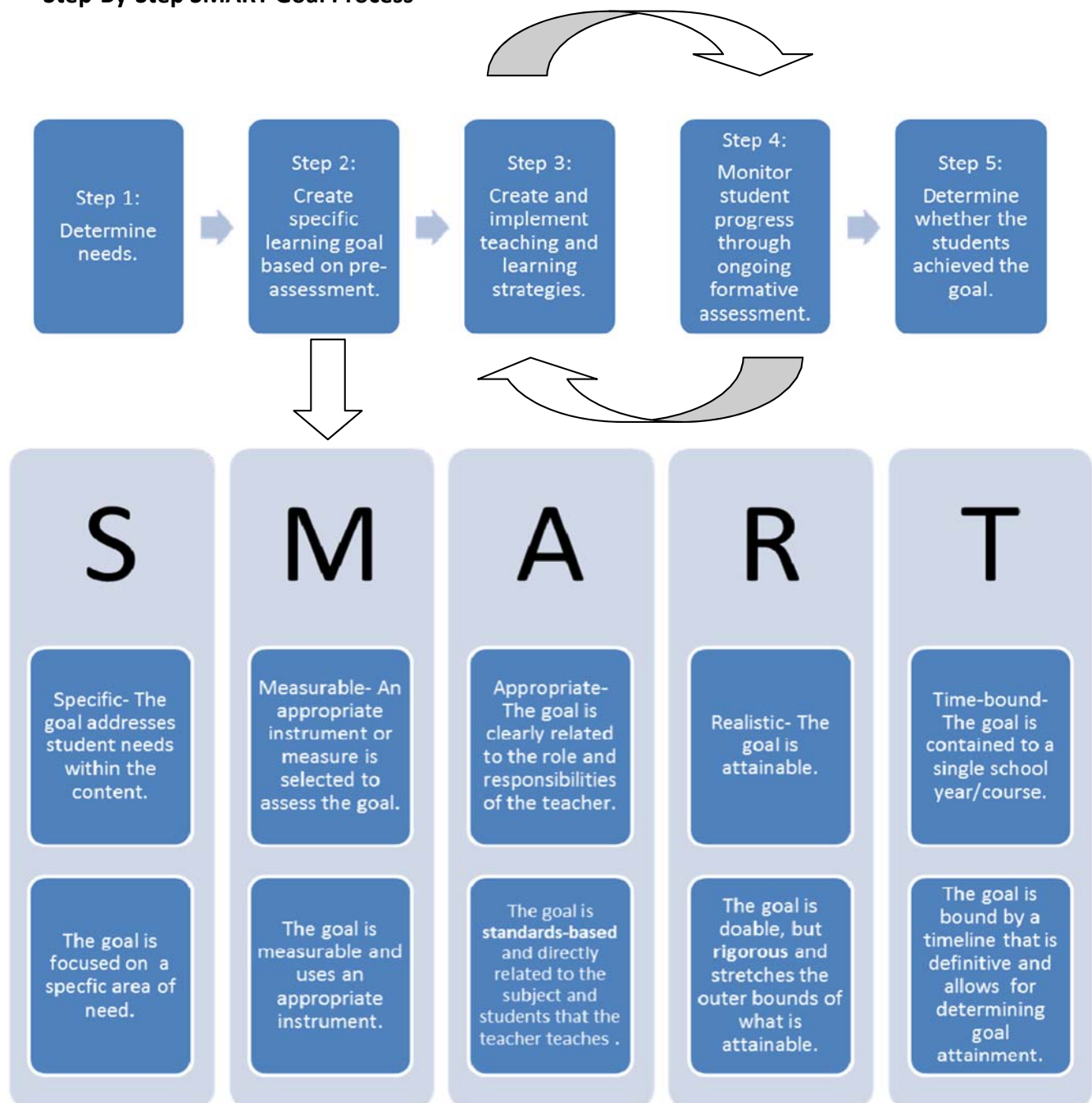


Student Learning and Growth Goals (SLGs)

Goal Setting Process:

Setting SLG goals is a collaborative process in which teachers and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. The following diagram illustrates the process for developing these SMART goals.

Step-By-Step SMART Goal Process



SLG Goal Quality

As a requirement of SB290 and OAR 581-022-1723, student learning and growth must be included as a significant factor of educators' summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all district must use the SLG Quality Review Checklist to ensure goals are complete for scoring.

Before SLD goals are used in teacher and administrator evaluations, this checklist should be used in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-drive decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goal		
Is the SLG goal written as a "growth" goal versus "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goal		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

Once SLG goals are submitted and approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The teacher is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, teachers meet with their evaluator to review results.



Section VII

FORMS



Teacher Self-Assessment and Summative Evaluation Form

TYPE: ☐ Fall Self-Assessment ☐ Spring Self-Assessment ☐ Summative Evaluation

School Year	
Teacher	
Evaluator	
Assignment and School	

U=Unsatisfactory B=Basic P=Proficient D=Distinguished

Planning and Preparation	U*	B	P	D*
1a. Demonstrates knowledge of content and pedagogy				
1b. Demonstrates knowledge of students				
1c. Sets instructional outcomes				
1d. Demonstrates knowledge of resources				
1e. Designs coherent instruction				
1f. Designs student assessments				
Comments:				
Classroom Environment	U*	B	P	D*
2a. Creates an environment of respect and rapport				
2b. Establishes a culture for learning				
2c. Manages classroom procedures				
2d. Manages student behaviors				
2e. Organizes physical space				
Comments:				
Instruction	U*	B	P	D*
3a. Communicates with students				
3b. Uses questioning and discussion techniques				
3c. Engages students in learning				
3d. Uses assessment in instruction				
3e. Demonstrates flexibility and responsiveness				
Comments:				
Professional Responsibilities	U*	B	P	D*
4a. Reflects on Teaching				
4b. Maintains accurate records				
4c. Communicates with families				
4d. Participates in professional learning community				
4e. Growing and developing professionally				
4f. Shows professionalism				
Comments:				

**Explanation Required*

TEACHER SLG GOAL SETTING TEMPLATE

Teacher: _____ Contract Status: _____

School: _____ School Year: _____

Administrator/evaluator: _____ Date: _____

Grade Level: ☐ Elementary ☐ Middle School ☐ High School
 Goal Type: ☐ Individual Goal ☐ Team Goal

SLG GOAL 1		
Goal-Setting Conference	Content Standards/Skills	
	Assessments	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	
	Professional Learning and Support	

SLG GOAL 2		
	Content Standards/Skills	
	Assessments	<input type="checkbox"/> Category 1 <hr/> <input type="checkbox"/> Category 2 <hr/>
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	
	Professional Learning and Support	
<p align="center">Attach copy of student roster and baseline data used to determine growth goal/target.</p> <p>Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____</p>		
{Optional}	Professional Growth Goal(s)	
	Strategies	

	Professional Learning and Support	
--	-----------------------------------	--

Mid-Year Review	Collaborative Mid-Year Goal Review	
	Strategy Modification	
	Teacher Signature:	Date: Administrator/evaluator Signature: Date:

Year-End Goal Conference	End-of-Year Data	
	Reflection on Results	
	Professional Growth Plan Implications	
	Teacher Signature:	Date: Administrator/Evaluator Signature: Date:

MINI OBSERVATION/WALKTHROUGH FORM

This form may be used by administrators to provide feedback during a 10-minute mini-observation or a walkthrough.

Teacher Name/Title: _____

School: _____

Evaluator Name/Title: _____

Date: _____

Name or Period of Observed Class: _____

OBSERVATIONS General narrative of the instruction and learning during the observation.	Aligned Domain and Element <i>(OPTIONAL)</i>

FEEDBACK Evaluator's comments and feedback around instruction and learning.

The Framework for Teaching (Danielson)		
I. Planning and Preparation	II. Classroom Environment	III. Instruction
1a. Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments	2a. Creating an Environment of Respect and Rapport 2b. Establish a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space	3a. Communicating with Students 3b. Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

SWEET HOME SCHOOL DISTRICT NO.55

Pre-Observation Form for Extended Observations

Pre-Conference: Teacher completes the following. If appropriate, the teacher and supervisor meet prior to observation.

Teacher: _____

Probationary: ☐1 ☐2 ☐3 Contract ☐

School: _____

Supervisor: _____

Subject/Grade Level: _____

Date/Time of Observation: _____

Observation # ☐1 ☐2 ☐3 ☐Other

Special Considerations: *(identified by the teacher)*

☐ Special population ☐ Overcrowded ☐ Inadequate technology ☐ Inadequate facilities ☐ Other

1. What are the ***Learning Targets (objectives)*** of the lesson? What topics will be covered in this class and how does this lesson relate to previously taught material? *(What will students know and be able to do as a result of this lesson?)*

2. What student activities will you use to meet the learning targets ***(objectives)***?
(What will they do to help them achieve the goals/objectives of the lesson?)

3. How and when will you know if students have met the learning targets ***(objective(s))***?
(How will you measure their learning?)

4. List any additional information you think I need to know about your lesson or your class.

Extended Observation Form
Sweet Home School District

Educator Name: Click here to enter text. Subject(s): Click here to enter text. Grade Level(s): Click here to enter text.
 Evaluator Name: Click here to enter text. Date: Click here to enter text. Time: Click here to enter text.

Domain 1: Planning and Preparation	Evidence
Component 1a: Demonstrating a Knowledge of Content and Pedagogy <u>Elements of Focus:</u> <input type="checkbox"/> Content knowledge <input type="checkbox"/> Prerequisite relationships <input type="checkbox"/> Content pedagogy	
Component 1b: Demonstrating Knowledge of Students <u>Elements of Focus:</u> <input type="checkbox"/> Child development <input type="checkbox"/> Learning process <input type="checkbox"/> Special needs <input type="checkbox"/> Student skills, knowledge and proficiency <input type="checkbox"/> Interests and cultural heritage	
Component 1c: Setting Instructional Outcomes <u>Elements of Focus:</u> <input type="checkbox"/> Value, sequence, and alignment <input type="checkbox"/> Clarity <input type="checkbox"/> Balance <input type="checkbox"/> Suitability for diverse learners	
Component 1d: Demonstrating Knowledge of Resources <u>Elements of Focus:</u> <input type="checkbox"/> For classroom <input type="checkbox"/> To extend content knowledge <input type="checkbox"/> For students	
Component 1e: Designing Coherent Instruction <u>Elements of Focus:</u> <input type="checkbox"/> Learning activities <input type="checkbox"/> Instructional materials and resources <input type="checkbox"/> Instructional groups <input type="checkbox"/> Lesson and unit structure	
Component 1f: Designing Student Assessments <u>Elements of Focus:</u> <input type="checkbox"/> Congruence with outcomes <input type="checkbox"/> Criteria and standards <input type="checkbox"/> Formative assessments <input type="checkbox"/> Use for planning	
Domain 2: The Classroom Environment	Evidence

<p>Component 2a: <i>Creating an Environment of Respect and Rapport (Standard 6)</i></p> <p><u>Elements of Focus:</u></p> <p>____ Teacher interaction with students</p> <p>____ Student interaction with other students</p>	
<p>Component 2b: <i>Establishing a Culture for Learning (Standard 6)</i></p> <p><u>Elements of Focus:</u></p> <p>____ Importance of content</p> <p>____ Expectations for learning and achievement</p> <p>____ Student pride in work</p>	
<p>Component 2c: <i>Managing Classroom Procedures (Standard 6)</i></p> <p><u>Elements of Focus:</u></p> <p>____ Management of instructional groups</p> <p>____ Management of transitions</p> <p>____ Management of materials and supplies</p> <p>____ Performance of non-instructional duties</p> <p>____ Supervision of volunteers and paraprofessionals</p>	
<p>Component 2d: <i>Managing Student Behavior (Standard 6)</i></p> <p><u>Elements of Focus:</u></p> <p>____ Expectations</p> <p>____ Monitoring of student behavior</p> <p>____ Response to student misbehavior</p>	
<p>Component 2e: <i>Organizing Physical Space (Standard 6)</i></p> <p><u>Elements of Focus:</u></p> <p>____ Safety and accessibility</p> <p>____ Arrangement of furniture and use of physical resources</p>	
Domain 3: Instruction	Evidence
<p>Component 3a: <i>Communicating with Students (Standard 2)</i></p> <p><u>Elements of Focus:</u></p> <p>____ Expectations for learning</p> <p>____ Directions and procedures</p> <p>____ Explanations of content</p> <p>____ Use of oral and written language</p>	
<p>Component 3b: <i>Using Questioning and Discussion Techniques (Standard 6)</i></p> <p><u>Elements of Focus:</u></p> <p>____ Quality of questions</p> <p>____ Discussion techniques</p> <p>____ Student participation</p>	
<p>Component 3c: <i>Engaging Students in Learning (Standard 6)</i></p> <p><u>Elements of Focus:</u></p> <p>____ Activities and assignments</p>	

____ Grouping of students ____ Instructional materials and resources ____ Structure and pacing	
Component 3d: <i>Using Assessment in Instruction (Standard 5)</i> <u>Elements of Focus:</u> ____ Assessment criteria ____ Monitoring of student learning ____ Feedback to students ____ Student self-assessment and monitoring of progress	
Component 3e: <i>Demonstrating Flexibility and Responsiveness (Standard 2)</i> <u>Elements of Focus:</u> ____ Lesson adjustment ____ Response to students ____ Persistence	

Domain 1: Planning and Preparation	<u>Unsatisfactory</u> <input type="checkbox"/>	<u>Basic</u> <input type="checkbox"/>	<u>Proficient</u> <input type="checkbox"/>	<u>Distinguished</u> <input type="checkbox"/>
<u>Components:</u> 1a – Demonstrating Knowledge of Content and Pedagogy 1c – Setting Instructional Outcomes 1e – Designing Coherent Instruction Evidence:	1b – Demonstrating Knowledge of Students 1d – Demonstrating Knowledge of Resources 1f – Designing Student Assessments			

Domain 2: The Classroom Environment	<u>Unsatisfactory</u> <input type="checkbox"/>	<u>Basic</u> <input type="checkbox"/>	<u>Proficient</u> <input checked="" type="checkbox"/>	<u>Distinguished</u> <input type="checkbox"/>
<u>Components:</u> 2a – Creating an Environment of Respect and Rapport 2c – Managing Classroom Procedures 2e – Organizing Physical Space Evidence:	2b – Establishing a Culture for Learning 2d – Managing Student Behavior			

Domain 3: Instruction	<u>Unsatisfactory</u> <input type="checkbox"/>	<u>Basic</u> <input type="checkbox"/>	<u>Proficient</u> <input type="checkbox"/>	<u>Distinguished</u> <input type="checkbox"/>
<u>Components:</u> 3a – Communicating with Students 3c – Engaging Students in Learning	3b – Using Questioning and Discussion Techniques 3d – Using Assessment in Instruction			

3e – Demonstrating Flexibility and Responsiveness

Evidence:

Educator's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

SWEET HOME SCHOOL DISTRICT NO.55

Teacher Reflection of Observation

Teacher: Please submit prior to post-observation conference

Teacher: _____

☐ Temp. ☐ P1 ☐ P2 ☐ P3 ☐ Contract

School: _____

Supervisor: _____

Subject/Grade Level: _____

Date and time of observation: _____

Questions for post-observation discussion:

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (4a)

2. What evidence do you have of student learning? What do those samples reveal about those students' levels of engagement and understanding and learning? (3c)

3. How did your classroom procedures (routines, transitions, student movement and configuration) enhance or detract from the lesson? What, if anything, would you do different? (2c)

4. Did you depart from your plan? If so, how and why? (1c)

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

7. How did your instructional delivery (directions and procedures, explanation of content, modeling, examples) impact students' intellectual engagement?

8. What did you learn from informal assessment during the lesson? How did the results impact your instruction and/or student learning? (3d)

9. What impact did student behavior have on cognitive engagement and learning? (2d)

Supervisor Directed Goals

Original to Teacher
Copy to Supervisor

Copy to Human Resources

Directed Performance Goal Setting Form

Teacher: _____ Probationary: ☐ 1 ☐ 2 ☐ 3 ☐ Contract

School: _____ Supervisor: _____ Date: _____

Time Frame of **Directed Goals**: Start Date: _____ End Date: _____

Goal Plan based on: ☐ Teacher Request ☐ Observation ☐ Evaluation ☐ PTR ☐ SPA/SPR ☐ Other _____

Performance Goal: List area(s) of targeted growth or noted deficiency including number and narrative for each *Domain, Standard and Performance Target*. Provide detailed evidence supporting each target.

EXAMPLE: Domain 3 Instruction
Element Using Assessment in Instruction

Deficiency: Assessments are not used effectively and do not guide instruction.

Evidence:

- Teacher conducts assessments less than one or two times per week
- Results of assessments are not recorded
- Feedback is not provided to students from assessments
- Assessment data is not used to determine how to modify the activity to meet the needs of the student
- Assessment data is not used to plan for subsequent lessons. Lessons predetermined & implemented without collecting & analyzing assessment results.

EXPECTATIONS: Describe what successful completion will look like by identifying proposed evidence of goal success, progress, and completion.

ASSISTANCE TO BE PROVIDED: Identify types of administrative and/or district support, meeting times, potential strategies or activities designed to successfully complete the goals.

TIMELINE: Identify starting/ending dates, date of status report and date of summative evaluation if appropriate.

Teacher Signature

Supervisor Signature

Date

Supervisor Directed Goal

Original to Teacher
Copy to Supervisor

Directed Performance Goal Setting: Status Report Form

Copy to Human Resources

Teacher: _____ Probationary: ☐ 1 ☐ 2 ☐ 3 ☐ Contract

School: _____ Supervisor: _____ Date: _____

Time Frame of **Directed Goals**: Start Date: _____ End Date: _____

Performance Goal: List area(s) of targeted growth or noted deficiency including domain and narrative for each element.

PROGRESS: For each *Performance Goal* describe level of successful completion: (**Met, Substantially Met, Partially Met, Not Met**) and provide specific evidence of goal success, progress or completion or expectations that were not demonstrated.

NEXT STEPS:

Modify & continue **Directed Goals** (attach modify goals & timeline or set meeting to discuss new goals)

Plan for Improvement (set meeting time to discuss Plan or attach **Plan for Improvement** & timeline)

Observations and feedback as needed to monitor maintenance of achieved goals

☐ Other (describe): _____

☐

☐

☐

TIMELINE: Identify new timeline starting/ending dates, date of status report and date of summative evaluation if appropriate.

Teacher Signature

Supervisor Signature

Date

Program of Assistance for Improvement

Original to Teacher

Copy to Supervisor
Copy to Human Resources

Program of Assistance for Improvement

Teacher: _____ Probationary: ☐ 1 ☐ 2 ☐ 3 ☐ Contract

School: _____ Supervisor: _____ Date: _____

Time Frame of **Program of Assistance**: Start Date: _____ End Date: _____

- The **Program of Assistance for Improvement** targets specific *Performance Targets* that were NOT **substantially met** and were not effective in improving performance as detailed in **Supervisor-Directed Goals** that ended on _____
- Prior to signing and implementing of the **Program of Assistance for Improvement**, it will be reviewed by the teacher, building administrator, the association, and district representatives. Input will be considered as germane to the success of the plan in terms of the teacher demonstrating skills/knowledge at the proficient level or above.

Area(s) of Concern: List area(s) of targeted growth or noted deficiency including number and narrative for each *Domain, Standard and Performance Target*. Provide detailed evidence supporting each target.

EXAMPLE: Domain 3 Instruction
Element Using Assessment in Instruction

Deficiency: *Assessments are not used effectively and do not guide instruction.*

Evidence:

- Teacher conducts assessments less than one or two times per week
- Results of assessments are not recorded
- Feedback is not provided to students from assessments
- Assessment data is not used to determine how to modify the activity to meet the needs of the student

Assessment data is not used to plan for subsequent lessons. Lessons predetermined & implemented without collecting & analyzing assessment results.

EXPECTATIONS: Describe what successful completion will look like by identifying proposed evidence of goal success, progress, and completion. Include measureable and observable outcomes. List strategies and activities designed to increase the teacher's effectiveness and to improve their instruction.

ASSISTANCE TO BE PROVIDED:	Identify types of administrative and/or district support, meeting times, potential strategies or activities designed to successfully complete the goals. Additional supports may be added as needed throughout the Plan for Improvement.
TIMELINE:	Identify starting/ending dates, date of status report and date of summative evaluation if appropriate.

_____ Teacher Signature	_____ Supervisor Signature	_____ Date
_____ Association Representative	_____ District Representative	_____

Program of Assistance for Improvement: Status Report Form

Copy to the Association

Teacher: _____ Probationary: ☐ 1 ☐ 2 ☐ 3 ☐ Contract

School: _____ Supervisor: _____ Date: _____

Time Frame of ***Plan for Improvement***: Start Date: _____ End Date: _____

Performance Goal: List area(s) of targeted growth or noted deficiency including number and narrative for each *Domain, Standard and Performance Target*. Beneath each *Performance Target* describe the teacher's PROGRESS.

PROGRESS: For each *Performance Goal* describe level of successful completion: (***Substantially Met, Partially Met, Not Met***) and provide specific evidence of goal success, progress or completion or expectations that were not demonstrated.

NEXT STEPS:

- ☐ Modify & continue ***Program of Assistance*** (attach modify goals & timeline or set meeting to discuss new goals)
- ☐ Observations and feedback as needed to monitor maintenance of achieved goals
- ☐ Recommend non-renewal
- ☐ Other (describe): _____

TIMELINE: Identify new timeline starting/ending dates, date of status report and date of summative evaluation if appropriate.

Teacher Signature

Supervisor Signature

Date



Section VIII

GLOSSARY



Professional Growth and Evaluation Glossary

Basic (B): A rating that indicates a particular teaching performance does not meet the district's expected level of proficiency using the Danielson Framework.–Improvement activities may be needed to help teacher consistently meet standards.

Contract Teacher: Licensed staff member that has been with the district more than three (3) years.

Danielson: Charlotte Danielson is the author of The Framework for Teaching.

Distinguished (D): Indicates staff member's performance exceeds the expectations for a particular item within a content standard using the Danielson Framework.

Domain: One of four categories identified in the Danielson Framework for Teaching used to assess teacher performance: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Evidence: Teacher and/or classroom artifacts, as well as observational data, that demonstrate proficiency in the 4 Danielson domains.

Formal Observation: Evaluation that consists of an optional pre-observation meeting, classroom observation, feedback on the observation based upon the standards, and a post observation conversation about what was observed and what data was collected.

InTASC: Interstate Teacher Assessment and Support Consortium, creators of the Oregon Model Core Teacher Standards

Mini Observation: An observation of ten or more minutes. Visit observations, data, and/or feedback may be documented and/or shared with the observed licensed staff member.

Multiple Measures: The 3 categories of evidence (performance goals) from which licensed staff will be evaluated: Student Learning & Growth, Professional Learning & Growth, and Professional Responsibilities.

Non-Extension: The district's nonrenewal of a Contract teacher's contract for the following school year.

Non-Renewal: The district's nonrenewal of a Probationary teacher's contract for the following school year.

PG&E: Professional Growth and Evaluation

Plan of Assistance for Improvement (POA): A formal written program/document designed by an administrator to assist ineffective teachers in reaching proficiency.

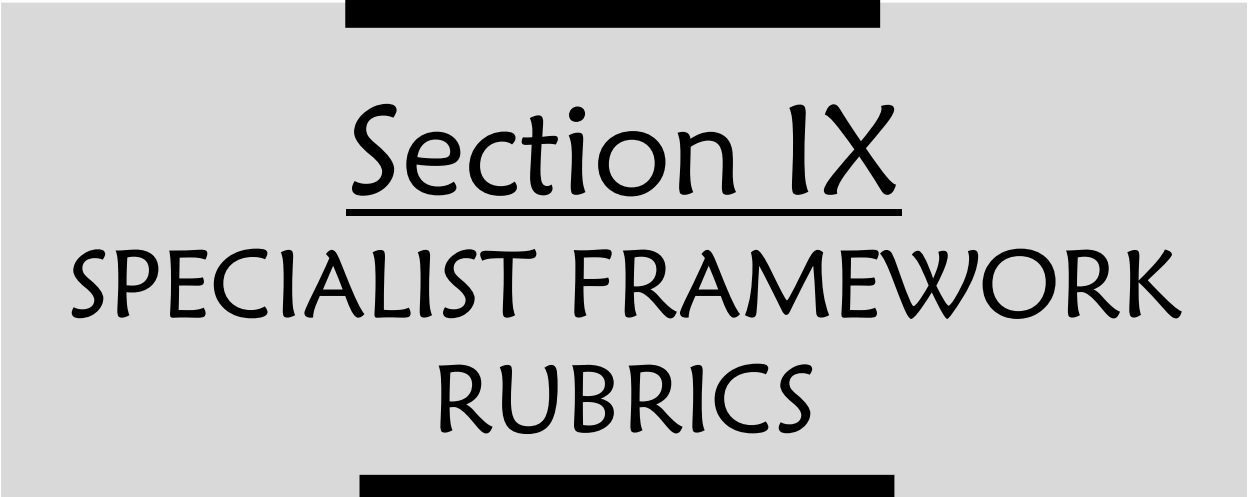

Probationary Teacher: Licensed staff who are in the first three (3) years of their teaching career.

Proficient (P): A rating that indicates a particular teaching performance meets the district's expected level of proficiency using the Danielson Framework.

Summative Evaluation: The year-end conference and document produced after a series of conferences, observations, and the collection of evidence is completed. This document indicates a teacher's overall performance for the school year. This includes a review a licensed staff's proficiency performance on the Framework for Teaching standards and the three categories of evidence.

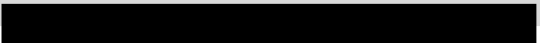
Supervisor-Directed Goals: Teacher performance goals created by or in collaboration with a school administrator as part of a Plan of Assistance.

Unsatisfactory (U): A rating that indicates a particular item is in the incompetent performance range using the Danielson Framework. Improvement activities must be undertaken immediately.



Section IX

SPECIALIST FRAMEWORK RUBRICS



PERFORMANCE RUBRIC FOR SPECIAL EDUCATION TEACHERS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
<p>1a. Demonstrating Knowledge and Content and Pedagogy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of content and specialized instruction <input type="checkbox"/> Knowledge of prerequisite relationships <input type="checkbox"/> Knowledge of eligibility criteria <input type="checkbox"/> Facilitating PPT's/meetings. <p>1b. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of child and adolescent development <input type="checkbox"/> Knowledge of learning process <input type="checkbox"/> Knowledge of student interests and cultural heritage <input type="checkbox"/> Knowledge of students' special needs <p>1c. Setting Instructional Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals are individualized and measurable <input type="checkbox"/> Goals are aligned with Connecticut Core Standards <input type="checkbox"/> Goals are formulated and based on current data <p>1d. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resources for specialized instruction <input type="checkbox"/> Resources to support general education classroom instruction <input type="checkbox"/> Resources for students <p>1e. Designing Coherent Instruction Aligned to IEP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning activities <input type="checkbox"/> Instructional materials and resources <input type="checkbox"/> Instructional groups <input type="checkbox"/> Lesson and unit structure <p>1f. Designing Student Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Congruence with instructional outcomes <input type="checkbox"/> Creates, selects and uses a range of evaluative instruments <input type="checkbox"/> Uses formative assessment for planning 	<p>2a. Establishing Rapport with Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interaction with students <input type="checkbox"/> Student interaction with students <p>2b. Establishing a Culture of Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Importance of content <input type="checkbox"/> Expectations for learning and achievement <input type="checkbox"/> Student pride in work <p>2c. Managing Classroom Procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups <input type="checkbox"/> Transitions and schedules <input type="checkbox"/> Materials and supplies <input type="checkbox"/> Non-instructional duties <input type="checkbox"/> Supervision of volunteers and paraprofessionals <p>2d. Managing Student Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations <input type="checkbox"/> Monitoring behavior <input type="checkbox"/> Response to student misbehavior <input type="checkbox"/> Behavior Plans <p>2e. Organizing Physical Space</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety and accessibility <input type="checkbox"/> Arrangement of furniture and resources
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: DELIVERY OF SERVICES

4a. Reflecting on Practice

- ☐ Accuracy ☐ Use in future teaching

4b. Accurate Records and Reports

- ☐ Student assessment/evaluation ☐ Student progress
☐ Non-instructional records ☐ Confidentiality

4c. Communicating with Families

- ☐ Information about individualized instructional program
☐ Information about student progress in the instructional program
☐ Engagement of families

4d. Participating in a Professional Community

- ☐ Relationships and collaboration with colleagues
☐ Involvement in a culture of professional inquiry
☐ Service to school ☐ Participates in school and district projects

4e. Growing and Developing Professionally

- ☐ Enhancement of continual knowledge and pedagogical skills
☐ Receptivity to feedback from colleagues
☐ Service to the profession

4f. Showing Professionalism

- ☐ Confidentiality ☐ Compliance with school and district regulations
☐ Integrity and ethical conduct ☐ Advocacy ☐ Service to students

3a. Communicating with Students

- ☐ Expectations for learning
☐ Directions and procedures
☐ Explanation of content
☐ Use of appropriate oral and written language

3b. Using Questioning and Discussion Techniques

- ☐ Quality of questions ☐ Discussion techniques
☐ Student participation

3c. Engaging Students in Learning

- ☐ Scope of sequence
☐ Activities/materials and assignments
☐ Structure and pacing of lesson ☐ Cues and prompts

3d. Using Assessment in Instruction

- ☐ Assessment criteria
☐ Monitoring of student learning
☐ Student self-assessment and monitoring
☐ Feedback to students

3e. Demonstrating Flexibility and Responsiveness

- ☐ Flexibility
☐ Response to students ☐ Persistence

DOMAIN 1: PLANNING AND PREPARATION

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating Knowledge of Content and Pedagogy	<p>1a. ♦ In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>♦ Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>♦ Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p> <p>♦ Teacher has little or no understanding of local, state and federal eligibility criteria.</p> <p>♦ Teacher demonstrates little or no understanding of process or related law and guidelines in the PPT process.</p>	<p>1a. ♦ Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>♦ Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>♦ Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> <p>♦ Teacher is familiar with local, state and federal eligibility criteria.</p> <p>♦ Teacher coordinates and executes the PPT process but occasionally is unprepared or demonstrates lack of fidelity to process or related law and guidelines.</p>	<p>1a. ♦ Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>♦ Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>♦ Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p> <p>♦ Teacher knows and understands local, state and federal eligibility criteria.</p> <p>♦ Teacher coordinates and executes the PPT process with fidelity to the process and to related law and guidelines.</p>	<p>1a. ♦ Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>♦ Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>♦ Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p> <p>♦ Teacher has extensive knowledge and understanding of local, state and federal guidelines.</p> <p>♦ Teacher demonstrates leadership in PPT process demonstrating deep understanding of laws and processes.</p>
Demonstrating Knowledge of	<p>1b. ♦ Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>1b. ♦ Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>1b. ♦ Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>♦ The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>1b. ♦ Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
1c. Setting Instructional Outcomes	<p>1c. ♦ Teacher goals are not individualized or measureable to meet students' specific needs.</p> <p>♦ Teacher goals do not align to individualized need and the Connecticut Core Standards.</p> <p>♦ Teacher does not use formative assessment data to write instructional goals.</p>	<p>1c. ♦ Teacher inconsistently writes individualized goals to meet students' specific needs.</p> <p>♦ Teacher goals partially align to individualized need and the Connecticut Core Standards.</p> <p>♦ Teacher inconsistently uses formative assessment data to write instructional goals.</p>	<p>1c. ♦ Teacher writes individualized measureable goals to meet students' specific needs.</p> <p>♦ Teacher goals align to individualized need and the Connecticut Core Standards.</p> <p>♦ Teacher uses formative assessment data to write instructional goals.</p>	<p>1c. ♦ Teacher writes individualized measureable goals that demonstrate a deep understanding of students' specific needs.</p> <p>♦ Teacher goals make deep connections between individualized need(s), the Connecticut Core Standards and general education instruction.</p> <p>♦ Teacher uses a range of formative assessment data to write rigorous, challenging and attainable instructional goals that result in generalization to the regular education program.</p>
1d. Demonstrating Knowledge of Resources	<p>1d. ♦ Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>1d. ♦ Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>1d. ♦ Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet— available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>1d. ♦ Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>
1e. Designing Coherent Instruction aligned to IEP	<p>1e. ♦ The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>♦ The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>1e. ♦ Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>♦ The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>1e. ♦ Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>♦ The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>♦ The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>1e. ♦ Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>♦ Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>♦ The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

1f. Designing Student	<p>1f. ♦ Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>♦ Teacher has no plan to incorporate formative assessment in the lesson or unit or any plan to use assessment results in designing future instruction.</p>	<p>1f. ♦ Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>♦ Assessment criteria and standards have been developed, but they are not clear.</p> <p>♦ Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>♦ Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>1f. ♦ Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>♦ Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>♦ Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>1f. ♦ Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>♦ Assessment methodologies have been adapted for individual students, as needed.</p> <p>♦ The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
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DOMAIN 2: CLASSROOM ENVIRONMENT

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Establishing rapport with students.	<p>2a. ♦ Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>♦ Teacher does not deal with disrespectful behavior.</p>	<p>2a. ♦ Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>♦ Students rarely demonstrate disrespect for one another.</p> <p>♦ Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>2a. ♦ Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>♦ Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>♦ Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>2a. ♦ Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>♦ Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
2b. Establishing a Culture of Learning	<p>2b. ♦ The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>♦ Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>2b. ♦ The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>♦ The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>♦ The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>2b. ♦ The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>♦ The teacher conveys that with hard work students can be successful.</p> <p>♦ Students understand their role as learners and consistently expend effort to learn.</p> <p>♦ Classroom interactions support learning and hard work.</p>	<p>2b. ♦ The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>♦ The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>♦ Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
2c. Managing Classroom Procedures	<p>2c. ♦ Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>♦ There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>♦ There is little evidence that students know or follow established routines.</p> <p>♦ Teacher does not use schedule to maximize student learning.</p>	<p>2c. ♦ Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>♦ The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, the result being some disruption of learning.</p> <p>♦ With regular guidance and prompting, students follow established routines.</p> <p>♦ Teacher inconsistently uses schedule to maximize student learning.</p>	<p>2c. ♦ There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>♦ The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>♦ With minimal guidance and prompting, students follow established classroom routines.</p> <p>♦ Teacher uses schedule to maximize student learning.</p>	<p>2c. ♦ Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>♦ Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>♦ Routines are well understood and may be initiated by students.</p> <p>♦ Teacher mindfully uses schedule to maximize student learning and makes the necessary adjustment when warranted.</p>
2d. Managing Student Behavior	<p>2d. ♦ There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>♦ Students challenge the standards of conduct.</p> <p>♦ Response to students' misbehavior is repressive or disrespectful of student dignity.</p> <p>♦ Does not collaborate with service providers and other staff to design and implement behavior plans.</p>	<p>2d. ♦ Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>♦ Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>♦ There is inconsistent implementation of the standards of conduct.</p> <p>♦ Collaborates with service providers and other staff to design and implement behavior plans.</p> <p>♦ Inconsistently collaborates with service providers and other staff to design and implement behavior plans.</p>	<p>2d. ♦ Student behavior is generally appropriate.</p> <p>♦ The teacher monitors student behavior against established standards of conduct.</p> <p>♦ Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p> <p>♦ Collaborates with service providers and other staff to design and implement behavior intervention plan.</p>	<p>2d. ♦ Student behavior is entirely appropriate.</p> <p>♦ Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>♦ Teachers' monitoring of student behavior is subtle and preventive.</p> <p>♦ Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p> <p>♦ Extensively collaborates with service providers and other staff to write and implement behavior plans and encourages student participation and ownership.</p>

2e. Organizing Physical Space	<p>2e. ♦ The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>♦ There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>2e. ♦ The classroom is safe, and essential learning is accessible to most students.</p> <p>♦ The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>♦ Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>2e. ♦ The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>♦ Teacher makes effective use of physical resources, including computer technology.</p>	<p>2e. ♦ The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>♦ Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>♦ Students contribute to the use or adaptation of the physical environment to advance learning.</p>
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DOMAIN 3: INSTRUCTION

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Communicating with Students	<p>3a. ♦ The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>♦ The teacher's explanation of the content contains major errors.</p> <p>♦ The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>♦ The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>3a. ♦ The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>♦ The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>♦ The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>♦ Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>3a. ♦ The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>♦ Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>♦ During the explanation of content, the teacher invites student intellectual engagement.</p> <p>♦ Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>3a. ♦ The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>♦ The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>♦ Students contribute to extending the content and help explain concepts to their classmates.</p> <p>♦ The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
Questioning and Discussion	<p>3b. ♦ Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>♦ Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>♦ A few students dominate the discussion.</p>	<p>3b. ♦ Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>♦ Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>♦ Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>3b. ♦ Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>♦ Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>♦ Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>3b. ♦ Teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>♦ Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>♦ Students themselves ensure that all voices are heard in the discussion.</p>
3c. Engaging Students in Learning	<p>3c. ♦ Teacher has little or no scope and sequence for the students' instructional plan.</p> <p>♦ The activities, materials and resources are not appropriately selected to meet each student's individualized instructional plan.</p> <p>♦ The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>♦ The pace of the lesson is too slow or too rushed.</p> <p>♦ Few students are intellectually engaged or interested.</p> <p>♦ Teacher does not effectively use cues/prompts to elicit student response.</p>	<p>3c. ♦ Teacher has a limited scope and sequence for the students' instructional plan.</p> <p>♦ The activities, materials and resources are infrequently selected to meet each student's individualized instructional plan.</p> <p>♦ The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>♦ The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p> <p>♦ Teacher inconsistently utilizes cues/prompts to elicit student response.</p>	<p>3c. ♦ Teacher has a scope and sequence for the students' instructional plan.</p> <p>♦ The activities, materials and resources are appropriately selected to meet each student's individualized instructional plan.</p> <p>♦ The instruction has a clearly defined structure and the pacing and the approach is appropriate.</p> <p>♦ The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p>♦ Teacher effectively utilizes cues/prompts to elicit student response.</p>	<p>3c. ♦ Teacher has a clearly defined scope and sequence to lead students toward autonomy for their own learning.</p> <p>♦ Teacher uses an extensive range of activities, materials and resources that are appropriately selected to meet each student's individualized instructional plan in order to actively engage students.</p> <p>♦ Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>♦ In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>♦ The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>♦ Students may have some choice in how they complete tasks and may serve as resources for one another.</p> <p>♦ Teachers scaffolding of questions/prompts encourages students' to self-initiate desired response.</p>
3d. Using Assessment in Instruction	<p>3d. ♦ There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>♦ Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p> <p>♦ Educational evaluations are incomplete or poorly written.</p>	<p>3d. ♦ Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>♦ Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>♦ Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p> <p>♦ Teacher completes and writes educational evaluations that that partially reflect summative student learning.</p>	<p>3d. ♦ Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>♦ Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>♦ Questions, prompts, assessments are used to diagnose evidence of learning.</p> <p>♦ Teacher completes and writes comprehensive educational evaluations that reflect summative student learning.</p>	<p>3d. ♦ Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>♦ Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>♦ Students self-assess and monitor their progress.</p> <p>♦ A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>♦ Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p> <p>♦ Teacher summative educational evaluations add significant value to team planning.</p>

3e. Demonstrating Flexibility and Responsiveness	<p>3e. ♦Teacher does not demonstrate flexibility in revising instruction and in making necessary adjustments based on student data and performance.</p> <ul style="list-style-type: none"> ♦ Teacher adheres to the instruction in spite of evidence of poor student understanding or lack of interest. ♦ Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	<p>3e. ♦Teacher inconsistently demonstrates flexibility by revising instruction and makes necessary adjustments based on student data and performance.</p> <ul style="list-style-type: none"> ♦ Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. ♦ Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<p>3e. ♦Teacher demonstrates flexibility by revising instruction and making necessary adjustments based on student data and performance.</p> <ul style="list-style-type: none"> ♦ Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. ♦ Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. 	<p>3e. ♦Teacher seizes an opportunity to enhance learning, building on spontaneous opportunities to enrich students' understanding of a concept(s).</p> <ul style="list-style-type: none"> ♦ Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. ♦ Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Reflecting on Practice	<p>4a. ♦ Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>♦ Teacher has no suggestions for how a lesson could be improved.</p>	<p>4a. ♦ Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>♦ Teacher makes general suggestions about how a lesson could be improved.</p>	<p>4a. ♦ Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>♦ Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>4a. ♦ Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>♦ Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
4b. Accurate Records and Reports	<p>4b. ♦ Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>♦ Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p> <p>♦ Teacher's system for maintaining and distributing information on students does not always uphold confidentiality.</p>	<p>4b. ♦ Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>♦ Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p> <p>♦ Teacher's system for maintaining and distributing information on students generally upholds confidentiality but may require greater structure to decrease possibility of breaches.</p>	<p>4b. ♦ Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>♦ Teacher's records for non-instructional activities are adequate.</p> <p>♦ Teacher's system for maintaining and distributing information on students upholds confidentiality.</p>	<p>4b. ♦ Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>♦ Students contribute information and participate in maintaining the records.</p> <p>♦ Teacher's system for maintaining and distributing information on students upholds confidentiality and communicates the importance of this to other professionals.</p>
4c. Communicating with Families	<p>4c. ♦ Teacher communication with families— about the individualized instructional and/or behavioral program, about individual students—is sporadic or culturally inappropriate.</p> <p>♦ Teacher makes no attempt to engage families in the individualized instructional and/or behavioral program.</p>	<p>4c. ♦ Teacher makes sporadic attempts to communicate with families about the individualized instructional and/or behavioral program and about the progress of individual students but does not attempt to engage families in the instructional and/or behavioral program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>4c. ♦ Teacher communicates frequently with families about the individualized instructional and/or behavioral program and conveys information about individual student progress.</p> <p>♦ Teacher makes some attempts to engage families in the individualized instructional program.</p> <p>♦ Information to families is conveyed in a culturally appropriate manner.</p>	<p>4c. ♦ Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>♦ Response to family concerns is handled with professional and cultural sensitivity.</p> <p>♦ Teacher's efforts to engage families in the individualized instructional and/or behavioral program are frequent and successful.</p>
4d. Participating in a Professional Community	<p>4d. ♦ Teacher engages in little to no collaboration and consultation with the general education and related service staff to plan, monitor, and assess the instructional program.</p> <p>♦ Teacher rarely collaborates and consults with general and related service staff to ensure the individualized instructional program is carried out and linked to the general education class.</p> <p>♦ Teacher's relationships with colleagues are negative or self-serving.</p> <p>♦ Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>♦ Teacher avoids becoming involved in school events or school and district projects.</p>	<p>4d. ♦ Teacher inconsistently collaborates with and consults with the general education and related service staff to plan, monitor, and assess the instructional program.</p> <p>♦ Teacher inconsistently collaborates and consults with general and related service staff to ensure the individualized instructional program is carried out and linked to the general education class.</p> <p>♦ Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>♦ Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>♦ Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>4d. ♦ Teacher collaborates with and consults with the general education and related service staff to plan, monitor, and assess the instructional program.</p> <p>♦ Teacher collaborates and consults with general and related service staff to ensure the individualized instructional program is carried out and linked to the general education class.</p> <p>♦ Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>♦ Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>4d. ♦ Teacher extensively collaborates with and consults with the general education and related service staff to plan, monitor, and assess a coordinated instructional program (co-teaching, inclusive practice, etc.).</p> <p>♦ Teacher extensively collaborates and consults with general and related service staff to ensure the individualized instructional program is carried out and linked to the general education class and other settings (modeling, coaching, co-teaching).</p> <p>♦ Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>♦ Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>♦ Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
4e. Growing and Developing Professionally	<p>4e. ♦ Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>♦ Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>♦ Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>4e. ♦ Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>♦ Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>♦ Teacher finds limited ways to contribute to the profession.</p>	<p>4e. ♦ Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>♦ Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>♦ Teacher participates actively in assisting other educators.</p>	<p>4e. ♦ Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>♦ Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>♦ Teacher initiates important activities to contribute to the profession.</p>

4f. Showing Professionalism	<p>4f. ♦ Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <ul style="list-style-type: none"> ♦ Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. ♦ Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. 	<p>4f. ♦ Teacher is honest in interactions with colleagues, students, and the public.</p> <ul style="list-style-type: none"> ♦ Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. ♦ Teacher's decisions and recommendations are based on limited but genuinely professional considerations. ♦ Teacher complies minimally with school and district regulations, doing just enough to get by. 	<p>4f. ♦ Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <ul style="list-style-type: none"> ♦ Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. ♦ Teacher maintains an open mind in team or departmental decision making. ♦ Teacher complies fully with school and district regulations. 	<p>4f. ♦ Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <ul style="list-style-type: none"> ♦ Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school. ♦ Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. ♦ Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
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DANIELSON FRAMEWORK: SPEECH/LANGUAGE PATHOLOGISTS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
<p>1a. Demonstrating Knowledge and Skill in Specialist Therapy Area and Regulations Within and Beyond the School and District</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of eligibility and therapeutic practices <input type="checkbox"/> Maintaining licensure and certification <p>1b. Demonstrating Knowledge of Child, Adolescent, and/or Young Adult Development and Therapy Approaches Appropriate to Setting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of developmental milestones <input type="checkbox"/> Knowledge of assessments <input type="checkbox"/> Knowledge of accommodations <p>1c. Establishing Goals for the Therapy Services Appropriate to the Setting and Students Served</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and writes appropriate goals <input type="checkbox"/> Maintains data <input type="checkbox"/> Modifies IEP when needed <p>1d. Planning Therapy Services with Appropriate Resources Integrated Within the Educational Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organized <input type="checkbox"/> Challenging and rigorous <input type="checkbox"/> Goal oriented <input type="checkbox"/> Time management <p>1e. Demonstrating Knowledge and Skill in Selecting and Using Evaluative Instruments to Assess Students and Determine Eligibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate assessments utilized <input type="checkbox"/> Follow state eligibility criteria 	<p>2a. Establishing Rapport with Students and Staff Members</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interaction with students <input type="checkbox"/> Interaction with staff <p>2b. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations <input type="checkbox"/> Communication of expectations <input type="checkbox"/> Student effort <p>2c. Managing Time and Priorities in the Therapy Setting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transitions <input type="checkbox"/> Routines <input type="checkbox"/> Management of materials <input type="checkbox"/> Scheduling <p>2d. Managing Student Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring behavior <input type="checkbox"/> Response to student misbehavior
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: DELIVERY OF SERVICES

4a. Reflecting on Practice

- ☐ Assess effectiveness
- ☐ Identifies areas of improvement

4b. Maintaining Accurate Records and Reports

- ☐ Data collection
- ☐ Uses data
- ☐ Reports on data

4c. Communicating with Families

- ☐ Information about therapy program
- ☐ Information about student progress
- ☐ Engagement of families in therapy program

4d. Participating in a Professional Community

- ☐ Relationships with colleagues
- ☐ Participate in school and district projects
- ☐ Involvement in a culture of professional inquiry

4e. Growing and Developing Professionally

- ☐ Consulting with colleagues
- ☐ Enhancement of continual knowledge and therapeutic skills
- ☐ Service to the profession

4f. Showing Professionalism

- ☐ Confidentiality
- ☐ Integrity and ethical conduct
- ☐ Service to students
- ☐ Compliance with school and district regulations
- ☐ Advocacy
- ☐ Decision making

3a. Communicating with Students

- ☐ Expectations for learning
- ☐ Directions and procedures
- ☐ Explanation of content
- ☐ Use of appropriate oral and written language

3b. Implementing Treatment Plans to Maximize Students' Success

- ☐ Plans are aligned with needs of student

3c. Engaging Students in Learning

- ☐ Scope of sequence
- ☐ Activities/materials and assignments
- ☐ Structure and pacing of lesson
- ☐ Cues and prompts

3d. Using Assessment in Instruction

- ☐ Assessment criteria
- ☐ Monitoring of student learning
- ☐ Feedback to students
- ☐ Student self-assessment and monitoring

3e. Demonstrating Flexibility and Responsiveness

- ☐ Flexibility
- ☐ Response to students
- ☐ Lesson/program adjustment
- ☐ Persistence

DOMAIN 1: PLANNING AND PREPARATION

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating Knowledge and Skill in Specialist Therapy Area and Regulations within and beyond the School and District	<p>1a. ♦ SLP demonstrates little or no knowledge and skill in the therapy area; does not maintain the necessary certificate or license.</p> <ul style="list-style-type: none"> ♦ SLP is unfamiliar with characteristics of disorders within his/her discipline. ♦ SLP is unaware of rules and regulations. ♦ SLP does not demonstrate knowledge of therapeutic practices. ♦ SLP is unaware of teaching certificate requirement and maintenance. 	<p>1a. ♦ SLP demonstrates basic knowledge and skill in the therapy area; maintains certificate or license.</p> <ul style="list-style-type: none"> ♦ SLP is familiar with characteristics of disorders within his/her discipline. ♦ SLP is able to seek or obtain information concerning rules and regulations. ♦ SLP has limited knowledge of therapeutic practices. ♦ SLP is aware of requirements and holds a teaching certificate. 	<p>1a. ♦ SLP demonstrates thorough knowledge and skill in the therapy area; maintains certificate or license.</p> <ul style="list-style-type: none"> ♦ SLP can identify characteristics of disorder within his/her discipline. ♦ SLP knows district eligibility or criteria for discipline. ♦ SLP has thorough knowledge of best therapeutic practices. ♦ SLP maintains teaching certificate. 	<p>1a. ♦ SLP demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate and/or endorsements or license.</p>
1b. Demonstrating Knowledge of Child, Adolescent, and/or Young Adult Development and Therapy Approaches Appropriate to Setting	<p>1b. ♦ SLP does not demonstrate knowledge of developmental milestones for the therapy program, or his/her approach is inappropriate for either the situation or the age of the students.</p> <ul style="list-style-type: none"> ♦ SLP has no knowledge of resources available concerning developmental norms. ♦ SLP demonstrates no knowledge of test purpose, ages assessed, and administration technique ♦ SLP demonstrates no knowledge of accommodation strategies for student success in the classroom. 	<p>1b. ♦ SLP demonstrates basic knowledge of developmental milestones for the therapy program.</p> <ul style="list-style-type: none"> ♦ SLP has limited knowledge of resources available concerning developmental norms. ♦ SLP demonstrates limited knowledge of test purpose, ages assessed, and administration technique. ♦ SLP demonstrates limited knowledge of accommodation strategies for student success in the classroom. 	<p>1b. ♦ SLP demonstrates clear understanding and appropriate application of developmental milestones.</p> <ul style="list-style-type: none"> ♦ SLP has knowledge of resources available concerning developmental norms. ♦ SLP demonstrates knowledge of test purpose, ages assessed, and administration technique. ♦ SLP demonstrates knowledge of accommodation strategies for student success in the classroom. 	<p>1b. ♦ SLP demonstrates extensive knowledge of developmental milestones.</p> <ul style="list-style-type: none"> ♦ SLP also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, and special needs.
1c. Establishing Goals for the Therapy Services Appropriate to the Setting and Students Served	<p>1c. ♦ SLP has no clear goals for the therapy program, or they are inappropriate for either the situation in the school or the age of the students.</p> <ul style="list-style-type: none"> ♦ SLP does not use assessment results, clinical judgment, and current available data to formulate goals. ♦ SLP writes goals that are not measurable or appropriate. ♦ SLP does not modify goals and objectives based on student progress. ♦ SLP does not collect necessary data. 	<p>1c. ♦ SLP's goals for the therapy program are basic and are partially suitable for the situation in the school and the age of the students.</p> <ul style="list-style-type: none"> ♦ SLP inconsistently uses assessment results, clinical judgment, and current available data to formulate goals. ♦ SLP writes generalized measurable goals to address students' needs. ♦ A limited knowledge of developmental hierarchy is evident in goal writing. ♦ SLP modifies goals and objectives based on student progress when directed. ♦ SLP collects limited data. 	<p>1c. ♦ SLP's goals for the therapy program are clear and appropriate for the situation in the school and for the age of the students.</p> <ul style="list-style-type: none"> ♦ SLP uses assessment results, clinical judgment, and current available data to formulate goals. ♦ SLP writes individualized measurable goals to meet students' specific needs. ♦ Goals and objectives are written in a clear developmental hierarchy. ♦ SLP modifies goals and objectives based on student progress. ♦ SLP maintains data necessary to modify IEP goals as needed. 	<p>1c. ♦ SLP's goals for the therapy program are highly appropriate for the situation in the school and for the age of the students and have been developed following consultations with students' educational teams.</p>
1d. Planning Therapy Services with Appropriate Resources Integrated within the Educational Environment	<p>1d. ♦ Therapy plan consists of a random collection of unrelated activities and/or resources, lacks coherence or an overall structure, and is not related to the IEP goals.</p> <ul style="list-style-type: none"> ♦ Learning activities are not designed to aid in goal achievement. ♦ SLP does not provide appropriately challenging materials and resources. ♦ The session is not structured according to allotted time. 	<p>1d. ♦ Therapy plan is well organized. Services are linked and related to the IEP goals.</p> <ul style="list-style-type: none"> ♦ Learning activities are suitable to aid in goal achievement. ♦ SLP provides appropriate materials and resources. ♦ The session is structured inappropriately for allotted time. 	<p>1d. ♦ Therapy plan is well organized and is adapted to suit a variety of program settings. Therapy planning is IEP driven, incorporating goals of the educational program.</p> <ul style="list-style-type: none"> ♦ Learning activities are specifically designed to aid in goal achievement. ♦ SLP provides a variety of appropriately challenging materials and resources. ♦ The session is structured according to allotted time. 	<p>1d. ♦ Therapy plan is highly coherent and serves to support students individually, within the broader educational program.</p> <ul style="list-style-type: none"> ♦ Services and aligned resources are appropriately differentiated for individual learners and give opportunity for students' choice.

<p>1e. Demonstrating Knowledge and Skill in Selecting and Using Evaluative Instruments to Assess Students and Determine Eligibilities</p>	<p>1e. ♦ SLP demonstrates little or no knowledge and skill in selecting and appropriately administering evaluative instruments to assess students and determine eligibilities.</p> <ul style="list-style-type: none"> ♦ SLP administers assessments with little regard for standardized procedures. ♦ SLP does not address eligibility criteria in decision making. 	<p>1e. ♦ SLP routinely administers a generic set of evaluative instruments without regard to the referral concerns when assessing students and determining eligibilities.</p> <ul style="list-style-type: none"> ♦ SLP administers assessments with basic understanding of standardized procedures. ♦ SLP references eligibility criteria in decision making. 	<p>1e. ♦ SLP consistently selects and uses a range of evaluative instruments based on the referral concerns to assess students and determine accurate eligibilities.</p> <ul style="list-style-type: none"> ♦ SLP administers assessments according to standardized procedures. ♦ SLP connects eligibility criteria in decision making. 	<p>1e. ♦ SLP consistently selects and uses a wide range of evaluative instruments based on the referral concerns and seeks stakeholder input to assess students and determine accurate eligibilities.</p>
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DOMAIN 2: ENVIRONMENT

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Establishing Rapport with Students and Staff Members	<p>2a. ♦ SLP's interactions with students and staff are negative or inappropriate.</p> <p>♦ SLP does not deal with disrespectful behavior and is insensitive to students' ages, cultural backgrounds and developmental levels.</p> <p>♦ Talk between the SLP and students/staff is disrespectful.</p> <p>♦ SLP does not respond to disrespectful behavior among students.</p> <p>♦ SLP does not make general connections with individual students.</p>	<p>2a. SLP's interactions with students and staff are generally appropriate but may reflect occasional inconsistencies and disregard for students' ages, cultures, and developmental levels.</p> <p>♦ SLP attempts to respond to disrespectful behavior, with uneven results.</p> <p>♦ Talk between the SLP and students/staff is somewhat disrespectful.</p> <p>♦ SLP occasionally responds to disrespectful behavior among students.</p> <p>♦ SLP occasionally makes general connections with individual students.</p>	<p>2a. ♦ SLP's interactions are friendly and demonstrate general caring and respect. Students and staff exhibit respect for the SLP.</p> <p>♦ Talk between the SLP and students/staff is uniformly respectful.</p> <p>♦ SLP responds to disrespectful behavior among students.</p> <p>♦ SLP makes general connections with individual students.</p>	<p>2a. ♦ Students and staff seek out the SLP, reflecting a high degree of comfort and trust in the relationship. SLP's interactions are highly respectful, reflecting genuine warmth and caring and sensitivity.</p>
2b. Establishing a Culture for Learning	<p>2b. ♦ The therapy setting is characterized by a lack of SLP or student commitment to learning.</p> <p>♦ Hard work is not expected or valued. Medium to low expectations for student achievement are the norm.</p> <p>♦ SLP conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>♦ SLP conveys to at least some students that the work is too challenging for them.</p> <p>♦ Students exhibit little or no pride in their work.</p>	<p>2b. ♦ The therapy setting is characterized by little commitment to learning by the SLP or students.</p> <p>♦ SLP conveys that student success is the result of natural ability rather than hard work.</p> <p>♦ SLP's energy for the work is neutral; neither indicating a high level of commitment nor ascribing to external forces the need to do the work.</p> <p>♦ SLP conveys high expectations for only some students.</p> <p>♦ Students exhibit a limited commitment to complete the work on their own; many indicate that they are looking for an "easy path."</p> <p>♦ SLP's primary concern appears to be to complete the task at hand.</p>	<p>2b. ♦ The therapy setting is a place where learning is valued by all, with high expectations for both learning and hard work. Students understand their role as learners and consistently expend effort to learn. Therapeutic interactions support learning and hard work.</p> <p>♦ SLP communicates the importance of the content and the conviction that with hard work all can master the material.</p> <p>♦ SLP demonstrates a high regard for students' abilities.</p> <p>♦ SLP conveys an expectation of high levels of effort.</p> <p>♦ Students expend good effort to complete work of high quality.</p>	<p>2b. ♦ The therapy culture is an enriching environment, characterized by a shared belief in the importance of learning.</p> <p>♦ SLP conveys high expectations for learning by all students and insists on hard work. Students take initiative with therapeutic activity provided by the SLP.</p>
2c. Managing Time and Priorities in The Therapy Setting	<p>2c. ♦ SLP exercises poor judgment in managing priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost.</p> <p>♦ Transitions within and between therapy sessions are confused and chaotic.</p> <p>♦ Materials needed for therapy are not readily available to the SLP.</p> <p>♦ There are no established procedures or therapy routines.</p> <p>♦ Therapy resources are not arranged to support the instructional goals and learning activities.</p> <p>♦ Available technology is not being used.</p> <p>♦ SLP does not have an effective means for managing his/her caseload.</p> <p>♦ SLP does not make appropriate scheduling changes.</p>	<p>2c. ♦ SLP's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Some learning time is lost.</p> <p>♦ Transitions within and between therapy sessions are awkward.</p> <p>♦ Therapy session routines function inconsistently.</p> <p>♦ Some materials needed for therapy are readily available to the SLP.</p> <p>♦ Therapy resources are partially arranged to support the instructional goals and learning activities.</p> <p>♦ SLP makes limited use of available technology.</p> <p>♦ SLP develops means for managing his/her caseload.</p> <p>♦ SLP handles scheduling changes in an untimely manner.</p>	<p>2c. ♦ SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. There is little loss of learning time.</p> <p>♦ Transitions within and between therapy sessions are smooth.</p> <p>♦ Therapy session routines function smoothly.</p> <p>♦ Most of the materials needed for therapy are readily available to the SLP.</p> <p>♦ Therapy resources are arranged to support the instructional goals and learning activities.</p> <p>♦ SLP makes appropriate use of available technology.</p> <p>♦ SLP develops means for managing his/her caseload effectively in response to student needs.</p> <p>♦ SLP handles scheduling changes effectively in a timely manner.</p>	<p>2c. ♦ SLP demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. Learning time is maximized.</p>

2d. Managing Student Behavior	<p>2d. ♦ No standards of conduct have been established and SLP disregards or fails to address negative student behavior during evaluation or therapy.</p> <ul style="list-style-type: none"> ♦ No apparent standards of conduct are in place. ♦ SLP does not monitor student behavior. ♦ SLP's response to misbehavior is ineffective. 	<p>2d. ♦ Standards of conduct appear to have been established for the therapy setting.</p> <ul style="list-style-type: none"> ♦ SLP's attempts to monitor and correct negative student behavior during evaluation and therapy are partially successful. ♦ Standards of conduct are not evident. Student behavior is generally inappropriate. ♦ SLP inconsistently monitors student behavior. ♦ SLP's response to misbehavior is inconsistent. 	<p>2d. ♦ Standards of conduct have been established and are consistently maintained during the therapy session. SLP monitors student behavior against those standards; response to students is appropriate and respectful.</p> <ul style="list-style-type: none"> ♦ Standards of conduct are established. Student behavior is generally appropriate. ♦ SLP frequently monitors student behavior. ♦ SLP's response to misbehavior is effective. ♦ SLP acknowledges good behavior. 	<p>2d. ♦ Standards of conduct have been established for the therapy setting.</p> <ul style="list-style-type: none"> ♦ SLP's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
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DOMAIN 3: DELIVERY OF SERVICE

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Communicating with Students	<p>3a. ♦ SLP's language leaves students confused. The instructional purpose of the activity is unclear to the students and directions are confusing.</p> <p>♦ At no time during the activity does the SLP convey what will be learned.</p> <p>♦ There is no opportunity for questions to be clarified.</p> <p>♦ SLP's vocabulary is inappropriate.</p> <p>♦ Students indicate confusion, physical discomfort, or lack of understanding and SLP does not respond.</p>	<p>3a. ♦ SLP's attempt to explain the activity has limited success and/or directions must be clarified. SLP's instruction does not invite the students to engage in the activity. SLP does not take into account the individualized level of communicative ability.</p> <p>♦ SLP provides little elaboration or limited explanation about what will be learned.</p> <p>♦ Students are unable to follow directions without extensive clarification.</p> <p>♦ SLP's explanation of tasks consists of a monologue with minimal participation.</p> <p>♦ SLP's explanation of tasks is purely procedural without indicating meaning for the student.</p>	<p>3a. ♦ The instructional purpose of the activity is clearly communicated to students. Directions and procedures are explained clearly and may be modeled. Individual communication abilities of the students are considered when providing instruction.</p> <p>♦ SLP states clearly what the students will be learning.</p> <p>♦ If appropriate, SLP models the process to be followed in the task.</p> <p>♦ Students demonstrate the learning task, indicating understanding.</p> <p>♦ SLP describes specific strategies students might use, inviting them to interpret the strategies in the context of what they are learning.</p> <p>♦ SLP's vocabulary is appropriate.</p>	<p>3a. ♦ SLP links the instructional purpose of the activity to the educational program. The directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>♦ Students contribute to the content of the activity by demonstrating practical application of the skill or strategy.</p>
3b. Implementing Treatment Plans to Maximize Students Success	<p>3b. SLP fails to implement treatment plans suitable for students, or plans are mismatched with the findings of assessments.</p> <p>♦ SLP does not use clinical judgment when using therapy materials.</p> <p>♦ Therapy materials are inappropriate for age, development, and assessment areas.</p> <p>♦ Targeted tasks do not match stated goals.</p>	<p>3b. ♦ SLP's plans are inconsistently implemented or sporadically aligned with identified needs of students.</p> <p>♦ SLP randomly selects therapy materials.</p> <p>♦ Therapy materials are sometimes appropriate for age, development, and assessment areas.</p> <p>♦ Targeted tasks partially match stated goals.</p>	<p>3b. ♦ SLP's plans are consistently implemented and aligned with identified needs of students.</p> <p>♦ SLP uses appropriate clinical judgment when selecting therapy materials.</p> <p>♦ Therapy materials are appropriate for age, development, and assessment areas.</p> <p>♦ Targeted tasks match stated goals.</p>	<p>3b. ♦ SLP implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p>
3c. Engaging Students in Learning	<p>3c. ♦ Activities, materials, and resources are poorly aligned with the instructional outcomes and plans. The therapy session has no clearly defined structure or approach, or the pace of the session is too slow or rushed.</p> <p>♦ SLP does not facilitate the therapy session in a manner and pace that is easily followed by students.</p> <p>♦ Materials and resources are not age- and developmentally appropriate.</p> <p>♦ SLP does not use cues/prompts to elicit student response.</p>	<p>3c. ♦ The activity has a recognizable structure and the activities, materials, and resources align to the instructional outcomes and plans; however, the pacing or approach of the therapy session may not provide students the opportunity to be actively engaged.</p> <p>♦ SLP struggles to facilitate the therapy session in a manner and pace that is easily followed by students.</p> <p>♦ Materials and resources are partially aligned for age and development.</p> <p>♦ SLP ineffectively utilizes cues/prompts to elicit student response.</p>	<p>3c. ♦ The activity is fully aligned with instructional outcomes, and the activities, materials and resources are used to challenge students' ability level. The session has a clearly defined structure, and the pacing and approach of the session is appropriate, providing most students multiple opportunities to be actively engaged.</p> <p>♦ SLP facilitates the therapy session in a manner and pace that is easily followed by students.</p> <p>♦ Materials and resources are age- and developmentally appropriate.</p> <p>♦ SLP utilizes cues/prompts to elicit student response.</p>	<p>3c. ♦ Most students are actively engaged through well-implemented therapy tasks using an extensive range of activities, materials, and resources.</p> <p>♦ SLP provides suitable scaffolding and challenges individual students' ability level. The session has a clearly defined structure, and the pacing and approach of the session provides students opportunities to practice activities independently in the therapy session.</p>

3d. Sing Assessment in Instruction	<p>3d. ♦ Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment. SLP neglects to collect important information on which to base additional learning activities.</p> <p>♦ SLP gives no indication of what high-quality work looks like.</p> <p>♦ SLP makes no effort to make sure students understand.</p> <p>♦ SLP provides no feedback or feedback is global.</p> <p>♦ SLP does not ask students to evaluate their own work.</p> <p>♦ No data is collected.</p>	<p>3d. ♦ Students appear to be only partially aware of the assessment criteria, and SLP monitors student learning. Questions and assessments are rarely used to diagnose evidence of learning.</p> <p>♦ Feedback to students is general, and few students assess their own work. Specialist collects some information on which to base additional learning activities.</p> <p>♦ There is little evidence that students understand how their work will be evaluated.</p> <p>♦ SLP monitors understanding through a single method or without eliciting evidence of understanding.</p> <p>♦ Feedback to students is vague and not oriented to future improvement of work.</p> <p>♦ SLP makes only minor attempts to engage students in self-assessment.</p> <p>♦ Data collection is inconsistent.</p>	<p>3d. ♦ Students appear to be aware of the assessment criteria, and Specialist monitors student learning. Questions and assessment are regularly used to diagnose evidence of learning.</p> <p>♦ Feedback to students is accurate and specific; some students engage in self-assessment. SLP collects ongoing information on which to base additional learning activities.</p> <p>♦ SLP makes the standards of high-quality work clear.</p> <p>♦ SLP elicits evidence of understanding.</p> <p>♦ Students are invited to assess their own work and make improvements.</p> <p>♦ Feedback includes specific and timely guidance.</p> <p>♦ Data collection is consistent and relevant.</p>	<p>3d. ♦ Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teachers and peers, is accurate and specific and advances learning. Students assess and monitor their own progress.</p> <p>♦ SLP successfully differentiates instruction to address individual students' misunderstandings.</p> <p>♦ SLP is proactive in collecting important information on which to base additional learning activities, interviewing teachers and parents if necessary.</p>
3e. Demonstrating Flexibility and Responsiveness	<p>3e. ♦ SLP adheres to the plan or program, in spite of evidence of its inadequacy. SLP ignores students' questions.</p> <p>♦ SLP ignores indications of student's boredom or lack of understanding.</p> <p>♦ SLP brushes aside student questions.</p> <p>♦ SLP conveys to students that when they have difficulty learning, it is their fault.</p> <p>♦ Despite evident student confusion, the SLP makes no attempt to adjust the session.</p>	<p>3e. ♦ SLP makes modest changes in the treatment program when confronted with evidence of the need for change.</p> <p>♦ SLP's efforts to modify the session are only partially successful.</p> <p>♦ SLP makes minor attempts to incorporate students' questions and interests into the session.</p> <p>♦ SLP conveys to students a level of responsibility for their learning but also his/her uncertainty about how to assist them.</p>	<p>3e. ♦ SLP makes revisions in the treatment program when they are needed.</p> <p>♦ When improvising becomes necessary, SLP makes adjustments to the session.</p> <p>♦ SLP incorporates students' interests and questions into the session.</p> <p>♦ SLP conveys to the students that he/she has other approaches to try when they experience difficulty.</p>	<p>3e. ♦ SLP seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>♦ SLP continually seeks ways to improve the treatment program and makes revisions to the current and future activities, as needed, in response to student, parent, or teacher input.</p>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Reflecting on Practice	<p>4a. ♦ SLP does not know whether a session was effective or achieved its instructional outcomes, or profoundly misjudges the success of a session.</p> <p>♦ SLP has no suggestions for how a session could be improved.</p> <p>♦ In reflecting on practice, SLP does not indicate that it is important to reach all students.</p> <p>♦ SLP considers the session but draws incorrect conclusions about its effectiveness.</p> <p>♦ SLP makes no suggestions for improvement.</p>	<p>4a. ♦ SLP has generally accurate impression of a session's effectiveness and the extent to which instructional outcomes were met. SLP makes general suggestions about how a session could be improved.</p> <p>♦ In reflecting on practice, SLP indicates the desire to reach all students but does not suggest strategies for doing so.</p> <p>♦ SLP has a general sense of whether or not instructional practices were effective.</p> <p>♦ SLP offers general modifications for future instruction.</p>	<p>4a. ♦ SLP makes an accurate assessment of a session's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. SLP makes a few specific suggestions of what could be tried another time that skill is taught.</p> <p>♦ In reflecting on practice, SLP cites multiple approaches undertaken to reach those having difficulty.</p> <p>♦ SLP accurately assesses the effectiveness of instructional activities used.</p> <p>♦ SLP identifies specific ways in which a session might be improved.</p>	<p>4a. ♦ SLP makes a thoughtful and accurate assessment of a session's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the session and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the SLP offers specific alternative actions, complete with the probable success of different courses of action.</p>
4b. Maintaining Accurate Records and Reports	<p>4b. ♦ SLP's system for maintaining information on student goal progress is nonexistent or in disarray. SLP's records for non-instructional activities are in disarray, the result being errors and confusion. Record-keeping timelines are repeatedly not maintained/met.</p> <p>♦ SLP does not collect data over the course of a semester.</p> <p>♦ Therapy data is never referred to or used in goal creation or goal updates.</p> <p>♦ There is no communication utilizing therapy data.</p>	<p>4b. ♦ SLP's system for maintaining information on student goal progress is basic and only partially effective. SLP's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by specialist, prone to errors. Record-keeping timelines are occasionally not maintained/met.</p> <p>♦ SLP has some data from therapy sessions, but it is kept inconsistently.</p> <p>♦ Therapy data is seldom referred to when creating therapy materials or goals, and quarterly progress is reported inconsistently.</p> <p>♦ Therapy data is seldom communicated to other professionals and/or parents.</p>	<p>4b. ♦ SLP's system for maintaining information on student goal progress is fully accurate. SLP's records for non-instructional activities are maintained in an organized fashion. Record-keeping timelines are maintained/met.</p> <p>♦ SLP can produce his/her data management system.</p> <p>♦ SLP frequently uses data to gauge student progress and adjust session content.</p> <p>♦ SLP reports goal progress as required by the IEP.</p> <p>♦ Therapy data is used in communication with family and other professionals.</p>	<p>4b. ♦ SLP's system for maintaining information on student goal progress and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</p>
4c. Communicating with Families	<p>4c. ♦ SLP provides little information about the therapy program to families; SLP's communication about students' progress is minimal. SLP does not respond, or responds insensitively, to parental concerns.</p> <p>♦ Little or no information regarding the therapy program is available to parents.</p> <p>♦ Families are unaware of their children's progress.</p> <p>♦ Family-engagement activities are lacking.</p> <p>♦ There is some culturally inappropriate communication.</p>	<p>4c. ♦ SLP makes sporadic attempts at communication with families about the therapy program and about the progress of individual students but does not attempt to engage families in the program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p> <p>♦ School- or district-created materials about the therapy program are sent home.</p> <p>♦ SLP sends home infrequent or incomplete information about the therapy program.</p> <p>♦ SLP reports quarterly progress but does little else to inform families about student progress.</p>	<p>4c. ♦ SLP provides frequent and appropriate information to families about the therapy program and conveys information about individual student progress in a culturally sensitive manner. SLP makes some attempts to engage families in the therapy program.</p> <p>♦ SLP regularly makes information about the therapy program available.</p> <p>♦ SLP regularly sends home information about student progress.</p> <p>♦ SLP develops activities designed to successfully engage families successfully and appropriately in their children's learning.</p> <p>♦ Most of SLP's communications are appropriate to families' cultural norms.</p>	<p>4c. ♦ SLP communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. SLP responds to family concerns with professional and cultural sensitivity.</p> <p>♦ SLP's efforts to engage families in the therapy program are frequently successful.</p>

<p>4d. Participating in a Professional community</p>	<p>4d. ♦ SLP's relationships with colleagues are negative or self-serving. SLP avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>♦ SLP's relationships with colleagues are characterized by negativity or combativeness.</p> <p>♦ SLP purposefully avoids contributing to activities promoting professional inquiry.</p> <p>♦ SLP avoids involvement in school activities and district and community projects.</p>	<p>4d. ♦ SLP maintains cordial relationships with colleagues to fulfill duties that the school or district requires. SLP participates in the school's culture of professional inquiry when invited to do so. SLP participates in school and district projects when specifically asked.</p> <p>♦ SLP has cordial relationships with colleagues.</p> <p>♦ When invited, SLP participates in activities related to professional inquiry.</p> <p>♦ When asked, SLP participates in school activities, as well as district and community projects.</p>	<p>4d. ♦ SLPs relationships with colleagues are characterized by mutual support and cooperation; SLP actively participates in a culture of professional inquiry.</p> <p>♦ SLP volunteers to participate in school events and in school and/or district projects, making a substantial contribution.</p> <p>♦ SLP has supportive and collaborative relationships with colleagues.</p> <p>♦ SLP regularly participates in activities related to professional inquiry.</p> <p>♦ SLP volunteers to participate in school events and school district and community projects.</p>	<p>4d. ♦ SLP's relationships with colleagues are characterized by mutual support and cooperation, with Specialist taking initiative in assuming leadership among the faculty.</p> <p>♦ SLP takes a leadership role in promoting a culture of professional inquiry.</p> <p>♦ SLP volunteers to participate in district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
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4e. Growing and Developing Professionally	<p>4e. ♦ SLP engages in no professional development activities to enhance knowledge or skill. SLP resists feedback on performance from either supervisor or more experienced colleagues.</p> <p>▣ SLP makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>▣ SLP does not participate in any activity that might enhance knowledge or skill.</p> <p>▣ SLP purposefully resists discussing performance with supervisors or colleagues.</p> <p>▣ SLP makes no effort to participate in professional organizations.</p>	<p>4e. ♦ SLP participates to a limited extent in professional activities when they are convenient. SLP engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</p> <p>♦ SLP finds limited ways to assist other specialists and contribute to the profession.</p> <p>♦ SLP participates in professional development when required.</p> <p>♦ SLP reluctantly accepts feedback from supervisors and colleagues.</p> <p>♦ SLP rarely participates in professional organizations.</p>	<p>4e. ♦ SLP seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. SLP actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</p> <p>♦ SLP participates actively in assisting other educators and looks for ways to contribute to the profession.</p> <p>♦ SLP seeks regular opportunities for professional development.</p> <p>♦ SLP welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</p> <p>♦ SLP actively participates in organizations designed to contribute to the profession.</p>	<p>4e. ♦ SLP seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>♦ SLP solicits feedback on practice from both supervisors and colleagues.</p> <p>♦ SLP initiates important activities to contribute to the profession.</p>
4f. Showing Professionalism	<p>4f. ♦ SLP displays dishonesty in interactions with colleagues, students, and the public.</p> <p>♦ SLP is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>♦ SLP makes decisions and recommendations based on self-serving interest.</p> <p>♦ SLP does not comply with school and district regulations.</p> <p>♦ SLP is dishonest.</p> <p>♦ SLP does not notice the needs of students.</p> <p>♦ SLP engages in practices that are self-serving.</p> <p>♦ SLP willfully rejects school district regulation.</p>	<p>4f. ♦ SLP is honest in interactions with colleagues, students, and the public. SLP's attempts to serve students are inconsistent, and SLP unintentionally contributes to some students being ill served by the school.</p> <p>♦ SLP's decisions and recommendations are based on limited though genuinely professional considerations.</p> <p>♦ SLP complies minimally with school and district regulations, doing just enough to get by.</p> <p>♦ SLP is honest.</p> <p>♦ SLP notices the needs of students but is inconsistent in addressing them.</p> <p>♦ SLP does not notice that some school practices result in poor conditions for students.</p> <p>♦ SLP makes decisions professionally but on a limited basis.</p> <p>♦ SLP complies with school district guidelines.</p>	<p>4f. ♦ SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. SLP is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>♦ SLP maintains an open mind in team or departmental decision making.</p> <p>♦ SLP complies fully with school and district regulations.</p> <p>♦ SLP is honest and known for having high standards of integrity.</p> <p>♦ SLP actively addresses student needs.</p> <p>♦ SLP actively works to provide opportunities for student success.</p> <p>♦ SLP willingly participates in team and departmental decision making.</p> <p>♦ SLP complies completely with school district regulations.</p>	<p>4f. ♦ SLP can be counted on to hold the highest standards of honesty, integrity and confidentiality, and takes a leadership role with colleagues.</p> <p>♦ SLP is highly proactive in serving students, seeking out resources when needed.</p> <p>♦ SLP makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>♦ SLP takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. SLP complies fully with school and district regulations, taking a leadership role with colleagues.</p>

DANIELSON FRAMEWORK – SCHOOL COUNSELORS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
<p>1a. Demonstrating knowledge of counseling theory and techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> IV-A-3 Demonstrate counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive- behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems <input type="checkbox"/> IV-A-4 Demonstrate counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons <p>1b. Demonstrating knowledge of child and adolescent development</p> <ul style="list-style-type: none"> <input type="checkbox"/> IV-A-7 Demonstrate principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income <input type="checkbox"/> II-A-8 Demonstrate an understanding of the three domains of academic achievement, career planning and personal/social development <p>1c. Establishing goals for the counseling program appropriate to the setting and the students served</p> <ul style="list-style-type: none"> <input type="checkbox"/> II-A-6 Demonstrate the understanding of district, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program <input type="checkbox"/> II-A-7 Demonstrate the understanding of legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policy <p>1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</p> <ul style="list-style-type: none"> <input type="checkbox"/> II-B-1a Demonstrate the ability to examine personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do <input type="checkbox"/> II-B-4c Demonstrate understands and practices in accordance with school district policy and local, state and federal statutory requirements <p>1e. Planning the counseling program, integrated with the regular school program</p> <ul style="list-style-type: none"> <input type="checkbox"/> IIB-3 Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program <input type="checkbox"/> II-A-2 Understands the organizational structure and components of an effective school counseling program that aligns with the ASCA National Model <p>1f. Designing a plan to evaluate the counseling program</p> <ul style="list-style-type: none"> <input type="checkbox"/> V-C-3 School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results <p>V-B-3c Demonstrate the ability to identify areas for improvement of the school counseling program</p>	<p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <input type="checkbox"/> I-B-1h Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program <input type="checkbox"/> IV-A-7 Demonstrate the principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income <p>2b. Establishing a culture of productive communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> II-B-2c Communicates the vision and mission of the school counseling program to all appropriate stakeholders <input type="checkbox"/> I-6-a Demonstrates collaboration with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student <p>2c. Managing routines and procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> III-B-5 Develops calendars to ensure the effective implementation of the school counseling program <input type="checkbox"/> III-B-5b Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks <p>2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school</p> <ul style="list-style-type: none"> <input type="checkbox"/> II-B-4g Models ethical behavior <input type="checkbox"/> IV-B-2c Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> <input type="checkbox"/> IV-B-1c Demonstrates classroom management and instructional skills <p>IV-B-1d Develops materials and instructional strategies to meet student needs and school goals</p>
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: DELIVERY OF SERVICE
<p>4a. Reflecting on practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> III-B-1 Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan <input type="checkbox"/> III-B-1h Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals <p>4b. Maintaining records and submitting them in a timely fashion</p> <ul style="list-style-type: none"> <input type="checkbox"/> III-B-2e Records meeting notes and distributes as appropriate 	<p>3a. Assessing student needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> III-B-1 Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement <input type="checkbox"/> III-B-1a Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed <p>3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> IV-B-2b Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning

<p><input type="checkbox"/> III-b-5 Develops calendars to ensure the effective implementation of the school counseling program</p> <p>4c. Communicating with families</p> <p><input type="checkbox"/> IV-B-6 Partners with parents, teachers, administrators and education stakeholders for student achievement and success</p> <p><input type="checkbox"/> IV-B-5a Shares strategies that support student achievement with parents, teachers, other educators and community organizations</p> <p>4d. Participating in a professional community</p> <p><input type="checkbox"/> 1-B-1c Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program</p> <p><input type="checkbox"/> I-B-2c Identifies and demonstrates professional and personal qualities and skills of effective leaders</p> <p>4e. Engaging in professional development</p> <p><input type="checkbox"/> III-B-1i Uses personal reflection, consultation and supervision to promote professional growth and development</p> <p><input type="checkbox"/> II-B-4h Continuously engages in professional development and uses resources to inform and guide ethical and legal work</p> <p>4f. Showing professionalism</p> <p><input type="checkbox"/> II-B-4i Practices within the ethical and statutory limits of confidentiality</p> <p>I-B-3 Practices within the ethical and statutory limits of confidentiality</p>	<p><input type="checkbox"/> II-C-3 Promotes and supports academic achievement, career planning and personal/social development for every student</p> <p>3c. Using counseling techniques in individual and classroom programs</p> <p>77</p> <p><input type="checkbox"/> IV-A-4 Demonstrate the understanding of counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons</p> <p><input type="checkbox"/> IV-A-6 Demonstrates principles of career planning and college admissions, including financial aid and athletic eligibility</p> <p>3d. Brokering resources to meet needs</p> <p><input type="checkbox"/> IV-B-4a. Understands how to make referrals to appropriate professionals when necessary</p> <p><input type="checkbox"/> IV-B-4b. Compiles referral resources to utilize with students, staff and families to effectively address issues</p> <p>3e. Demonstrating flexibility and responsiveness</p> <p><input type="checkbox"/> V-B-3a Compares current school counseling program implementation with the ASCA National Model</p> <p>V-B3c Identifies areas for improvement for the school counseling program</p>
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DOMAIN 1 – SCHOOL COUNSELORS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating knowledge of counseling theory and techniques	1a. ♦ Counselor demonstrates little understanding of counseling theory and techniques.	1a. ♦ Counselor demonstrates basic understanding of counseling theory and techniques.	1a. ♦ Counselor demonstrates understanding of counseling theory and techniques.	1a. ♦ Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b. Demonstrating knowledge of child and adolescent development	1b. ♦ Counselor displays little or no knowledge of child and adolescent development.	1b. ♦ Counselor displays partial knowledge of child and adolescent development.	1b. ♦ Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exception to the general patterns.	1b. ♦ 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	1c. ♦ Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	1c. ♦ Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and to the age of the students.	1c. ♦ Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students,	1c. ♦ 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	1d. ♦ Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	1d. ♦ 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.	1d. ♦ Counselor's 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.	1d. ♦ 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	1e. ♦ Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	1e. ♦ 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.	1e. ♦ Counselor has developed a plan that includes the important aspects of counseling in the setting.	1e. ♦ 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. Designing a plan to evaluate the counseling program	1f. ♦ Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	1f. ♦ Counselor has a rudimentary plan to evaluate the counseling program.	1f. ♦ 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.	1f. ♦ Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 – SCHOOL COUNSELORS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Creating an environment of respect and rapport	2a. ♦ Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	2a. ♦ Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	2a. ♦ Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	2a. ♦ 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 of productive communication	2b. ♦ 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.	2b. ♦ Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	2b. ♦ Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	2b. ♦ 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	2c. ♦ Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	2c. ♦ Counselor has rudimentary and partially successful routines for the counseling center or classroom.	2c. ♦ Counselor's routines for the counseling center or classroom work effectively.	2c. ♦ 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	2d. ♦ 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.	2d. ♦ 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.	2d. ♦ Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	2d. ♦ 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	2e. ♦ The physical environment is in disarray or is inappropriate to the planned activities.	2e. ♦ Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	2e. ♦ Counseling center or classroom arrangements are inviting and conducive to the planned activities.	2e. ♦ Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 – SCHOOL COUNSELORS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Assessing student needs	3a. ♦ Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	3a. ♦ Counselor's assessments of student needs are perfunctory.	3a. ♦ Counselor assesses student needs and knows the range of student needs in the school.	3a. ♦ 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	3b. ♦ Counselor's program is independent of identified student needs.	3b. ♦ Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	3b. ♦ Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	3b. ♦ Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c. Using counseling techniques in individual and classroom programs	3c. ♦ 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.	3c. ♦ 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.	3c. ♦ 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.	3c. ♦ 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	3d. ♦ Counselor does not make connections with other programs in order to meet student needs.	3d. ♦ Counselor's efforts to broker services with other programs in the school are partially successful.	3d. ♦ Counselor brokers with other programs within the school or district to meet student needs.	3d. ♦ 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	3e. ♦ Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	3e. ♦ Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	3e. ♦ Counselor makes revision in the counseling program when they are needed.	3e. ♦ Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 – SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Reflecting on practice	4a. ◆ Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	4a ◆ 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.	4a ◆ 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.	4a. ◆ 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	4b. ◆ Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	4b ◆ Counselor's reports, records, and documentation are generally accurate but are occasionally late.	4b. ◆ Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	4b. ◆ 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	4c. ◆ Counselor provides no information to families, either about the counseling program as a whole or about individual students.	4c. ◆ Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	4c. ◆ Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	4c. ◆ 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	4d. ◆ Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	4d. ◆ Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	4d. ◆ Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	4d. ◆ Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e. Engaging in professional development	4e. ◆ Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	4e. ◆ Counselor's participation in professional development activities is limited to those that are convenient or are required.	4e. ◆ Counselor seeks out opportunities for professional development based on an individual assessment of need.	4e. ◆ 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	4f. ◆ Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	4f. ◆ Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	4f. ◆ Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	4f. ◆ Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Framework for School Nurses

Domain 1 for School Nurses: Planning and Preparation

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
1b: Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for School Health Services appropriate to the setting and the students served	Nurse has no clear goals for School Health Services, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for School Health Services are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for School Health Services are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for School Health Services 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 government, community, and district regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
1e: Planning School Health Services for both individuals and groups of students, integrated with the regular school program	School Health Services consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate School Health Services	Nurse has no plan to evaluate School Health Services or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate School Health Services.	Nurse's plan to evaluate School Health Services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving School Health Services on an ongoing basis.

Domain 2 for School Nurses: The Environment

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

Domain 3 for School Nurses: Delivery of Service

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
3c: Promoting wellness through classes or classroom presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
3d: Managing emergency situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
3e: Demonstrating flexibility and responsiveness	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve School Health Services and makes changes as needed in response to student, parent, or teacher input.
3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

Domain 4 for School Nurses: Professional Responsibilities

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

