



# Teacher Growth and Evaluation Handbook

A Comprehensive System of Growth and Evaluation designed to  
Support Best Practices in Teaching and Learning

Updated August 2015

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# David Douglas School District Evaluation Process Overview

## **David Douglas School District Evaluation Beliefs and Standards**

Improvement of instruction is the basis of teacher evaluation. Evaluation should be a process that is cooperative and continuous, using an approach that is systematic, objective, and evidence based. With a focus on professional growth, the DDS D teacher evaluation system will promote the following:

- Excellence in teaching and learning;
- Teacher reflection on instructional practices;
- Collaboration with colleagues;
- Student academic growth;
- Quality professional development;
- Open communication about teaching practices;
- Recognition of strengths;
- Support toward professional growth.

The teacher evaluation system in the David Douglas School District is designed around the following five domains that encompass effective instruction:

- I. Planning and Preparation
- II. Classroom Environment
- III. Instruction
- IV. Professional Responsibilities
- V. Student Learning and Growth

Each of the domains can be further broken down into additional research-based performance standards that define best practice in the teaching profession. The performance standards are as follows:

### **I. Planning and Preparation**

- a. Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

### **II. Classroom Environment**

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

### **III. Instruction**

- a. Communicating with Students
- b. Questioning and Discussion Techniques
- c. Engaging Students in Learning
- d. Using Assessment in Instruction
- e. Demonstrating Flexibility and Responsiveness

### **IV. Professional Responsibilities**

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in a Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

### **V. Student Learning and Growth**

- a. Demonstration of Growth

Though not every performance standard applies to every certified position in the David Douglas School District, the five Domains encompass all certified positions.

**CONTRACT TEACHERS**  
**An Overview of the Evaluation and Observation Process for Contract Teachers**

	What needs to be done	What is it? Where to find the forms
Sept. – Oct.	Gather baseline data to use when writing student growth goals.	See page 7 for examples of student measures to use.
	<b>New teachers only:</b> Complete Self-Assessment based on the Performance Standards Rubric, if not done during previous spring.	See pages 57-80 for job-specific forms to be completed.
By Nov. 1	Meet with administrator to review Self-Assessment, and set Student Growth and Professional Practice Goals.	See pages 102-106 for goal setting form.
Sept. – Dec.	Mini Observations and Instructional Learning Walk Observations ( <i>See page 10-11 for definition</i> )	Administrator will observe instruction and other professional activities in and out of classrooms, and complete the feedback form on pages 50-51.
Jan. – Feb.	Meet with administrator to discuss mid-year progress towards goals. <b>Due by Feb. 15.</b>	See pages 102-106 for goal form.
	Mini Observations and Instructional Learning Walk Observations continue ( <i>See page 10-11 for definition</i> )	Administrator will observe instruction and other professional activities in and out of classrooms, and complete the feedback form on pages 50-51.
March – April	Mini Observations and Instructional Learning Walk Observations continue ( <i>See page 10-11 for definition</i> )	Administrator will observe instruction and other professional activities in and out of classrooms, and complete the feedback form on pages 50-51.
May	**Complete Self-Assessment based on the Performance Standards Rubric. <b>Due by May 15</b>	See pages 57-80 for job-specific forms to be completed.
	Gather data for student growth and artifacts for professional practice. ( <i>Collected throughout the year.</i> )	See pages 52-56 for a list of possible artifacts.
May 16 <sup>th</sup> - Last Teacher Work Day	Summative Evaluation due for contract teachers who are in their Summative year. (This will include the summative report and the Year End Goals Conference.)  Year-End Goals Conference: Meet with administrator to review Self-Assessment, and progress on goals. (Also review of Summative Evaluation for teachers in the Summative year.)	See pages 81-101 for job-specific Summative Evaluation forms.  See pages 102-106 for goal form.

**Notes:**

1. Frequency of observations and evaluations:
  - a. Contract teachers who are in a Summative year will have 1+ Mini Observation throughout the year, 2+ Instructional Learning Walk Observations (*see pgs. 10-11 for more information*), along with a Summative Evaluation by the last teacher workday.
  - b. Contract teachers who are in a Non-Summative year will have 1+ Mini Observation throughout the year, and 1+ Instructional Learning Walk Observation. (*See pgs. 10-11 for more information.*)
2. Formal Observations may be required at any point when an administrator has concerns with teacher performance, or may be requested by a teacher at any time.
3. Student Learning and Growth Goal(s) may be developed as a team. (Example: PLT, Grade Level, Department Team.)
4. A Program of Assistance for Improvement will be used when a decision has been made to non-extend a teacher's contract and/or when a teacher is minimally or not meeting standards and/or professional expectations. (*See page 12 for more explanation.*)
5. Mini Observations can occur inside or outside classrooms. (Example: IEP Meetings, PLT Meetings, presentation, parent-teacher conferences, activities, concerts, etc.) (*See pg. 10 for more information.*)

## PROBATIONARY TEACHERS

### An Overview of the Evaluation and Observation Process for Probationary Teachers

	What needs to be done	What is it? Where to find the forms
Sept. – Oct.	Gather baseline data to use when writing student growth goals.	See page 7 for examples of student measures to use.
	<b>New teachers only:</b> Complete Self-Assessment based on the Performance Standards Rubric.	See pages 57-80 for job-specific forms to be completed.
By Nov. 1	Meet with administrator to review Self-Assessment, and set student growth and Professional Practice Goals.	See pages 102-106 for goal setting form.
By Dec. 1	Formal Observation to be completed by administrator with pre-conference, and post-conference.	See pages 47-49 for observation forms.
Sept. – Dec.	Mini Observations ( <i>See page 10 for definition</i> )	Administrator will observe instruction and other professional activities in and outside of classrooms, and complete the feedback form on page 50.
Jan. – Feb.	Meet with administrator to discuss mid-year progress towards goals. <b>Due by Feb. 15.</b>	See pages 102-106 for goal form.
	Mini Observations continue ( <i>See page 10 for definition</i> )	Administrator will observe instruction and other professional activities in and outside of classrooms, and complete the feedback form on page 50.
March	Mini Observations continue ( <i>See page 10 for definition</i> ) <b>All must be completed by March 10.</b>	Administrator will observe instruction and other professional activities in and outside of classrooms, and complete the feedback form on page 50.
May	Complete Self-Assessment based on the Performance Standards Rubric. <b>Due by May 15</b>	See pages 57-80 for job-specific forms to be completed.
	Gather data for student growth and artifacts for professional practice.	See pages 52-56 for list of possible artifacts.
	Summative Conference: Meet with administrator to review Self-Assessment, and progress on Goals, and Summative Evaluation.	See pages 102-106 for goal form.
June 1	Summative Evaluation due	See pages 81-101 for job-specific forms.

#### Notes:

1. Frequency of observations and evaluations:
  - a. 1 Formal Observation with pre and post conferences will be completed by December 1.
  - b. 3+ Mini Observations will be completed by March 10.
  - c. Instructional Learning Walk Observations may be done at any time by administrators, but are not required for probationary teachers. (*See pgs. 10-11 for more information.*)
2. Formal Observations may be required at any point when an administrator has concerns with teacher performance, or may be requested by a teacher at any time.
3. Summative Evaluation (*with the exception of the student growth component*) due by March 10 for any teacher who the administrator/s is recommending non-renewal of contract.
4. A Program of Assistance for Improvement may be offered when a decision has been made to non-extend a teacher's contract and/or when a teacher is minimally or not meeting standards and/or professional expectations. (*See page 12 for more explanation.*)
5. Student Learning and Growth Goal may be developed as a team. (Example: PLT, Grade Level, Department Team.)
6. Mini Observations can occur inside or outside classrooms. (Example: IEP Meetings, PLT Meetings, presentation, parent-conferences, activities, concerts, etc.) (*See pg. 10 for more information.*)

## GOAL SETTING

Teachers will establish at least two SLG goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

### **Types of Measures for Student Learning and Growth for Teacher Evaluations**

<b>Category</b>	<b>Types of Measures (aligned to standards)</b>	<b>Examples include, but are not limited to:</b>
<b>1</b>	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced, English Language Proficiency Assessment (ELPA), Extended Assessments
<b>2</b>	Common national, international, regional, district-developed measures or school-wide measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, EASY CBM, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms Student performances, portfolios, products, projects, work samples, tests

*From the Oregon Framework for Teacher and Administrator/evaluator Evaluation and Support Systems,*

### **MINI AND FORMAL OBSERVATIONS**

Mini and Formal Observations will take place throughout the school year.

- Observations may be completed by the administrator/evaluator dropping in as well as by teacher invitation. **(It is suggested that observations take place at different times of the day.)**
- Exchange of feedback (verbal and/or written) should occur as soon as possible after the observation.
- A written observation report or Mini Observation and Artifact Evidence Documentation Form will be completed at least 3+ times for Probationary Teachers, 1+ time(s) for Contract Teachers on a Summative year or in a Non-Summative year.
- Mini Observations can occur during any phase of the teacher's duties – in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff, activities, concerts, etc.

### **INSTRUCTIONAL LEARNING WALK OBSERVATIONS**

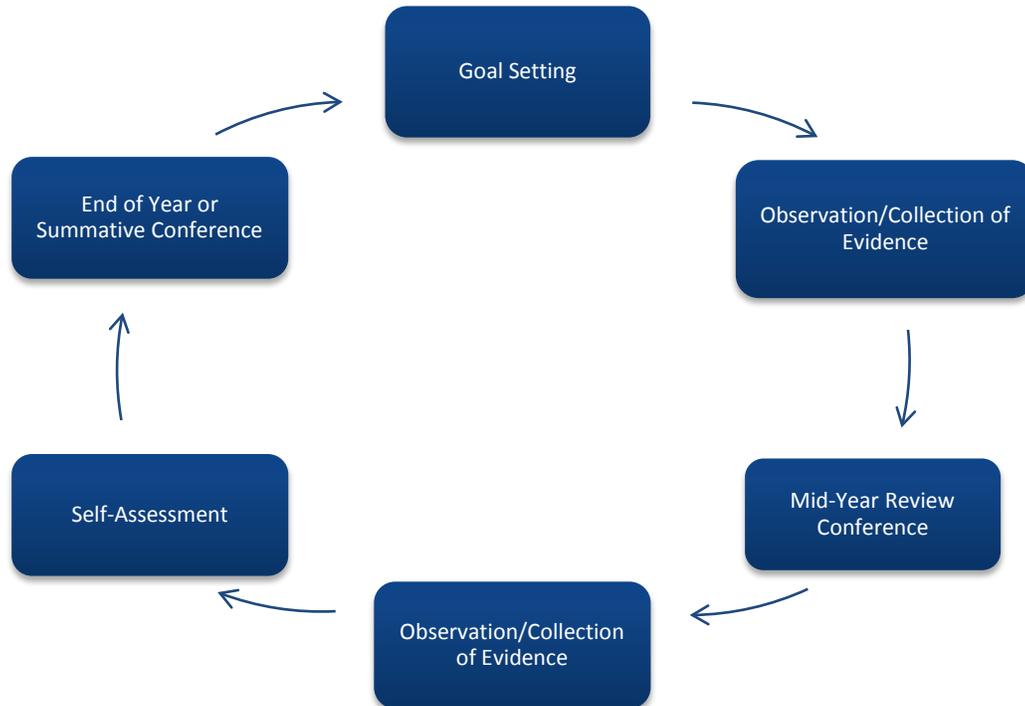
Instructional Learning Walk Observations will take place throughout the school year.

- Observations will be completed by the administrator/evaluator dropping into a classroom setting. **(It is suggested that observations take place at different times of the day.)**
- Exchange of feedback (verbal and/or written) should occur as soon as possible after the observation.
- A written observation report will be completed at least 2+ times for Contract teachers on a Summative year, and at least 1+ time(s) for contract teachers in a Non-Summative year.

## Evaluation and Professional Growth Cycle for Teacher Evaluations

Teacher evaluation systems are based on a cycle of continuous professional growth and learning. An effective process is collaborative and provides ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving teacher effectiveness.

### Evaluation and Professional Growth Cycle



### Steps in an Evaluation and Professional Growth Cycle:

#### Step 1: Self-Assessment

Based on the Standards of Professional Practice, the first step of an evaluation system is Self-Assessment. The teacher reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting using the rubric.

#### Step 2: Goal Setting *(Student Growth Goals and Professional Goals)*

Based on the Self-Assessment, the teacher identifies goals aligned with the Standards of Professional Practice that encompass **both** practice and impact on student learning. The teacher sets both Professional Practice Goals and Student Learning Goals. SMART goals and/or learning targets are used as a tool for effective goal setting. Student Learning and Growth Goals may be developed as a team. For example: PLT, Grade Level, Department Team.

#### Step 3: Observation and Collection of Evidence *(Multiple measures)*

The teacher and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities, and student learning to inform progress throughout the process of evaluation. Documentation of evidence and artifacts **shall** occur on the evidence document form. At a minimum, 4 Mini Observations completed at various times throughout the year will be provided as evidence. Teacher and or administrator/evaluator may also submit other evidence using the Evidence Documentation form.

*Use the Log of Professional Development Activities to keep track for TSPC Licensure (see page 108).*

## Examples of Evidence and Artifacts

(See example charts on pgs. 52-56)

### **Step 4: Mid-Year Review Conference** (*analysis of evidence, professional conversations, and professional growth*)

The evaluator and teacher review the teacher's progress toward individual or team goals and/or performance against standards. This step includes three interdependent and critical parts: analysis of evidence, professional conversations, and professional growth. Both the teacher and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth that has occurred, and highlights professional growth needs. These conversations help the teacher make adjustments in his/her practice and select relevant professional learning opportunities.

### **Step 5: Observation and Collection of Evidence** (*Multiple measures*)

The teacher and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities, and student learning to inform progress throughout the process of evaluation. Documentation of evidence and artifacts **shall** occur on the evidence document form. Teacher and/or administrator/evaluator may also submit other evidence using the Evidence Documentation form.

### **Step 6: Summative Evaluation**

This step is the culmination of multiple formative observations, reflections, professional conversations, etc. Evaluator assesses the teacher's performance against the standards of professional practice, attainment of student learning goals, and attainment of professional practice goals.

## Frequency of Evaluations

The evaluation cycle is an ongoing process throughout a teacher's career. The cycle begins with a review of a completed Self-Assessment and culminates in a Self-Assessment and a Summative Evaluation. The Summative Evaluation is the springboard that leads into a new cycle. The Summative Evaluation occurs on a cycle determined by the teacher's contract status:

- Probationary teachers - every year
- Contract teachers – at least every other year, but may be completed annually if recommended by administrator/evaluator.

## Aligned Professional Learning

The focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform teachers of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth. High quality professional learning is sustained and focused and relevant to the teacher's goals and needs. All teachers must have opportunities for professional growth to meet their needs, not only those whose evaluation ratings do not meet the standard. All teachers will be required to keep track of their learning using the Log of Professional Development Activities. This log must be submitted to Human Resources prior to licensure renewal.

## **FORMAL OBSERVATION PROCESS**

### **I. Pre-Conference**

The administrator/evaluator and teacher meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the administrator/evaluator and teacher. The Pre-Observation report form is to be completed by the teacher prior to the Pre-Conference.

### **II. Observation**

During the classroom observation, the administrator/evaluator will collect specific data based on the four Domains and 22 Standards in the rubric where applicable.

The length of observation will be no less than a cohesive portion of an instructional period or meeting. This will be determined during the Formal Pre-Conference discussion between the teacher and administrator/evaluator.

### **III. Formal Post-observation Form**

This form is intended to be completed by the teacher being observed. The Post-Observation Conference will focus on the data collected by the administrator/evaluator and the input from the teacher regarding the items on the Formal Post-Observation Form.

### **IV. Post-Observation Conference**

As soon as possible after the observation, a conference will be scheduled. The administrator/evaluator and teacher will discuss the data. From this evidence, areas of reinforcement and /or improvement could be established. The date and time of the next observation may be set. A written observation report will be completed.

## **MINI OBSERVATION PROCESS**

### **I. Observation**

Mini Observations are unannounced classroom visits and professional observations (such as meetings, events and conferences) lasting 5 – 15 + minutes throughout the year. The administrator/evaluator will collect specific evidence based on the four Domains and 22 Standards in the rubric where applicable.

- Probationary teachers will have at least 3+ Mini Observations.
- Summative year and Non-Summative year Contract teachers will have at least 1+ Mini Observation(s).

### **II. Mini Observation and Artifact Evidence Documentation Form**

This form is intended to provide information and evidence of standards. This should inform teachers and administrator/evaluators on the collaborative process for improving instruction with the focus on evidence.

### **III. Feedback**

Feedback can come in the form of face-to-face (informal conversations or scheduled meetings) **and** a copy of the Evidence Documentation Form.

- For ALL teachers, face-to-face feedback will be provided after at least 1 of the Mini Observations.

## **INSTRUCTIONAL LEARNING WALK OBSERVATIONS**

### **I. Observation**

Instructional Learning Walk Observations are unannounced classroom visits lasting 5 – 15 minutes throughout the year. The administrator/evaluator will collect specific evidence based on the four Domains and 22 Standards in the rubric where applicable.

- Summative year Contract teachers will have at least 2+ walkthroughs.
- Non-Summative year Contract teachers will have at least 1+ walkthrough(s).
- These walkthroughs are optional for Probationary teachers.

**II. Instructional Learning Walk Observation Form**

This form is intended to provide information and evidence of what was observed in the classroom. This should inform teachers and administrator/evaluators on the collaborative process for improving instruction.

**III. Feedback**

Feedback will come in the form of face-to-face (informal conversations or scheduled meetings) **and** a copy of the Instructional Learning Walk Observation Form.

- For Summative year contract teachers, face-to-face feedback will be provided after at least one observation.

## **GENERAL WORKPLACE EXPECTATIONS**

David Douglas School District has general workplace expectations for all employees that are not classified as performance standards. These expectations are included on the Summative Evaluation, an evaluation form completed by their administrator/evaluator at the end of their evaluation cycle. Failure to comply with these requirements will be cause for disciplinary action up to and including termination.

- **Attendance and Punctuality:** The employee has regular attendance at work and work activities. The employee is punctual in meeting deadlines, attending meetings, and following schedules.
- **Personal Appearance:** The employee is dressed and groomed in a neat, clean, and appropriate professional manner for the assignment and work setting.
- **Confidentiality:** The employee maintains the integrity of confidential information relating to a student, family, colleague, or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.
- **Following Policies and Directives:** The employee follows all district or administrator/evaluator policies, rules, regulations, memos, bulletins, announcements, applicable position descriptions, and reasonable requests by proper authority.

*All licensed employees will meet the Teacher Standards and Practices Commission Standards for Competent and Ethical Teachers (OAR Chapter 584, Division 020).*

## **PLAN OF SUPPORT FOR IMPROVEMENT**

A Plan of Support for Improvement (see page 107) is intended to assist the probationary or contract status teacher who is having difficulty demonstrating competence in one or more of the performance standards of David Douglas School District (see page 19). The Plan of Support for Improvement will include sufficient opportunities for the teacher to obtain assistance from peers and administrator/evaluators and/or participate in specific training that is designed to build the teacher's competency.

An administrator/evaluator may place the teacher on a Plan of Support for Improvement, when a performance area needs remediation. The Plan of Support for Improvement is building based, informal and involves the District, Association and participating teacher. If the Plan of Support for Improvement is unsuccessful, a Program of Assistance for Improvement is developed. While a Plan of Support for Improvement is typically the first step, the district retains the right to proceed directly to a Program of Assistance for Improvement.

The procedures for placing a teacher on a Plan of Support for Improvement are:

1. The teacher will receive written and verbal notification when being placed on a Plan of Support for Improvement per Article 9, Section B, and the right to representation during meetings involving the Plan of Support for Improvement.
2. A written plan will be developed by the administrator/evaluator, with input from the teacher and Association. The plan will include:
  - Identification of the standard(s) not being met (Recommendation: Focus on 3-5 standards. More standards may be added if essential.)
  - The suggested program for correcting the deficient area(s) and the criteria for assessment
  - The timelines for correcting the deficient area(s)
  - The assistance to be provided
3. The teacher may select a peer coach to assist the teacher. The peer coach will have no role in the evaluation process.
4. At the conclusion of the Plan of Support for Improvement, the administrator will make one of the following recommendations:
  - Problem/need resolved. The teacher has accomplished the goal(s) of the Plan of Support for Improvement and is returned to the regular evaluation cycle.
  - The teacher is making progress, but has not yet met the goal of the Plan of Support for Improvement. The timeline for the plan is extended.
  - The teacher has shown no progress and the problem(s) remain unresolved. A Program of Assistance for Improvement will be developed.

## **PROGRAM OF ASSISTANCE FOR IMPROVEMENT**

A Program of Assistance for Improvement (see page 107) is intended to assist the probationary or contract status teacher who is having difficulty demonstrating competence in one or more of the performance standards of David Douglas School District (see page 19). The Program of Assistance for Improvement will include sufficient opportunities for the teacher to obtain assistance from peers and administrator/evaluators and/or participate in specific training that is designed to build the teacher's competency.

An administrator/evaluator may place the teacher on a Program of Assistance for Improvement, when a teacher has an unsatisfactory evaluation, or is minimally or not meeting the David Douglas School District Teacher Evaluation Standards, or at any time a performance area needs remediation. The Program of Assistance is formal and involves the District and Association. If a teacher does not improve through the Program of Assistance, a recommendation will be made to the superintendent to begin the process for termination. This would typically be done, however, following multiple observations with Post-Observation discussions and feedback.

The procedures for placing a teacher on a Program of Assistance for Improvement are:

1. The teacher will receive written and verbal notification when being placed on a Program of Assistance for Improvement **per Article 9, Section B and E.**
2. A written plan will be developed by the administrator/evaluator, with input from the teacher and Association. The plan will include:
  - a. Identification of the standard(s) not being met **(Recommendation: Focus on 3-5 standards. More standards may be added if essential.)**
  - b. The suggested program for correcting the deficient area(s) and criteria for assessment
  - c. The timelines for correcting the deficient area(s)
  - d. The assistance to be provided
3. The teacher may select a peer coach to assist the teacher. The peer coach will have no role in the evaluation process.
4. At the conclusion of the Program of Assistance for Improvement, the administrator will make one of the following recommendations:
  - Problem/need resolved. The teacher has accomplished the goals of the Program of Assistance for Improvement and is returned to the regular evaluation cycle.
  - The teacher is making progress, but has not yet met the goal of the Program of Assistance for Improvement. The timeline for the plan is extended.
  - The teacher has shown no progress and the problem(s) remain unresolved. A recommendation will be made to the superintendent to begin the process for termination.

## The DDSD Matrix for Summative Evaluations for Teachers & Administrators (Revised from the Oregon Matrix Model)

Beginning in the 2014-15 school year all districts will use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Path and summative performance level. When there is a discrepancy between PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to determine the Professional Growth Path and corresponding summative performance level.

<b>Y-axis: Professional Practices and Responsibilities</b>	Level 4 (Exemplary)	<b>COLLABORATIVE PATH</b> With focus on SLG Goals  * <b>SLG INQUIRY</b> due to LOW level of fidelity between measures  3	<b>FACILITATIVE or COLLABORATIVE PATH</b> With focus on SLG Goals Determined post inquiry  * <b>SLG INQUIRY</b> due to only SOME level of fidelity between measures  4 or 3	<b>FACILITATIVE PATH</b>  Educator leads development of Professional Growth Path  GOOD level of fidelity between measures  4	<b>FACILITATIVE PATH</b>  Educator leads development of Professional Growth Path  HIGHEST level of fidelity between measures  4
	Level 3 (Proficient)	<b>COLLABORATIVE or CONSULTING PATH</b> With focus on SLG Goals Determined post inquiry  * <b>SLG INQUIRY</b> due to SOME level of fidelity between measures  3 or 2	<b>COLLABORATIVE PATH</b> With focus on SLG Goals  GOOD level of fidelity between measures  3	<b>COLLABORATIVE PATH</b>  Educator and evaluator collaboratively develop Professional Growth Path  HIGHEST level of fidelity between measures  3	<b>COLLABORATIVE PATH</b>  Educator and evaluator collaboratively develop Professional Growth Path  GOOD level of fidelity between measures  3
	Level 2 (Basic)	<b>CONSULTING PATH</b> With focus on SLG Goals  Evaluator consults with the educator and guides development of Professional Growth Path  GOOD level of fidelity between measures  2	<b>CONSULTING PATH</b> With focus on SLG Goals  Evaluator consults with the educator and guides development of Professional Growth Path  HIGHEST level of fidelity between measures  2	<b>CONSULTING PATH</b>  Evaluator consults with the educator and guides development of Professional Growth Path  GOOD level of fidelity between measures  2	<b>COLLABORATIVE or CONSULTING PATH</b>  Determined post inquiry  * <b>PP/PR INQUIRY</b> due to only SOME level of fidelity between measures  3 or 2
	Level 1 (Unsatisfactory)	<b>DIRECTED PATH</b> With focus on SLG Goals  Evaluator determines Professional Growth Path  Highest level of fidelity between measures  1	<b>DIRECTED PATH</b> With focus on SLG Goals  Evaluator determines Professional Growth Path  GOOD level of fidelity between measures  1	<b>CONSULTING or DIRECTED PATH</b>  Determined post inquiry  * <b>PP/PR INQUIRY</b> due to only SOME level of fidelity between measures  2 or 1	<b>CONSULTING PATH</b>  Evaluator consults with the educator and guides development of Professional Growth Path  * <b>PP/PR INQUIRY</b> due to LOW level of fidelity between measures  3 or 2
		Level 1 (Unsatisfactory)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Exemplary)
	<b>X-axis: Student Learning and Growth</b>				

**\*SLG & PP/PR Inquiry Process:**

In order to determine an educator's Professional Growth Path and resulting summative performance level an inquiry may be initiated by the evaluator. See description of the process in the handbook.

## Professional Growth Paths

Taking the performance levels for PP/PR and SLG, find where the X-axis intersects with the Y-axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Path and overall summative performance level. The four types of Professional Growth Paths are defined as follows:

**Facilitative Growth Path:** The educator leads the collaborative conversation, and with the evaluator chooses the focus of the Professional Growth Path and professional goal(s).

\*If the educator had a SLG performance level of 2, the path/professional goal(s) should also include a focus on increasing the educator's overall aptitude for this measure.

**Collaborative Growth Path:** The educator and evaluator collaboratively develop the educator's Professional Growth path.

\* If the educator had a SLG performance level of 1 or 2, the path/professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

**Consultative Growth Path:** The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth path/professional goal(s).

\* If the educator had a SLG performance level of 1 or 2, the path/professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

**Directed Growth Path:** The evaluator directs the educator's Professional Growth path/professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance.

\* If the educator had a SLG performance level of 1 or 2, the path/professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

## Inquiry Processes

Evaluators may engage in an Inquiry Process when the educator scores a 3 or 4 on the Y-Axis, but a 1 or 2 on the X-Axis or vice versa. This indicates a low level of fidelity between an educator's professional practice and responsibilities and the student learning and growth goals. In order to determine an educator's Professional Growth Path and resulting performance level, the evaluator may initiate the following with the educator:

### Student Learning and Growth Inquiry Process:

- Collaboratively examine student learning and growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances, which may include one or more of the following: goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Path and if the summative performance level is a 1 or 2; or a 2 or 3.

### Professional Practice and Professional Responsibility Inquiry Process:

- Re-examine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administrator) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator's supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Path and if the summative performance level is a 2 or 3; or a 3 or 4.

## Determining Levels for the Y-Axis and X-Axis, and Finding the Summative Rating on the Oregon Matrix for Summative Evaluations for Teachers & Administrators

### Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

Using the ratings for each component/standard on the summative evaluation form, you will find the average score.

- Add up all component/standard scores to get the total points scored.
- Divide by 22 (total number of components/standards)
- Use the following thresholds to determine PP/PR level:
  - 3.6 – 4.0 = 4
  - 2.81 – 3.59 = 3
  - 1.99 – 2.8 = 2\*
  - <1.99 = 1

#### \* PP/PR Scoring Rule:

If the educator scores two 1s in any PP/PR component/standard and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

### X-Axis: Student Learning and Growth (SLG)

- Using the Oregon SLG Goal scoring rubric, determine the performance level of each SLG.
- Use the following thresholds to determine SLG level:

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		

### Final Summative Performance Level and Professional Growth Path:

- Taking the performance levels for PP/PR and SLG, find where the X-Axis intersects with the Y-Axis on the matrix.
  - The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Path and overall summative performance level.
- ⇒ The Matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

## Scoring Student Learning and Growth (SLG) Goals

### SLG Quality Review Checklist

Before SLG goals are finalized for 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-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a "growth" goal vs. "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 Goals		
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?		

### SLG Scoring Rubric:

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the educator and the supervisor/evaluator.

<b>Exemplary (Level 4)</b>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
<b>Proficient (Level 3)</b>	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
<b>Basic (Level 2)</b>	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
<b>Unsatisfactory (Level 1)</b>	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

# David Douglas School District Teacher Evaluation Standards and Scoring Rubric

## David Douglas Teacher Performance Standards

<b>Domain I: <u>Planning &amp; Preparation</u></b>
<b>Standard 1a:</b> Knowledge of Content and Pedagogy
<b>Standard 1b:</b> Demonstrating Knowledge of Students
<b>Standard 1c:</b> Setting Instructional Outcomes
<b>Standard 1d:</b> Demonstrating Knowledge of Resources
<b>Standard 1e:</b> Designing Coherent Instruction
<b>Standard 1f:</b> Designing Student Assessments
<b>Domain II: <u>Classroom Environment</u></b>
<b>Standard 2a:</b> Creating an Environment of Respect and Rapport
<b>Standard 2b:</b> Establishing a Culture for Learning
<b>Standard 2c:</b> Managing Classroom Procedures
<b>Standard 2d:</b> Managing Student Behavior
<b>Standard 2e:</b> Organizing Physical Space
<b>Domain III: <u>Instruction</u></b>
<b>Standard 3a:</b> Communicating with Students
<b>Standard 3b:</b> Questioning and Discussion Techniques
<b>Standard 3c:</b> Engaging Students in Learning
<b>Standard 3d:</b> Using Assessment in Instruction
<b>Standard 3e:</b> Demonstrating Flexibility and Responsiveness
<b>Domain IV: <u>Professional Responsibilities</u></b>
<b>Standard 4a:</b> Reflecting on Teaching
<b>Standard 4b:</b> Maintaining Accurate Records
<b>Standard 4c:</b> Communicating with Families
<b>Standard 4d:</b> Participating in a Professional Community
<b>Standard 4e:</b> Growing and Developing Professionally
<b>Standard 4f:</b> Showing Professionalism
<b>Domain V: <u>Student Learning and Growth</u></b>
<b>Standard 5a:</b> Demonstration of Student Learning and Growth

## Standard 1a: Knowledge of Content and Pedagogy

### Guiding Questions:

- Does the teacher have lesson and unit plans that reflect important concepts in discipline?
- Does the teacher use clear and accurate classroom explanations?
- Does the teacher have accurate answers to student questions?
- Does the teacher give feedback to students to further their learning?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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 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 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 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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher makes content errors.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher's plans use inappropriate strategies for the discipline</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>

## Standard 1b: Demonstrating Knowledge of Students

### Guiding Questions:

- Is there formal and informal information about students gathered by teacher for use in planning instruction?
- Are student interests and needs learned and used by teacher in planning?
- Does the teacher have knowledge of student life outside of school?
- Does the teacher design opportunities for students to share heritage?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
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, and attains this knowledge about the class as a whole.	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 about groups of students.	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.

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>Teacher does not try to ascertain varied ability levels among students in the class.</p> <p>Teacher is not aware of student interests or cultural heritages.</p> <p>Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>Teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>Teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information about their cultural heritage from all students.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>

## Standard 1c: Setting Instructional Outcomes

### Guiding Questions:

- Does the teacher provide instruction that challenges all students at an appropriate cognitive level?
- Does the teacher use learning targets as the focus for instruction?
- Does the teacher use interdisciplinary connections in plans and practice?
- Does the teacher use assessment to inform instruction?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Outcomes lack rigor. Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the “big ideas” of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>

## Standard 1d: Demonstrating Knowledge of Resources

### Guiding Questions:

- Does the teacher use district-provided materials?
- Does the teacher use a variety of resources to supplement instruction (internet, multi-media, guest speakers, range of texts)?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	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.	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.	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.

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>	<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates Internet resources.</p> <p>Resources are multidisciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge.</p> <p>The teacher facilitates student contact with resources outside the classroom.</p>

## Standard 1e: Designing Coherent Instruction

### Guiding Questions:

- Does the teacher use lessons that support instructional outcomes and reflect important concepts?
- Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups?
- Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?
- Does the teacher develop structured lesson plans?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>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>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>

## Standard 1f: Designing Student Assessments

### Guiding Questions:

- Does the teacher's instruction match the standards and assessments used?
- Does the teacher use assessment to inform instruction?
- Does the teacher use a variety of performance opportunities for students?
- Does the teacher use modified assessments available for individual students as needed?
- Does the teacher have expectations clearly written, with descriptors for each level of performance?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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, nor any plan to use assessment results in designing future instruction.</p>	<p>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>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to teacher-specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>

## Standard 2a: Creating an Environment of Respect and Rapport

### Guiding Questions:

- Does the teacher facilitate respectful talk and behaviors?
- Does the teacher exhibit awareness and respect for students' background and life outside the classroom?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When necessary, students correct one another in their conduct between classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity.</p>

## Standard 2b: Establishing a Culture for Learning

### Guiding Questions:

- Does the teacher have high expectations?
- Does the teacher communicate the value and purpose of the work?
- Does the teacher expect and recognize quality?
- Does the teacher expect and recognize effort and persistence?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The teacher 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>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>	<p>The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Students take initiative in improving the quality of their work.</p>

## Standard 2c: Managing Classroom Procedures

### Guiding Questions:

- Does the teacher maintain little or no loss of instructional time?
- Does the teacher design and implement routines that support transition and instruction?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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 is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>	<p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>

## Standard 2d: Managing Student Behavior

### Guiding Questions:

- Does the teacher have clear, posted standards of conduct that are referred to regularly?
- Does the teacher foster positive relationships and address concerning behavior appropriately?
- Is the teacher alert to student behavior at all times?
- Does the teacher reinforce positive behavior?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>	<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective.</p> <p>Teacher acknowledges good behavior.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Student behavior is entirely appropriate; there no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>

## Standard 2e: Organizing Physical Space

### Guiding Questions:

- Does the teacher ensure a safe environment?
- Does the teacher maintain accessibility for all students?
- Is the teacher's furniture arrangement suitable for the learning activities?
- Does the teacher use physical resources skillfully including computer technology?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or the board.</p> <p>Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p>	<p>The classroom is safe, and all students are able to see and hear.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>

## Standard 3a: Communicating with Students

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### Guiding Questions:

- Does the teacher clearly state the purpose/objective of the lesson?
- Does the teacher give clear directions and procedures specific to the lesson activities?
- Does the teacher use correct spoken and written language throughout instruction?
- Does the teacher use instructional materials that are clear and grammatically correct?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

## Standard 3a: Communicating with Students

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Teacher's communications include errors of vocabulary or usage.</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher makes no serious content errors but may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>If the tactic is appropriate, the teacher models the process to be followed in the task.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>The teacher makes no content errors.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher's vocabulary and usage are correct and completely suited to the lesson.</p> <p>The teacher's vocabulary is appropriate to the students' ages and levels of development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>All students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class or to classmates.</p> <p>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>

## Standard 3b: Questioning and Discussion Techniques

### Guiding Questions:

- Does the teacher use questions that are cognitively challenging?
- Does the teacher use questions that are open ended and may require more than one correct response?
- Does the teacher make effective use of student responses and ideas?
- Does the teacher facilitate high levels of student participation in discussion?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>Teacher uses a variety or 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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between teacher and students; students are not invited to speak directly to one another.</p> <p>A few students dominate the discussion.</p>	<p>Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>Teacher calls on many students, but only a few actually participate in the discussion.</p>	<p>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>The teacher effectively builds on student responses to questions.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>The teacher calls on most students, even those who don't initially volunteer.</p> <p>Many students actively engage in the discussion.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students initiate higher-order questions.</p> <p>Students extend the discussion, enriching it.</p> <p>Students invite comments from their classmates during a discussion.</p>

## Standard 3c: Engaging Students in Learning

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### Guiding Questions:

- Do the teacher's activities align with the lesson objective?
- Does the teacher keep students highly motivated to work on all tasks and to be persistent even when the tasks are challenging?
- Does the teacher group students in ways that will enhance their level of engagement?
- Do instructional materials allow students to engage with the lesson content?
- Does the teacher pace the lesson appropriately for both students and content?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<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>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>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</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>

## Standard 3c: Engaging Students in Learning

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students to perform only rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Students are in large part passively engaged with the content, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</p> <p>The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students have extensive choice in how they complete tasks.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.</p>

## Standard 3d: Using Assessment in Instruction

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### Guiding Questions:

- Does the teacher pay close attention to evidence of student understanding?
- Does the teacher pose specifically created questions to elicit evidence of student understanding?
- Does the teacher circulate to monitor student learning and to offer feedback?
- Does the teacher encourage students to assess their own work against established criteria?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

## Standard 3d: Using Assessment in Instruction

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher gives no indication of what high-quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global.</p> <p>The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific and not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>The teacher attempts to engage students in self-assessment or peer assessment.</p>	<p>In addition to the characteristics of "proficient":</p> <p>There is evidence that students have helped establish the evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources including other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p>

## Standard 3e: Demonstrating Flexibility and Responsiveness

### Guiding Questions:

- Does the teacher adjust lesson content and/or pacing as necessary in order to maintain student engagement and understanding?
- Does the teacher provide opportunities for spontaneous learning by seizing teachable moments?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>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.</p> <p>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.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</p>	<p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>

## Standard 4a: Reflecting on Teaching

### Guiding Questions:

- Does the teacher accurately reflect on a lesson based on evidence?
- Does the teacher cite adjustments to practice, drawing on a repertoire of strategies?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>Teacher has a generally accurate impression of a lesson's effective-ness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effective-ness 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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher identifies specific ways in which a lesson might be improved.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>Teacher's suggestions for improvement draw on an extensive repertoire.</p>

## Standard 4b: Maintaining Accurate Records

### Guiding Questions:

- Does the teacher develop routines and systems that track student completion of assignments?
- Does the teacher have systems of information regarding student progress against instructional outcomes?
- Does the teacher have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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 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 information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>There is no system for either instructional or non-instructional records.</p> <p>The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</p>	<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students contribute to and maintain records indicating completed and overdue work assignments.</p> <p>Students both contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining non-instructional records for the class.</p>

## Standard 4c: Communicating with Families

### Guiding Questions:

- Does the teacher send home frequent and culturally appropriate information regarding the instructional program and student progress?
- Does the teacher maintain two-way communication between the teacher and families?
- Does the teacher create opportunities for families to engage in the learning process?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>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 instructional program are frequent and successful.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children's progress.</p> <p>Family engagement activities are lacking.</p> <p>Communication is culturally inappropriate.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information is sent home by teachers about the instructional program.</p> <p>Teacher maintains school-required grade book but does little else to inform families about student progress.</p> <p>Teacher communications are sometimes inappropriate to families' cultural norms.</p>	<p>Information about the instructional program is available on a regular basis.</p> <p>The teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</p>	<p>In addition to the characteristics of "proficient":</p> <p>On a regular basis, students develop materials to inform their families about the instructional program.</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p>

## Standard 4d: Participating in a Professional Community

### Guiding Questions:

- Does the teacher regularly participate with colleagues to share and plan for student success?
- Does the teacher actively participate in the PLT (Professional Learning Team) process to inform instruction?
- Does the teacher regularly participate in professional development that emphasizes improving practice?
- Does the teacher regularly participate in school and district initiatives?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<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>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>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher's relationship with colleagues is characterized by negativity or combativeness.</p> <p>The teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The teacher avoids involvement in school activities and school district and community projects.</p>	<p>The teacher has pleasant relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, as well as school district and community projects.</p>	<p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher regularly participates in activities related to professional inquiry.</p> <p>The teacher frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher regularly contributes to and oversees events that positively impact school life.</p> <p>The teacher regularly contributes to and serves as head of significant school district and community projects.</p>

## Standard 4e: Growing and Developing Professionally

### Guiding Questions:

- Does the teacher participate in learning networks with colleagues; regular sharing of feedback?
- Does the teacher utilize professional development to improve professional practice?
- Does the teacher attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either administrator/evaluators or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>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 administrator/evaluators and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>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 administrator/evaluators or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other teachers.</p>	<p>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 administrator/evaluators and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with administrator/evaluators or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or when provided by the school district.</p> <p>The teacher reluctantly accepts feedback from administrator/evaluators and colleagues.</p> <p>The teacher contributes in a limited fashion to educational professional organizations.</p>	<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and administrator/evaluators into the classroom for the purpose of gaining insight from their feedback.</p> <p>The teacher actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from administrator/evaluators and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>

## Standard 4f: Showing Professionalism

### Guiding Questions:

- Does the teacher have a reputation as someone who can be trusted?
- Does the teacher frequently remind participants during committee or planning work that students are the highest priority?
- Does the teacher support students, even in the face of difficult situations or conflicting policies?
- Does the teacher challenge existing practice in order to put students first?
- Does the teacher consistently fulfill school district mandates regarding policies and procedures?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision-making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>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.</p> <p>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher is dishonest.</p> <p>Teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects school district regulations.</p>	<p>Teacher is honest.</p> <p>Teacher notices the needs of students but is inconsistent in addressing them.</p> <p>Teacher does not notice that some school practices result in poor conditions for students.</p> <p>Teacher makes decisions professionally, but on a limited basis.</p> <p>Teacher complies with school district regulations.</p>	<p>Teacher is honest and known for having high standards of integrity.</p> <p>Teacher actively addresses student needs.</p> <p>Teacher actively works to provide opportunities for student success.</p> <p>Teacher willingly participates in team and departmental decision making.</p> <p>Teacher complies completely with school district regulations.</p>	<p>In addition to the characteristics of "proficient" the teacher:</p> <ul style="list-style-type: none"> <li>• is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>• is highly proactive in serving students.</li> <li>• makes a concerted effort to ensure that opportunities are available for all students to be successful.</li> <li>• takes a leadership role in team and departmental decision-making.</li> <li>• takes a leadership role regarding school district regulations.</li> </ul>

## Domain 5: Demonstration of Student Learning and Growth

### SLG Quality Review Checklist

Before SLG 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-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?

#### Student Learning and Growth Goals

Is the SLG goal written as a “growth” goal vs. “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 Goals

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?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.</p>	<p>This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.</p>	<p>This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.</p>	<p>This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.</p>

# Appendix A

## Forms







## MINI OBSERVATION AND ARTIFACT EVIDENCE DOCUMENTATION FORM

This form should be used by teachers and administrators to provide feedback and to document Mini Observations and all artifacts submitted for instruction and professional responsibility.

Teacher—Name/Title: \_\_\_\_\_

Administrator/Evaluator—Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

Artifact Title/Name or Observed Class/Event/Function: \_\_\_\_\_

Submission Date: \_\_\_\_\_ Feedback Method: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Artifact or Observation Evidence	Aligned Standard	Rating
What aspects of teacher performance does this artifact or observation illustrate?		

Star evidence statements that show progress toward attaining Student Learning Goal(s) or Professional Practice Goal(s).

Feedback Based on Observation	
<b>Areas of Strength</b>	
<b>Areas for Growth or Improvement</b>	

The Framework for Teaching (Danielson)			
I. Planning and Preparation	II. Classroom Environment	III. Instruction	IV. Professional Responsibilities
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	4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism

## INSTRUCTIONAL LEARNING WALK OBSERVATION FORM

This form should be used by administrators to provide feedback and to document Instructional Learning Walks.

Teacher—Name/Title: \_\_\_\_\_

Administrator/Evaluator—Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

Name or Period of Observed Class: \_\_\_\_\_

Date: \_\_\_\_\_

Feedback Method: \_\_\_\_\_

<b>OBSERVATIONS</b>	<b>Aligned Standard (OPTIONAL)</b>
General narrative of the instruction and learning during the learning walk.	

<b>FEEDBACK</b>
Evaluator's comments and feedback around instruction and learning.

<b>The Framework for Teaching (Danielson)</b>			
<b>I. Planning and Preparation</b>	<b>II. Classroom Environment</b>	<b>III. Instruction</b>	<b>IV. Professional Responsibilities</b>
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	4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism

## Gathering Artifacts for use in Teacher Evaluation

As part of the Teacher Growth and Evaluation system, teachers and administrators are asked to collect evidence and artifacts to support their ratings on the self-assessment and summative evaluation forms.

Evidence: noun

- the available body of facts or information indicating whether a belief or proposition is true or valid
- signs; indications

Artifact: noun

- an object made by a human being, typically an item of cultural or historical interest
- something observed in a scientific investigation or experiment that is not naturally present but occurs as a result of the preparative or investigative procedure

When is an administrator required to provide evidence to support their ratings?

1. There must be documented evidence or an artifact for a teacher to be ranked Exemplary on a teaching standard.
2. Any area that is identified as Unsatisfactory, the administrator/evaluator will provide documented evidence or artifacts.

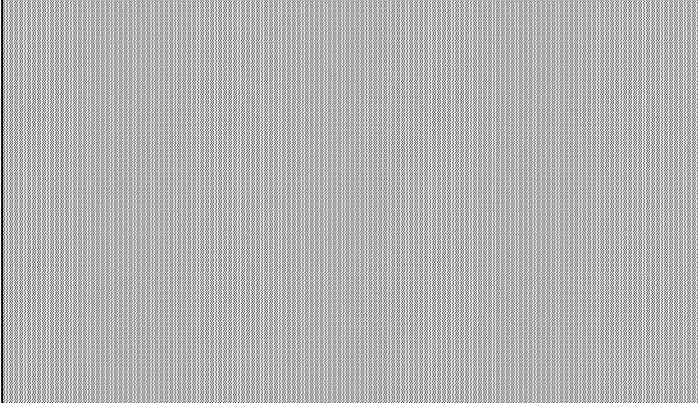
When is a teacher required to provide evidence or an artifact to support their ratings?

1. Any area in which you identify yourself as Exemplary, you must submit evidence or artifacts on the evidence documentation sheet (upload to Talent Ed).
2. If a teacher disagrees with the rating of an administrator/evaluator they will provide documented evidence or artifacts to support their claim.

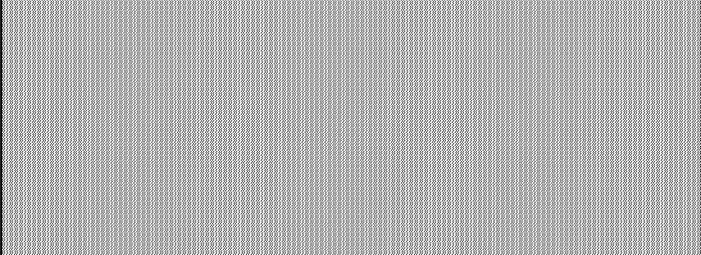
## Artifacts for Domain 1 – Danielson Framework

<p><b>1a. Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Learning targets aligned to standards posted and used in classroom</li> <li>• Curriculum –differentiation- appropriate level</li> <li>• Collaborative and independent lessons/activities (different learning styles)</li> <li>• Lesson plans including a diversity of activities</li> <li>• Lesson plans reflect standards, current practices, and adopted curriculum</li> </ul>	<p><b>1b. Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Examples of modified tasks</li> <li>• Seating chart to demonstrate knowledge of IEP or other needs</li> <li>• Differentiated lessons/tasks</li> <li>• Lesson plans that demonstrate understanding of learning styles</li> <li>• Behavior management plan that demonstrates understanding of personality and interaction styles</li> <li>• Behavior tracking forms</li> <li>• Home visits –communication logs – email/phone calls</li> <li>• Student surveys</li> <li>• Notes about individual student strengths and challenges</li> <li>• Use of synergy reports w/ reflection on date</li> <li>• Partner/grouping list based on student data</li> <li>• Record/log of attendance of extracurricular events</li> </ul>
<p><b>1c. Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Learning Targets posted – lesson objectives clearly communicated in the lesson plan</li> <li>• Student goals – individual – student self-assessments</li> <li>• Reflecting and adjusting instruction as necessary based on the following: formative assessments, observations, check-ins, etc.</li> <li>• Lessons reflect pretest data and learning goal</li> <li>• Plans that show alignment of standards and curriculum</li> <li>• Curriculum map that lists standards connected to lessons</li> <li>• Individual and PLT SMART goals and baseline data</li> <li>• Creating a cohesive/streamlined tiered system of outcomes</li> <li>• Examples of tiered tasks</li> </ul>	<p><b>1d. Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>• Invitations, notes, video for guest speaker</li> <li>• Documentation of curriculum adoption committee or training</li> <li>• Assignment sheet w/ resource list</li> <li>• Teacher website with links</li> <li>• Field trips – documentation of connection to learning targets and standards</li> <li>• Using TOSAs and other specialist (calendars, emails, conversation logs)</li> <li>• Documentation of use of online resources: IXL, Discovery Ed assignments, etc.</li> <li>• PLT documentation of shared resources (common assessments, shared strategies)</li> <li>• Appropriate leveled texts lists (classroom library list, picture of leveled library)</li> <li>• Utilized peers and administrators (specialists, librarian, IT) - document</li> <li>• Documentation of connections of curriculum resources – adopted core, intervention, supplemental, etc.</li> </ul>
<p><b>1e. Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Course calendars-pacing guide (building blocks-chunks)</li> <li>• Unit outlines</li> <li>• Lesson plans connected to standards</li> <li>• Gradual release of responsibility - to, with, by</li> <li>• Assessments</li> <li>• Lists of flexible learning groups</li> <li>• Differentiated lessons</li> <li>• Collaborative learning activities for students</li> <li>• Observations from evaluator/peer learning walks</li> <li>• Student success on goals (data, self assessment, reflection)</li> <li>• Sentence frames included in lessons</li> <li>• Present information using visuals, speaking, audio</li> <li>• Explicit vocabulary - academic language, “mortar”</li> <li>• Vertical and/or horizontal progressions of learning</li> </ul>	<p><b>1f. Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Using/accessing district assessments</li> <li>• Assessment samples</li> <li>• Variety of format for opportunities (paper/pencil, student-teacher interview, observation, project skill demonstration, technology, etc.</li> <li>• Assessment rubrics reflecting levels of proficiency</li> <li>• Different styles of questions (multiple choice, open ended, essay, performance tasks)</li> <li>• Use of baseline data to design assessments</li> <li>• Demonstration of ongoing assessment</li> <li>• Pre/formative/post assessments for same concept</li> </ul>

## Artifacts for Domain 2 – Danielson Framework

<p><b>2a. Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Pictures of goals, norms, classroom posters (PBIS)</li> <li>• Examples of whole class positive reinforcement (compliment jar, class points, etc.)</li> <li>• Examples and non-examples for how to interact with others in the room (T-chart, video role play)</li> <li>• Photos of students following expectations (example: wearing goggles in a lab)</li> <li>• Class feedback surveys (Do you feel safe in class?, Do you feel respected?)</li> <li>• Seating chart with notes about cooperative groups</li> <li>• Examples of</li> </ul>	<p><b>2b. Establishing a culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom expectation charts and Universal expectation posters (PBIS)</li> <li>• Academic Language posted</li> <li>• Posting goals/ strategies/ focus skills/learning targets</li> <li>• Photo of materials station to support learning</li> <li>• Student work displayed</li> <li>• Course syllabus</li> <li>• Entrance routine expectations – “Bell Work”</li> <li>• Teacher/student conferencing notes</li> <li>• Documentation of management/procedures</li> <li>• Posted expectations for working in cooperative groups</li> <li>• Lesson plans with engagement strategies included</li> </ul>
<p><b>2c. Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Jobs charts/ student jobs</li> <li>• Lessons on how to do everyday activities/routines</li> <li>• Photos of materials and supplies prepared in advance</li> <li>• Posted matrix (classroom expectation charts for transitions/work time)</li> <li>• Role plays (videoed)</li> <li>• Make-up assignment notebooks/files (system)</li> <li>• Posted schedules</li> <li>• Documentation of transition signals or procedures</li> <li>• Noise/ level scale posted</li> <li>• Attendance records</li> <li>• Assistant/volunteer schedules and plans</li> </ul>	<p><b>2d. Managing Student Behaviors</b></p> <ul style="list-style-type: none"> <li>• Leveled behavior system in classrooms (clip charts, card system)</li> <li>• Behavior plan</li> <li>• FBA/BSP for student with notes about implementation</li> <li>• Behavior expectations and consequences posted</li> <li>• Data for students - # of minors/ referrals for particular behaviors – lessons for addressing problem areas</li> <li>• Home/ School Communication log</li> <li>• Reinforcement system (incentives)</li> <li>• Check in check out (CICO)</li> <li>• Online behavior management (Class Dojo reports)</li> <li>• Individual contracts</li> </ul>
<p><b>2e. Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Materials and teacher tools stored in organized and secure manner (photo)</li> <li>• Layout of room (photo) – space organized and user friendly – easy to move around and get to all students, safe, easy access to resources</li> <li>• Photos of room show easy student access to materials and learning spaces.</li> <li>• Seating charts</li> <li>• Fire safety plan posted</li> <li>• Assignment turn-in baskets</li> <li>• Traffic pattern plans for teaching and for student movement</li> </ul>	

## Artifacts for Domain 3 – Danielson Framework

<p><b>3a. Communicating with students</b></p> <ul style="list-style-type: none"> <li>• Timely and clear written feedback to students (personal/academic/skill related)</li> <li>• Technology created emails/notes/reminders (Synergy, Remind 101)</li> <li>• Anchor chart/Sentence Frames</li> <li>• Student Conference time sheets/notes</li> <li>• Keeping synergy up to date (studentvue/parentvue)</li> <li>• Student conferencing notes</li> <li>• White board instructions (photo)</li> <li>• Data collection from mini/formal observation</li> <li>• Learning targets posted</li> <li>• Class website</li> <li>• Interviews students-do they know targets?</li> <li>• Student surveys</li> </ul>	<p><b>3b. Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Power point slides w/ discussion questions that promote metacognition</li> <li>• Engagement strategies documented in lesson plans</li> <li>• Academic sentence frames provided for small group/ whole class discussion</li> <li>• Observation feedback</li> <li>• Record of the types of questions that not only teachers are asking students, but students are asking each other</li> <li>• Using discussion forums online (edmodo)</li> <li>• Student work samples</li> <li>• Examples of student response journaling</li> </ul>
<p><b>3c. Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Engagement strategies documented in lesson plans</li> <li>• Videos of high engagement activities</li> <li>• Administrator/ Peer notes on classroom observations of engagement strategies</li> <li>• Student created assessments/problems</li> <li>• Documentation of ELD Routines utilized with notes about student participation/success</li> <li>• Tally student participation (variety? Volunteer, cold call)</li> <li>• Students graph own data/ keep track of progress</li> <li>• Use of menus to provide student choice</li> </ul>	<p><b>3d. Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Ongoing assessment and strategy modification based on the analysis of data</li> <li>• Examples of varying assessment styles (quiz, oral, conference, project, test, etc.)</li> <li>• Rubrics</li> <li>• Exit slips/ target checks/ self-assessments</li> <li>• Video of lesson using check in systems during lessons to gage students understanding (ex. Thumb up/down, partner/sharing)</li> <li>• Differentiation plans based on pre-assessment</li> </ul>
<p><b>3e. Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Differentiated lesson plans based on data, student needs and interests</li> <li>• Use of menus to provide student choice</li> <li>• Notes from admin or peer observation about making changes based on student response.</li> <li>• Variety of media/resources used to address need</li> </ul>	

## Artifacts for Domain 4 – Danielson Framework

<p><b>4a. Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Mid year review conference document</li> <li>• PLT notes with reflection on future goals and growth</li> <li>• Lesson plans w/ reflection at end</li> <li>• Meeting notes with peers to reflect on lessons</li> <li>• Collaboration notes</li> <li>• Record of post peer observation debrief conference</li> <li>• Coaching log</li> <li>• Reflection journal</li> </ul>	<p><b>4b. Maintaining Accurate Records (Artifacts that show PROFICIENCY)</b></p> <ul style="list-style-type: none"> <li>• Grade book</li> <li>• Conferencing notes</li> <li>• Data tacking sheet/system</li> <li>• PLT data - SMART goal/data points</li> <li>• Forms - field trip, health information, class fee</li> <li>• Behavior notes and data</li> <li>• Missing/turned in classwork record</li> <li>• Attendance log</li> <li>• Collecting minor incident data</li> <li>• Guest teacher folders</li> <li>• Students graph own data/ keep track of progress (Use to document exemplary)</li> </ul>
<p><b>4c. Communicating with Families (Artifacts that show PROFICIENCY)</b></p> <ul style="list-style-type: none"> <li>• Copy of class newsletter/ parent communication tools (translate to languages – exemplary)</li> <li>• Parent communication log</li> <li>• Course syllabus</li> <li>• Positive notes home</li> <li>• Emails to parents</li> <li>• Notes from Parent/ teacher conferences</li> <li>• Report card comments</li> <li>• Progress reports with comments</li> <li>• Missing work reports</li> <li>• Class Dojo reports</li> <li>• Student led newsletter (Use to document exemplary)</li> <li>• School-home projects designed by the student (Use to document exemplary)</li> </ul>	<p><b>4d. Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• PLT and/or collaboration facilitator’s meeting notes and agendas</li> <li>• Documentation of <u>leadership</u> on a district, school, and/or community committee</li> <li>• Presenting in staff meeting</li> <li>• Model teacher for peer observation (ex. Notes, feedback, reflections...)</li> <li>• Mentoring student teachers</li> <li>• Participation in school/community activities outside the work day</li> <li>• Active participation in professional organizations</li> <li>• Attendance at PTA/PTO meetings</li> <li>• Attendance at School Board meetings</li> </ul>
<p><b>4e. Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Certificate of completion @ workshop</li> <li>• PDU Log</li> <li>• Endorsements/new programs (endorsements, masters, doctoral)</li> <li>• Documentation of additional leadership responsibilities</li> <li>• Participation in staff book studies</li> <li>• Participating in professional learning critical friends group</li> <li>• Peer-observation with feedback documentation</li> <li>• Visitations to other classrooms/schools</li> <li>• Action research</li> <li>• Publishing in professional journals or websites</li> <li>• Membership/ leadership in professional organization</li> <li>• Collaborating with peers – reflection notes</li> <li>• National Board Certification</li> </ul>	<p><b>4f. Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Examples of promptness in meeting deadlines (IEPs, report cards, etc.)</li> <li>• Documentation of developing professional learning opportunities for colleagues</li> <li>• Creating a decision making model for your team</li> <li>• Using a professional voice in teaching and when interacting with others</li> <li>• Collection of testimonials documenting high professional standards (honesty, integrity, confidentiality)</li> <li>• Advocating for students by accessing additional resources and services (speech, learning, health, emotion, behavior)</li> </ul>

**SELF-ASSESSMENT FORM**  
Classroom Teachers

(To be completed by the teacher using the rubric prior to the Summative Evaluation Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment \_\_\_\_\_ Date: \_\_\_\_\_

Any area in which you identify yourself as exemplary, you must submit evidence on the evidence documentation sheet.

**Domain I: Planning & Preparation**

	U	B	P	E
<p><b>Standard 1a: Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>Does the teacher have lesson and unit plans that reflect important concepts in discipline?</li> <li>Does the teacher differentiate instruction to make content accessible for all students?</li> <li>Does the teacher use clear and accurate classroom explanations?</li> <li>Does the teacher have accurate answers to student questions?</li> <li>Does the teacher give feedback to students to further their learning?</li> <li>Does the teacher use interdisciplinary connections in plans and practice?</li> </ul>				
<p><b>Standard 1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>Is there formal and informal information about students gathered by teacher for use in planning instruction?</li> <li>Are student interests and needs learned and used by teacher in planning?</li> <li>Does the teacher have knowledge of student life outside of school?</li> <li>Does the teacher design opportunities for students to share heritage?</li> <li>Does the teacher use school and district resources to support and advocate for student needs?</li> </ul>				
<p><b>Standard 1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>Does the teacher provide instruction that challenges all students at an appropriate cognitive level?</li> <li>Does the teacher use learning targets as the focus for instruction?</li> <li>Does the teacher use interdisciplinary connections in plans and practice?</li> <li>Does the teacher use assessment to inform instruction?</li> </ul>				
<p><b>Standard 1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>Does the teacher use district-provided materials?</li> <li>Does the teacher use a variety of resources to supplement instruction (internet, multi-media, guest speakers, range of texts)?</li> <li>Does the teacher utilize professional development to improve professional practice?</li> </ul>				
<p><b>Standard 1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>Does the teacher use lessons that support instructional outcomes and reflect important concepts?</li> <li>Does the teacher create activities that represent high-level thinking?</li> <li>Does the teacher make connections to prior learning?</li> <li>Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups?</li> <li>Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?</li> <li>Does the teacher develop structured lesson plans?</li> </ul>				
<p><b>Standard 1f: Designing Student Assessment</b></p> <ul style="list-style-type: none"> <li>Does the teacher's instruction match the standards and assessments used?</li> <li>Does the teacher use assessment to inform instruction?</li> <li>Does the teacher use a variety of performance opportunities for students?</li> <li>Does the teacher use modified assessments available for individual students as needed?</li> <li>Does the teacher have expectations clearly written, with descriptors for each level of performance?</li> </ul>				

## Domain II: Classroom Environment

	U	B	P	E
<p><b>Standard 2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Does the teacher facilitate respectful talk and behaviors?</li> <li>• Are the teacher and students actively engaged within the learning environment?</li> <li>• Does the teacher exhibit awareness and respect for students' background and life outside the classroom?</li> <li>• Does the teacher move around the room and have appropriate proximity to students?</li> <li>• Does the teacher encourage students?</li> </ul>				
<p><b>Standard 2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Does the teacher have high expectations, supported through both verbal and nonverbal behaviors?</li> <li>• Does the teacher communicate the value and purpose of the work?</li> <li>• Does the teacher expect and recognize quality?</li> <li>• Does the teacher expect and recognize effort and persistence?</li> <li>• Does the teacher expect all students to participate?</li> </ul>				
<p><b>Standard 2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Does the teacher ensure that there is smooth functioning of all routines?</li> <li>• Does the teacher maintain little or no loss of instructional time?</li> <li>• Does the teacher recognize students playing an important role in carrying out the routines?</li> <li>• Does the teacher design and implement routines that support transition and instruction?</li> </ul>				
<p><b>Standard 2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Does the teacher have clear, posted standards of conduct that are referred to regularly?</li> <li>• Does the teacher foster positive relationships and address concerning behavior appropriately?</li> <li>• Is teacher aware of student conduct?</li> <li>• Does the teacher reinforce positive behavior?</li> </ul>				
<p><b>Standard 2e: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Does the teacher provide a pleasant, inviting atmosphere?</li> <li>• Does the teacher ensure a safe environment?</li> <li>• Does the teacher maintain accessibility for all students?</li> <li>• Is the teacher's furniture arrangement suitable for the learning activities?</li> <li>• Does the teacher effectively use physical resources, including computer technology, by both teacher and students?</li> </ul>				

### Domain III: Instruction

	U	B	P	E
<p><b>Standard 3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>• Does the teacher exhibit clarity of the purpose of the lesson?</li> <li>• Does the teacher give clear directions and procedures specific to the lesson activities?</li> <li>• Does the teacher use correct spoken and written language throughout instruction?</li> <li>• Does the teacher use instructional materials that are clear and grammatically correct?</li> <li>• Does the teacher engage and inspire students through use of embellishments and imaginative use of language?</li> </ul>				
<p><b>Standard 3b: Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Does the teacher use questions of high cognitive challenge, formulated by both students and teacher?</li> <li>• Does the teacher use questions with multiple correct answers, or multiple approaches even when there is a single correct response?</li> <li>• Does the teacher make effective use of student responses and ideas?</li> <li>• Does the teacher use discussion in which the teacher steps out of the central, mediating role?</li> <li>• Does the teacher facilitate high levels of student participation in discussion?</li> </ul>				
<p><b>Standard 3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Do the teacher's activities align with the goals of the lesson?</li> <li>• Does the teacher create enthusiasm, interest, thinking, problem-solving, etc.?</li> <li>• Does the teacher design learning tasks that require high-level student thinking and are aligned with lesson objectives?</li> <li>• Does the teacher keep students highly motivated to work on all tasks and persistent even when the tasks are challenging?</li> <li>• Does the teacher facilitate students actively "working" rather than watching while their teacher "works?" (Gradual release of responsibility: I do, We do, You do)</li> <li>• Does the teacher keep suitable pacing of the lesson: neither dragging or rushed, with time for closure and student reflection?</li> </ul>				
<p><b>Standard 3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Does the teacher pay close attention to evidence of student understanding?</li> <li>• Does the teacher pose specifically created questions to elicit evidence of student understanding?</li> <li>• Does the teacher circulate to monitor student learning and to offer feedback?</li> <li>• Does the teacher encourage students to assess their own work against established criteria?</li> </ul>				
<p><b>Standard 3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Does the teacher incorporate student interests and events of the day into a lesson?</li> <li>• Does the teacher make adjustments in the face of students' lack of understanding?</li> <li>• Does the teacher seize a teachable moment?</li> </ul>				

## Domain IV: Professional Responsibilities

	U	B	P	E
<b>Standard 4a: Reflecting on Teaching</b> <ul style="list-style-type: none"> <li>• Does the teacher accurately reflect on a lesson based on evidence?</li> <li>• Does the teacher cite adjustments to practice, drawing on a repertoire of strategies?</li> </ul>				
<b>Standard 4b: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>• Does the teacher develop routines and systems that track student completion of assignments?</li> <li>• Does the teacher have systems of information regarding student progress against instructional outcomes?</li> <li>• Does the teacher have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?</li> </ul>				
<b>Standard 4c: Communicating with Families</b> <ul style="list-style-type: none"> <li>• Does the teacher send home frequent and culturally appropriate information regarding the instructional program and student progress?</li> <li>• Does the teacher maintain two-way communication between the teacher and families?</li> <li>• Does the teacher create opportunities for families to engage in the learning process?</li> </ul>				
<b>Standard 4d: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>• Does the teacher regularly participate with colleagues to share and plan for student success?</li> <li>• Does the teacher actively participate in the PLT (Professional Learning Team) process to inform instruction?</li> <li>• Does the teacher regularly participate in professional development that emphasizes improving practice?</li> <li>• Does the teacher regularly participate in school and district initiatives?</li> </ul>				
<b>Standard 4e: Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>• Does the teacher participate in learning networks with colleagues; regular sharing of feedback?</li> <li>• Does the teacher attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)</li> </ul>				
<b>Standard 4f: Showing Professionalism</b> <ul style="list-style-type: none"> <li>• Does the teacher have a reputation as someone who can be trusted?</li> <li>• Does the teacher frequently remind participants during committee or planning work that students are the highest priority?</li> <li>• Does the teacher support students, even in the face of difficult situations or conflicting policies?</li> <li>• Does the teacher challenge existing practice in order to put students first?</li> <li>• Does the teacher consistently fulfill school district mandates regarding policies and procedures?</li> </ul>				

**SELF-ASSESSMENT FORM  
TOSAs**

(To be completed by the teacher using the rubric prior to the Summative Evaluation Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment \_\_\_\_\_ Date: \_\_\_\_\_

Any area in which you identify yourself as exemplary, you must submit evidence on the evidence documentation sheet.

**Domain I: Planning & Preparation**

	U	B	P	E
<b>Standard 1a: Knowledge of Content and Pedagogy</b> <ul style="list-style-type: none"> <li>To what extent does the Specialist know and discuss discipline-specific standards, laws, and materials?</li> </ul>				
<b>Standard 1b: Demonstrating Knowledge of Staff</b> <ul style="list-style-type: none"> <li>Does the Specialist demonstrate some knowledge of students'/teachers' backgrounds, cultures, skills, academic language?</li> </ul>				
<b>Standard 1c: Setting Instructional/Support Program Outcomes</b> <ul style="list-style-type: none"> <li>Are the Instructional/Support Program outcomes clear, accessible and differentiated?</li> </ul>				
<b>Standard 1d: Demonstrating Knowledge of Resources</b> <ul style="list-style-type: none"> <li>Is the Specialist fully aware of resources available in the school, district, and in the larger professional community to enhance own knowledge, to use in teaching, or for staff to advance their skills?</li> </ul>				
<b>Standard 1e: Designing Coherent Instruction/Support Program</b> <ul style="list-style-type: none"> <li>Is the Instructional/Support Program coordinated with the building/district goals for staff/students?</li> </ul>				
<b>Standard 1f: Designing Student/Program Assessment</b> <ul style="list-style-type: none"> <li>Does the Specialist attempt to assess his/her impact on the program?</li> </ul>				

**Domain II: Classroom Environment**

	U	B	P	E
<b>Standard 2a: Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>Does the Specialist create an environment of trust and respect?</li> </ul>				
<b>Standard 2b: Establishing a Culture for Professional Learning</b> <ul style="list-style-type: none"> <li>Does the Specialist establish a culture for continuous improvement/professional learning?</li> </ul>				
<b>Standard 2c: Establishing Clear Procedures to Gain Access to Support</b> <ul style="list-style-type: none"> <li>Does the Specialist establish clear procedures for others to gain access to support?</li> </ul>				
<b>Standard 2d: Establishing and Maintaining Norms of Behavior for Interactions</b> <ul style="list-style-type: none"> <li>Does the Specialist establish and maintain norms of behavior for professional interactions?</li> </ul>				
<b>Standard 2e: Organizing Physical Space</b> <ul style="list-style-type: none"> <li>Does the Specialist organize the environment for professional learning (to the extent possible)?</li> </ul>				

### Domain III: Instruction

	U	B	P	E
<b>Standard 3a: Collaborating with Staff</b> <ul style="list-style-type: none"> <li>Does the Specialist collaborate with staff and promote discipline-specific standards and materials to address instructional needs in the classroom and across content areas?</li> </ul>				
<b>Standard 3b: Questioning and Discussion Techniques to Respond to Professional Needs</b> <ul style="list-style-type: none"> <li>Does the Specialist offer and explain strategies to improve professional practice?</li> </ul>				
<b>Standard 3c: Engaging Staff in Learning</b> <ul style="list-style-type: none"> <li>What resources does the Specialist utilize to select appropriate instructional strategies?</li> </ul>				
<b>Standard 3d: Using Assessment and Observational Feedback for Instructional Improvement</b> <ul style="list-style-type: none"> <li>Does the Specialist support teachers in the professional growth goal setting process?</li> </ul>				
<b>Standard 3e: Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>When confronted with a setback, does the Specialist seek creative ways of dealing with the challenge?</li> </ul>				

### Domain IV: Professional Responsibilities

	U	B	P	E
<b>Standard 4a: Reflecting on Practice</b> <ul style="list-style-type: none"> <li>Does the Specialist accurately reflect on practice based on evidence and make adjustments to practice, drawing on a repertoire of strategies?</li> </ul>				
<b>Standard 4b: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>Does Specialist establish and follow routines and systems that track data and maintain accurate and timely records?</li> </ul>				
<b>Standard 4c: Communicating and Coordinating Improvement Efforts</b> <ul style="list-style-type: none"> <li>Does the Specialist communicate and coordinate improvement efforts?</li> </ul>				
<b>Standard 4d: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>Does the Specialist regularly participate in school/ district committees, projects, and/or events?</li> </ul>				
<b>Standard 4e: Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>Does the Specialist participate in professional learning with colleagues and attempt to stay apprised of current strategies or initiatives to enhance professional practice?</li> </ul>				
<b>Standard 4f: Showing Professionalism</b> <ul style="list-style-type: none"> <li>Does the Specialist demonstrate high standards of honesty, integrity and confidentiality. Do colleagues trust this Specialist?</li> </ul>				

**SELF-ASSESSMENT FORM**  
PE/Music

(To be completed by the teacher using the rubric prior to the Summative Evaluation Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment \_\_\_\_\_ Date: \_\_\_\_\_

Any area in which you identify yourself as exemplary, you must submit evidence on the evidence documentation sheet.

**Domain I: Planning & Preparation**

	U	B	P	E
<p><b>Standard 1a: Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>Does the teacher have lesson and unit plans that reflect important concepts in discipline?</li> <li>Does the teacher differentiate instruction to make modifications for all students?</li> <li>Does the teacher use clear and accurate classroom explanations?</li> <li>Does the teacher have accurate answers to student questions?</li> <li>Does the teacher give feedback to students to further their learning?</li> <li>Does the teacher use interdisciplinary connections in plans and practice?</li> </ul>				
<p><b>Standard 1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>Is there formal and informal information about students gathered by teacher for use in planning instruction?</li> <li>Does the teacher have knowledge of students' heritage outside of school?</li> <li>Does the teacher use school and district resources to support and advocate for student needs?</li> </ul>				
<p><b>Standard 1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>Does the teacher provide instruction that challenges all students at an appropriate cognitive and/or physical level?</li> <li>Does the teacher use learning targets as the focus for instruction?</li> <li>Does the teacher use interdisciplinary connections in plans and practice?</li> <li>Does the teacher use assessment and provide feedback to inform instruction?</li> </ul>				
<p><b>Standard 1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>Does the teacher use district-provided materials?</li> <li>Does the teacher use a variety of resources to supplement instruction (internet, multi-media, guest speakers, range of texts)?</li> <li>Does the teacher utilize professional development to improve professional practice?</li> </ul>				
<p><b>Standard 1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>Does the teacher use lessons that support instructional outcomes and reflect important concepts?</li> <li>Does the teacher create activities that represent high-level thinking?</li> <li>Does the teacher make connections to prior learning?</li> <li>Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups?</li> <li>Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?</li> <li>Does the teacher develop structured lesson plans?</li> </ul>				
<p><b>Standard 1f: Designing Student Assessment</b></p> <ul style="list-style-type: none"> <li>Does the teacher's instruction match the standards and assessments used?</li> <li>Does the teacher use assessment to inform instruction?</li> <li>Does the teacher provide a variety of performance opportunities for students?</li> <li>Does the teacher use modified assessments available for individual students as needed?</li> <li>Does the teacher have expectations clearly written, with descriptors for each level of performance?</li> </ul>				

## Domain II: Classroom Environment

	U	B	P	E
<b>Standard 2a: Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>• Does the teacher facilitate respectful talk and behaviors?</li> <li>• Are the teacher and students actively engaged within the learning environment?</li> <li>• Does the teacher exhibit awareness and respect for students' background and life outside the classroom?</li> <li>• Does the teacher move around the room and have appropriate proximity to students?</li> <li>• Does the teacher encourage students?</li> </ul>				
<b>Standard 2b: Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>• Does the teacher have high expectations, supported through both verbal and nonverbal behaviors?</li> <li>• Does the teacher communicate the value and purpose of the work?</li> <li>• Does the teacher expect and recognize quality?</li> <li>• Does the teacher expect and recognize effort and persistence?</li> <li>• Does the teacher expect all students to participate?</li> </ul>				
<b>Standard 2c: Managing Classroom Procedures</b> <ul style="list-style-type: none"> <li>• Does the teacher ensure that there is smooth functioning of all routines?</li> <li>• Does the teacher maintain little or no loss of instructional time?</li> <li>• Does the teacher recognize students playing an important role in carrying out the routines?</li> <li>• Does the teacher design and implement routines that support transition and instruction?</li> </ul>				
<b>Standard 2d: Managing Student Behavior</b> <ul style="list-style-type: none"> <li>• Does the teacher have clear, posted standards of conduct that are referred to regularly?</li> <li>• Does the teacher foster positive relationships and address concerning behavior appropriately?</li> <li>• Is teacher aware of student conduct?</li> <li>• Does the teacher reinforce positive behavior?</li> </ul>				
<b>Standard 2e: Organizing Physical Space</b> <ul style="list-style-type: none"> <li>• Does the teacher provide a pleasant, inviting atmosphere?</li> <li>• Does the teacher ensure a safe environment?</li> <li>• Does the teacher maintain accessibility for all students?</li> <li>• Is the teacher's furniture arrangement suitable for the learning activities?</li> <li>• Does the teacher effectively use physical resources, including computer technology, by both teacher and students?</li> </ul>				

## Domain III: Instruction

	U	B	P	E
<b>Standard 3a: Communicating with Students</b> <ul style="list-style-type: none"> <li>• Does the teacher exhibit clarity of the purpose of the lesson?</li> <li>• Does the teacher give clear directions and procedures specific to the lesson activities?</li> <li>• Does the teacher use correct spoken and written language throughout instruction?</li> <li>• Does the teacher use instructional materials that are clear and grammatically correct?</li> <li>• Does the teacher engage and inspire students through use of embellishments and imaginative use of language?</li> </ul>				
<b>Standard 3b: Questioning and Discussion Techniques</b> <ul style="list-style-type: none"> <li>• Does the teacher use questions of high cognitive challenge?</li> <li>• Does the teacher use questions with multiple correct answers, or multiple approaches even when there is a single correct response?</li> <li>• Does the teacher make effective use of student responses and ideas?</li> <li>• Does the teacher use discussion in which the teacher steps out of the central, mediating role?</li> <li>• Does the teacher facilitate high levels of student participation in discussion?</li> </ul>				

<b>Standard 3c: Engaging Students in Learning</b> <ul style="list-style-type: none"> <li>Do the teacher's activities align with the goals of the lesson?</li> <li>Does the teacher create enthusiasm, interest, thinking, problem-solving, etc.?</li> <li>Does the teacher design learning tasks that require high-level student thinking and are aligned with lesson objectives?</li> <li>Does the teacher keep students highly motivated to work on all tasks and persistent even when the tasks are challenging?</li> <li>Does the teacher facilitate students actively "working" rather than watching while their teacher "works" (Gradual release of responsibility: I do, We do, You do)</li> <li>Does the teacher keep suitable pacing of the lesson: neither dragging or rushed, with time for closure and student reflection?</li> </ul>				
<b>Standard 3d: Using Assessment in Instruction</b> <ul style="list-style-type: none"> <li>Does the teacher pay close attention to evidence of student understanding?</li> <li>Does the teacher pose specifically created questions to elicit evidence of student understanding?</li> <li>Does the teacher circulate to monitor student learning and to offer feedback?</li> <li>Does the teacher encourage students to assess their own work against established criteria?</li> </ul>				
<b>Standard 3e: Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>Does the teacher incorporate student interests and events of the day into a lesson?</li> <li>Does the teacher make adjustments in the face of students' lack of understanding?</li> <li>Does the teacher seize a teachable moment?</li> </ul>				

### Domain IV: Professional Responsibilities

	U	B	P	E
<b>Standard 4a: Reflecting on Teaching</b> <ul style="list-style-type: none"> <li>Does the teacher accurately reflect on a lesson based on evidence?</li> <li>Does the teacher cite adjustments to practice, drawing on a repertoire of strategies?</li> </ul>				
<b>Standard 4b: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>Does the teacher develop routines and systems that track student completion of assignments?</li> <li>Does the teacher have systems of information regarding student progress against instructional outcomes?</li> <li>Does the teacher have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?</li> </ul>				
<b>Standard 4c: Communicating with Families</b> <ul style="list-style-type: none"> <li>Does the teacher send home frequent and culturally appropriate information regarding the instructional program and student progress?</li> <li>Does the teacher maintain two-way communication between the teacher and families?</li> <li>Does the teacher create opportunities for families to engage in the learning process?</li> </ul>				
<b>Standard 4d: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>Does the teacher regularly participate with colleagues to share and plan for student success?</li> <li>Does the teacher actively participate in the PLT (Professional Learning Team) process to inform instruction?</li> <li>Does the teacher regularly participate in professional development that emphasizes improving practice?</li> <li>Does the teacher regularly participate in school and district initiatives?</li> </ul>				
<b>Standard 4e: Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>Does the teacher participate in learning networks with colleagues; regular sharing of feedback?</li> <li>Does the teacher attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)</li> </ul>				

**Standard 4f: Showing Professionalism**

- Does the teacher have a reputation as someone who can be trusted?
- Does the teacher frequently remind participants during committee or planning work that students are the highest priority?
- Does the teacher support students, even in the face of difficult situations or conflicting policies?
- Does the teacher challenge existing practice in order to put students first?
- Does the teacher consistently fulfill school district mandates regarding policies and procedures?

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**SELF-ASSESSMENT FORM**  
**SpEd/Title 1**

(To be completed by the teacher using the rubric prior to the Summative Evaluation Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment \_\_\_\_\_ Date: \_\_\_\_\_

Any area in which you identify yourself as exemplary, you must submit evidence on the evidence documentation sheet.

**Domain I: Planning & Preparation**

	U	B	P	E
<p><b>Standard 1a: Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>Does the SPED/T1 Teacher have specially designed instruction that reflects important concepts in discipline?</li> <li>Does the SPED/T1 Teacher differentiate instruction to make content accessible for all students?</li> <li>Does the SPED/T1 Teacher use clear and accurate classroom explanations?</li> <li>Does the SPED/T1 Teacher have accurate answers to student, teacher, and parent questions?</li> <li>Does the SPED/T1 Teacher give feedback to students to further their learning?</li> <li>Does the SPED/T1 Teacher use interdisciplinary connections in plans and practice?</li> </ul>				
<p><b>Standard 1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>Is there formal and informal information about students gathered by SPED/T1 Teacher for use in planning instruction?</li> <li>Are student interests and needs learned and used by SPED/T1 Teacher in planning?</li> <li>Does the SPED/T1 Teacher have knowledge of student life outside of school?</li> <li>Does the SPED/T1 Teacher designs opportunities for students to share heritage?</li> <li>Does the SPED/T1 Teacher use school and district resources to support and advocate for student needs?</li> <li>Does the SPED/T1 Teacher gather any pertinent information about the child, family and environment for planning purposes?</li> </ul>				
<p><b>Standard 1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>Does the SPED/T1 Teacher provide instruction that challenges all students at an appropriate cognitive level?</li> <li>Does the SPED/T1 Teacher use learning targets and/or individualized goals as the focus for instruction?</li> <li>Does the SPED/T1 Teacher use interdisciplinary connections in plans and practice?</li> <li>Does the SPED/T1 Teacher use assessment to inform instruction?</li> </ul>				
<p><b>Standard 1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>Does the SPED/T1 Teacher uses district-provided and/or research based materials based on individual student needs?</li> <li>Does the SPED/T1 Teacher use a variety of resources to supplement instruction (internet, multi-media, assistive technology, range of texts)?</li> <li>Does the SPED/T1 Teacher utilize professional development to improve professional practice?</li> <li>Does the SPED/T1 Teacher utilize District Specialists (i.e. Occupational Therapist, Physical Therapist, Behavior Specialist, etc.) to address student's individual needs?</li> </ul>				
<p><b>Standard 1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>Does the SPED/T1 Teacher use specially designed instruction to support instructional outcomes?</li> <li>Does the SPED/T1 Teacher create activities that represent high level thinking?</li> <li>Does the SPED/T1 Teacher make connections to prior learning?</li> <li>Does the SPED/T1 Teacher differentiate through student choice, utilizing varied resources, and flexible learning groups?</li> <li>Does the SPED/T1 Teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?</li> <li>Does the SPED/T1 Teacher utilize structured lesson plans?</li> <li>Does the SPED/T1 Teacher incorporate accommodations and modifications when designing individualized instruction?</li> </ul>				

<b>Standard 1f: Designing Student Assessment</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 Teacher's instruction match the standards and assessments used?</li> <li>• Does the SPED/T1 Teacher use assessment to inform instruction?</li> <li>• Does the SPED/T1 Teacher use a variety of performance opportunities for students?</li> <li>• Does the SPED/T1 Teacher use modified assessments available for individual students as needed?</li> <li>• Does the SPED/T1 Teacher have expectations clearly written, with descriptors for each level of performance?</li> </ul>				
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## Domain II: Classroom Environment

	U	B	P	E
<b>Standard 2a: Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER facilitate respectful talk and behaviors?</li> <li>• Are the SPED/T1 TEACHER and students actively engaged within the learning environment?</li> <li>• Does the SPED/T1 TEACHER exhibit awareness and respect for students' background and life outside the classroom?</li> <li>• Does the SPED/T1 TEACHER move around the room and have appropriate proximity to students?</li> <li>• Does the SPED/T1 TEACHER encourage students?</li> </ul>				
<b>Standard 2b: Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER have high expectations, supported through both verbal and nonverbal behaviors?</li> <li>• Does the SPED/T1 TEACHER communicate the value and purpose of the work?</li> <li>• Does the SPED/T1 TEACHER expect and recognize quality?</li> <li>• Does the SPED/T1 TEACHER expect and recognize effort and persistence?</li> <li>• Does the SPED/T1 TEACHER expect all students to participate to the best of their ability?</li> </ul>				
<b>Standard 2c: Managing Classroom Procedures</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER ensure that there is smooth functioning of all routines?</li> <li>• Does the SPED/T1 TEACHER maximize instructional time?</li> <li>• Does the SPED/T1 Teacher have routines in place to manage student safety and/or disruptive behavior?</li> <li>• Does the SPED/T1 TEACHER recognize students playing an important role in carrying out the routines?</li> <li>• Does the SPED/T1 TEACHER design and implement routines that support transition and instruction?</li> </ul>				
<b>Standard 2d: Managing Student Behavior</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER have clear, posted standards of conduct that are referred to regularly?</li> <li>• Does the SPED/T1 TEACHER foster positive relationships and address concerning behavior appropriately?</li> <li>• Is SPED/T1 TEACHER aware of student conduct?</li> <li>• Does the SPED/T1 TEACHER reinforce positive behavior?</li> </ul>				
<b>Standard 2e: Organizing Physical Space</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER provide a pleasant, inviting atmosphere within the District provided space?</li> <li>• Does the SPED/T1 TEACHER ensure a safe environment?</li> <li>• Does the SPED/T1 TEACHER maintain accessibility for all students?</li> <li>• Is the SPED/T1 Teacher's furniture arrangement suitable for the learning activities?</li> <li>• Does the SPED/T1 TEACHER effectively use physical resources, including computer technology, by both SPED/T1 TEACHER and students?</li> </ul>				

### Domain III: Instruction

	U	B	P	E
<p><b>Standard 3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER give clear directions and procedures specific to the lesson activities?</li> <li>• Does the SPED/T1 TEACHER use correct spoken and written language throughout instruction?</li> <li>• Does the SPED/T1 TEACHER use instructional materials that are clear and grammatically correct?</li> <li>• Does the SPED/T1 TEACHER engage and inspire students through use of embellishments and imaginative use of language?</li> </ul>				
<p><b>Standard 3b: Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER use questions of appropriate cognitive challenge?</li> <li>• Does the SPED/T1 TEACHER make effective use of student responses and ideas?</li> <li>• Does the SPED/T1 TEACHER scaffold discussion in order to facilitate participation?</li> </ul>				
<p><b>Standard 3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Do the SPED/T1 Teacher's activities align with the goals of the lesson?</li> <li>• Does the SPED/T1 TEACHER create enthusiasm, interest, thinking, problem-solving, etc.?</li> <li>• Does the SPED/T1 TEACHER design/present learning tasks that engage student thinking and are aligned with lesson objectives?</li> <li>• Does the SPED/T1 TEACHER keep students highly motivated to work on all tasks and persistent even when the tasks are challenging?</li> <li>• Does the SPED/T1 TEACHER facilitate students actively "working" rather than watching while their SPED/T1 TEACHER "works?" (Gradual release of responsibility: I do, We do, You do)</li> <li>• Does the SPED/T1 TEACHER keep suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection?</li> </ul>				
<p><b>Standard 3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER pay close attention to evidence of student understanding?</li> <li>• Does the SPED/T1 TEACHER pose specifically created questions to elicit evidence of student understanding?</li> <li>• Does the SPED/T1 TEACHER circulate to monitor student learning and to offer feedback?</li> <li>• Does the SPED/T1 TEACHER encourage students to assess their own work against established criteria?</li> </ul>				
<p><b>Standard 3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER make adjustments in the face of students' lack of understanding?</li> <li>• Does the SPED/T1 TEACHER seize a teachable moment?</li> <li>• Does the SPED/T1 TEACHER modify instruction based on feedback from staff (general education teacher, instructional assistant, specialist, etc.) working with student(s)?</li> </ul>				

## Domain IV: Professional Responsibilities

	U	B	P	E
<b>Standard 4a: Reflecting on Teaching</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER accurately reflect on a lesson based on evidence?</li> <li>• Does the SPED/T1 TEACHER cite adjustments to practice, drawing on a repertoire of strategies?</li> </ul>				
<b>Standard 4b: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER develop routines and systems that track student completion of assignments/lessons?</li> <li>• Does the SPED/T1 TEACHER have systems of information regarding student progress towards goals?</li> <li>• Does the SPED/T1 TEACHER have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?</li> <li>• Does the SPED TEACHER maintain accurate and timely special education paperwork (IEP, Eligibility, BSP, Progress Reports, etc..)?</li> </ul>				
<b>Standard 4c: Communicating with Families</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER send home/share culturally appropriate information regarding the instructional program and student progress?</li> <li>• Does the SPED/T1 TEACHER facilitates two-way communication between the SPED/T1 TEACHER, general education teachers, and families?</li> <li>• Does the SPED/T1 TEACHER facilitate opportunities for families to engage in the learning process and contribute to the individual education planning process?</li> </ul>				
<b>Standard 4d: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER regularly participate with colleagues to share and plan for student success?</li> <li>• Does the SPED/T1 TEACHER actively participate in the PLT (Professional Learning Team) process to inform instruction?</li> <li>• Does the SPED/T1 TEACHER regularly participate in professional development that emphasizes improving practice?</li> <li>• Does the SPED/T1 TEACHER regularly participate in school and district initiatives?</li> </ul>				
<b>Standard 4e: Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER participate in learning networks with colleagues; regular sharing of feedback?</li> <li>• Does the SPED/T1 TEACHER attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)</li> </ul>				
<b>Standard 4f: Showing Professionalism</b> <ul style="list-style-type: none"> <li>• Does the SPED/T1 TEACHER have a reputation as someone who can be trusted?</li> <li>• Does the SPED/T1 TEACHER frequently remind participants during committee or planning work that students are the highest priority?</li> <li>• Does the SPED/T1 TEACHER support students, even in the face of difficult situations or conflicting policies?</li> <li>• Does the SPED/T1 TEACHER challenge existing practice in order to put students first?</li> <li>• Does the SPED/T1 TEACHER consistently fulfill school district mandates regarding policies and procedures?</li> </ul>				

**SELF-ASSESSMENT FORM**  
**Therapeutic Specialists**

(To be completed by the teacher using the rubric prior to the Summative Evaluation Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment \_\_\_\_\_ Date: \_\_\_\_\_

Any area in which you identify yourself as exemplary, you must submit evidence on the evidence documentation sheet.

**Domain I: Planning & Preparation**

	U	B	P	E
<b>Standard 1a: Knowledge of Content and Professional Practices</b> <ul style="list-style-type: none"> <li>Do the specialist's actions reflect best practices?</li> <li>Does the specialist adapt to meet the needs/level of the child, parents, and/or colleagues?</li> <li>Does the specialist use clear and accurate explanations?</li> <li>Does the specialist answer questions from children, parents, and/or colleagues accurately?</li> <li>When appropriate, does the specialist give feedback that enhances learning?</li> <li>Does the specialist use interdisciplinary connections in plans and practice?</li> </ul>				
<b>Standard 1b: Demonstrating Knowledge Child/Family/Environment</b> <ul style="list-style-type: none"> <li>Has the specialist inquired about child's strengths, interests, and needs and/or family or colleagues needs and concerns and when appropriate incorporated that information into planning for intervention and/or assessment?</li> <li>Does the specialist take language and cultural differences into consideration?</li> <li>Does the specialist advocate for the needs of the child, family and/or colleagues, and make use of school, district, and community resources when appropriate?</li> </ul>				
<b>Standard 1c: Establishing Goals or Plans</b> <ul style="list-style-type: none"> <li>Does the specialist create intervention plans that are clear and appropriate to the educational setting and age/developmental level of the student?</li> <li>Does the specialist use interdisciplinary connections in plans and practice?</li> <li>Does the specialist use assessment/data as a basis for creating goals?</li> </ul>				
<b>Standard 1d: Demonstrating Knowledge of Resources</b> <ul style="list-style-type: none"> <li>Does the specialist use district-provided materials?</li> <li>Does the specialist use a variety of resources to supplement practice (plans, intervention, assessment)?</li> <li>Does the specialist utilize professional development to improve professional practice?</li> </ul>				
<b>Standard 1e: Developing Intervention and/or Behavior Plans</b> <ul style="list-style-type: none"> <li>Does the specialist use assessment information, and/or family/teacher concerns as a basis for development of the intervention or behavior plan and associated activities?</li> <li>Does the plan start at the child's present levels and include scaffolding steps for skill development and generalization in a coherent manner?</li> <li>Does the specialist differentiate through child choice, utilizing varied resources, and flexible learning groups (when appropriate)?</li> <li>Does the specialist develop and deliver appropriate intervention that takes into account the individual learner (strengths, interests, and needs)?</li> <li>Does specialist incorporate into the intervention or plan activities that are aligned with the stated goals or desired outcomes?</li> </ul>				
<b>Standard 1f: Designing Child Assessment</b> <ul style="list-style-type: none"> <li>Does the specialist use assessments that inform intervention?</li> <li>Does the specialist use modified assessments available for individual children as needed?</li> <li>Does the specialist adequately support the child/family through the process of disability determination?</li> <li>Does the specialist use the testing environment optimally?</li> </ul>				

## Domain II: Setting Environment

	U	B	P	E
<b>Standard 2a: Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>• Does the specialist facilitate respectful talk and behaviors?</li> <li>• Does the specialist ensure that all participants are actively engaged?</li> <li>• Does the specialist exhibit awareness and respect for diverse backgrounds?</li> <li>• Does the specialist use space and proximity to others appropriately and effectively?</li> </ul>				
<b>Standard 2b: Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>• Does the specialist have high expectations, supported through both verbal and nonverbal behaviors?</li> <li>• Does the specialist communicate the value and purpose of the work?</li> <li>• Does the specialist expect and recognize quality, effort, and persistence?</li> <li>• Does the specialist facilitate full participation?</li> </ul>				
<b>Standard 2c: Managing Procedures</b> <ul style="list-style-type: none"> <li>• Does the specialist ensure that there is smooth functioning of all routines?</li> <li>• Does the specialist maintain little or no loss of time?</li> <li>• Does the specialist design and implement routines that support transition and instruction?</li> </ul>				
<b>Standard 2d: Managing Child Behavior</b> <ul style="list-style-type: none"> <li>• Does the specialist have clear standards of conduct that are referred to regularly?</li> <li>• Does the specialist foster positive relationships and address concerning behavior appropriately?</li> <li>• Does the specialist reinforce positive behavior?</li> </ul>				
<b>Standard 2e: Organizing Physical Space</b> <ul style="list-style-type: none"> <li>• Does the specialist provide a pleasant, inviting atmosphere?</li> <li>• Does the specialist ensure a safe environment?</li> <li>• Does the specialist maintain accessibility for all children?</li> <li>• Is the specialist's furniture arrangement suitable for the learning activities?</li> <li>• Does the specialist effectively use physical resources, including computer technology, by both specialist and children?</li> </ul>				

## Domain III: Instruction

	U	B	P	E
<b>Standard 3a: Communicating with Children</b> <ul style="list-style-type: none"> <li>• Does the specialist exhibit clarity of the purpose of the plan and practice?</li> <li>• Does the specialist give clear directions and procedures specific to the plan and practice activities?</li> <li>• Does the specialist use correct spoken and written language throughout instruction or assessment?</li> <li>• Does the specialist use instructional materials that are clear and grammatically correct?</li> </ul>				
<b>Standard 3b: Questioning and Discussion Techniques (This standard may not apply to all)</b> <ul style="list-style-type: none"> <li>• Does the specialist use questions appropriate to the situation to actively engage participants?</li> <li>• Does the specialist make effective use of participant responses and ideas?</li> <li>• Does the specialist use discussion in which the specialist steps out of the central, mediating role?</li> </ul>				
<b>Standard 3c: Engaging Children in Intervention and Assessment</b> <ul style="list-style-type: none"> <li>• Do the specialist's activities align with the goals or purpose of the interaction?</li> <li>• Does the specialist create enthusiasm, interest, thinking, problem solving, etc.?</li> <li>• Does the specialist design learning tasks that stimulate interests and are aligned with plan and practice objectives?</li> <li>• Does the specialist keep children highly motivated to work on all tasks and persistent even when the tasks are challenging?</li> <li>• Does the specialist facilitate children actively "working" rather than watching while their specialist "works" (Gradual release of responsibility: I do, We do, You do)</li> <li>• Does the specialist keep suitable pacing of the plan and practice: neither dragging nor rushed, with time for closure and child reflection?</li> </ul>				

<b>Standard 3d: Using Assessment in Instruction</b> <ul style="list-style-type: none"> <li>Does the specialist pay close attention to evidence from the child, family, or colleague understanding?</li> <li>Does the specialist pose specifically created questions to elicit evidence of understanding?</li> <li>Does the specialist promote self-reflection by the child, family, or colleague as compared to establish criteria of goal or plan?</li> </ul>				
<b>Standard 3e: Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>Does the specialist incorporate child, family, and/or colleagues' needs/interests and events of the day into the plan and practice?</li> <li>Does the specialist make adjustments in the face of child, family, and/or colleague's lack of understanding?</li> <li>Does the specialist seize a teachable moment?</li> <li>Does the specialist handle unanticipated emotional and/or challenging situations appropriately, professionally, and effectively?</li> </ul>				

### Domain IV: Professional Responsibilities

	U	B	P	E
<b>Standard 4a: Reflecting on Practice</b> <ul style="list-style-type: none"> <li>Does the specialist accurately reflect on plan and practice?</li> <li>Does the specialist use evidence-based practices?</li> <li>Does the specialist adjust their practice using a variety of strategies?</li> </ul>				
<b>Standard 4b: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>Does the specialist develop routines and systems that track child or colleague completion of assignments?</li> <li>Does the specialist have systems of information regarding child or colleague progress against instructional outcomes?</li> <li>Does the specialist have processes for maintaining accurate compliancy documentation and non-instructional records (behavior, effort, parent communication, attendance)?</li> </ul>				
<b>Standard 4c: Communicating with Families</b> <ul style="list-style-type: none"> <li>Does the specialist send home timely and culturally appropriate information regarding the program and child progress?</li> <li>Does the specialist maintain two-way communication between the specialist and families?</li> <li>Does the specialist create opportunities for families to engage in the planning, learning and/or evaluation process?</li> </ul>				
<b>Standard 4d: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>Does the specialist regularly participate with colleagues to share and plan for child success?</li> <li>Does the specialist actively participate in the PLT (Professional Learning Team) process to inform intervention and assessment?</li> <li>Does the specialist regularly participate in professional development that emphasizes improving practice?</li> <li>Does the specialist regularly participate in school and district initiatives?</li> </ul>				
<b>Standard 4e: Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>Does the specialist participate in learning networks with colleagues; regular sharing of feedback?</li> <li>Does the specialist attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)</li> </ul>				
<b>Standard 4f: Showing Professionalism</b> <ul style="list-style-type: none"> <li>Does the specialist support children, even in the face of difficult situations or conflicting policies?</li> <li>Does the specialist challenge existing practice in order to put children first?</li> <li>Does the specialist consistently fulfill school district mandates regarding policies and procedures?</li> </ul>				

**SELF-ASSESSMENT FORM**  
Counselors

(To be completed by the teacher using the rubric prior to the Summative Evaluation Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment \_\_\_\_\_ Date: \_\_\_\_\_

Any area in which you identify yourself as exemplary, you must submit evidence on the evidence documentation sheet.

**Domain I: Planning & Preparation**

	U	B	P	E
<b>Standard 1a: Knowledge of Comprehensive Guidance Counseling Program</b> <ul style="list-style-type: none"> <li>Is the counselor knowledgeable about the elements of a comprehensive guidance and counseling program?</li> <li>Is the program appropriate for the school setting, students, and stakeholders?</li> <li>Is the program in alignment with state and national standards and frameworks?</li> </ul>				
<b>Standard 1b: Demonstrating Knowledge of Students</b> <ul style="list-style-type: none"> <li>Does the counselor gather formal and informal information about students for use in planning?</li> <li>Does the counselor consider student interests and needs when planning?</li> <li>Does the counselor have knowledge of student strengths and life outside of school?</li> <li>Does the counselor offer opportunities for students to discuss heritage and cultural background?</li> <li>Does the counselor use school and district resources to support and advocate for student needs?</li> </ul>				
<b>Standard 1c: Setting Outcomes- Establishing goals for the Counseling Program appropriate to the setting and the students served</b> <ul style="list-style-type: none"> <li>Does the counselor evaluate the Counseling Program for completeness and effectiveness?</li> <li>Are plans and goals developed with consideration of the four domains: academic, career, social/emotional and community?</li> <li>Has the school guidance program been implemented?</li> <li>Is the guidance program a known part of the regular school curriculum?</li> </ul>				
<b>Standard 1d: Demonstrating Knowledge of Resources</b> <ul style="list-style-type: none"> <li>Does the counselor use local and district resources to make an impact on their school/students/community?</li> <li>Does the counselor use a variety of resources to supplement the counseling program?</li> <li>Does the counselor utilize professional development to improve professional practice?</li> </ul>				
<b>Standard 1e: Designing the counseling program integrated with the regular school program</b> <ul style="list-style-type: none"> <li>Does the counselor have access to school-wide data?</li> <li>Does the counselor use data to inform school-wide decisions?</li> <li>Does the counselor use data to make decisions for school wide improvements?</li> <li>Does the counselor consider individual student needs?</li> </ul>				
<b>Standard 1f: Developing a plan to evaluate the counseling program</b> <ul style="list-style-type: none"> <li>Does the counselor have a plan for evaluating their program?</li> <li>Does the counselor use assessment to inform practice?</li> <li>Does the counselor review, evaluate and redraft the plan as needed?</li> </ul>				

## Domain II: The Environment

	U	B	P	E
<b>Standard 2a: Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>• Does the counselor facilitate respectful talk and behaviors?</li> <li>• Is the counselor actively engaged with students within the learning environment?</li> <li>• Does the counselor exhibit awareness and respect for students' backgrounds and life?</li> <li>• Does the counselor communicate respectfully, effectively and clearly with students, staff, and administration?</li> </ul>				
<b>Standard 2b: Establishing a Culture the Supports Learning</b> <ul style="list-style-type: none"> <li>• Does the counselor have high expectations supported through both verbal and nonverbal behaviors?</li> <li>• Does the counselor communicate the value and purpose of the educational environment?</li> <li>• Does the counselor expect and recognize achievement and improvement?</li> <li>• Does the counselor expect and recognize effort and persistence?</li> <li>• Does the counselor expect all students to participate?</li> </ul>				
<b>Standard 2c: Managing Routines and Procedures</b> <ul style="list-style-type: none"> <li>• Does the counselor have a plan for the day?</li> <li>• Does the counselor recognize students playing an important role in carrying out school routines?</li> <li>• Does the counselor design and implement routines that support transition and instruction?</li> <li>• When providing classroom guidance, is the counselor aware of established classroom routines and procedures?</li> </ul>				
<b>Standard 2d: Managing Student Behavior</b> <ul style="list-style-type: none"> <li>• Does the counselor foster positive relationships and address concerning behavior appropriately?</li> <li>• Is the counselor aware of student conduct?</li> <li>• Does the counselor reinforce positive behavior?</li> </ul>				
<b>Standard 2e: Organizing Physical Space</b> <ul style="list-style-type: none"> <li>• Does the counselor provide a pleasant, inviting atmosphere?</li> <li>• Does the counselor ensure a safe environment?</li> <li>• Does the counselor maintain accessibility for all students?</li> <li>• Is the counselor's office suitably set up for counseling?</li> </ul>				

## Domain III: Delivery of Service

	U	B	P	E
<b>Standard 3a: Collaboration and Consultation with All Staff</b> <ul style="list-style-type: none"> <li>• Does the counselor provide all staff with pertinent/necessary information regarding students?</li> <li>• Does the counselor collaborate with staff and advocate on behalf of the student?</li> <li>• Does the counselor coordinate and provide professional development?</li> <li>• Does the counselor meet regularly with colleagues to plan and assess guidance curriculum?</li> </ul>				
<b>Standard 3b: Counseling Techniques</b> <ul style="list-style-type: none"> <li>• Does counselor articulate and demonstrate knowledge of counseling theory a techniques following research and best practices as determined by district, state, and national standards?</li> <li>• Does the counselor coordinate ongoing and systematic activities designed to assist students individually and in small groups in establishing personal goals and future plans?</li> <li>• Does the counselor establish and maintain community partnerships to assist in providing individual and group counseling that address student needs?</li> <li>• Is the counselor able to articulate which counseling techniques they have used and why?</li> </ul>				

<b>Standard 3c: Working with Teams</b> <ul style="list-style-type: none"> <li>Is the counselor involved with colleagues?</li> <li>To what extent is the counselor involved with collaboration?</li> <li>Does the counselor have a respectful relationship with colleagues?</li> </ul>				
<b>Standard 3d: Demonstrating Responsive Services</b> <ul style="list-style-type: none"> <li>Is there a system for how to deal with problems or crisis, when they come up?</li> <li>Does the counselor broker with other programs/ agencies both within and beyond the school and /or district to meet individual student needs?</li> <li>Does the counselor follow-up with students who have been in a crisis or attended individual, small group or classroom activities to assess the effectiveness of services?</li> </ul>				

### Domain IV: Professional Responsibilities

	U	B	P	E
<b>Standard 4a: Reflecting on Teaching</b> <ul style="list-style-type: none"> <li>Does the counselor accurately reflect on a lesson based on evidence?</li> <li>Does the counselor cite adjustments to practice, drawing on a repertoire of strategies?</li> </ul>				
<b>Standard 4b: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>Does the counselor develop routines and systems that track student completion of assignments?</li> <li>Does the teacher have systems of information regarding student progress against instructional outcomes? counselor Does the teacher have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?</li> </ul>				
<b>Standard 4c: Communicating with Families</b> <ul style="list-style-type: none"> <li>Does the counselor provide appropriate information regarding school programs, resources and student progress?</li> <li>Does the counselor maintain two-way communication between the school and families?</li> <li>Does the counselor create opportunities for families to engage in the learning process and be a part of the school culture?</li> </ul>				
<b>Standard 4d: Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>Does the counselor regularly participate with colleagues to share and plan for student success?</li> <li>Does the counselor actively participate in the PLT (Professional Learning Team) process to inform counseling and instruction?</li> <li>Does the counselor regularly participate in professional development that emphasizes improving practice?</li> <li>Does the counselor regularly participate in school and district initiatives?</li> </ul>				
<b>Standard 4e: Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>Does the counselor participate in learning networks with colleagues; regular sharing of feedback?</li> <li>Does the counselor attempt to stay apprised of current strategies or initiatives to enhance professional practice?</li> <li>Does the counselor attend courses, workshops, academic readings or participate in professional organizations?</li> </ul>				
<b>Standard 4f: Showing Professionalism</b> <ul style="list-style-type: none"> <li>Does the counselor follow ethical guidelines for their profession?</li> <li>Does the counselor support students, even in the face of difficult situations or conflicting policies?</li> <li>Does the counselor challenge existing practice in order to put students first?</li> <li>Does the counselor consistently fulfill school district mandates regarding policies and procedures?</li> </ul>				

**SELF-ASSESSMENT FORM** (To be completed by the teacher using the rubric prior to the Summative Community Based Service Providers Evaluation Conference)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment \_\_\_\_\_ Date: \_\_\_\_\_

Any area in which you identify yourself as exemplary, you must submit evidence on the evidence documentation sheet.

**Domain I: Planning & Preparation**

	U	B	P	E
<p><b>Standard 1a: Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>Does the specialist have lesson plans that reflect important concepts in discipline?</li> <li>Does the specialist differentiate instruction to make the content applicable to all learners?</li> <li>Does the specialist use clear and accurate explanations?</li> <li>Does the specialist give feedback to learners to further their learning?</li> <li>Does the specialist use interdisciplinary connections in plans and practice?</li> <li>Does the specialist demonstrate knowledge of program/district/governmental/professional regulations and procedures as they pertain to the application of services within educational settings?</li> </ul>				
<p><b>Standard 1b: Demonstrating Knowledge of Learners</b></p> <ul style="list-style-type: none"> <li>Is there formal and informal information about learners gathered by specialist for use in planning instruction?</li> <li>Are individual interests and needs learned and used by specialist in planning?</li> <li>Does the specialist have knowledge of learners' routines?</li> <li>Does the specialist design opportunities for the learners to share heritage?</li> <li>Does the specialist use agency/district/community/medical resources to support and advocate for the family/individual?</li> </ul>				
<p><b>Standard 1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>Does the specialist provide instruction that challenges the learner at the appropriate level?</li> <li>Does the specialist use learners' goals as the focus of the instruction?</li> <li>Does the specialist collaborate with other disciplines for plans and practice?</li> <li>Does the specialist use assessment to inform instruction?</li> <li>Does the specialist write goals that reflect the next steps in learning?</li> </ul>				
<p><b>Standard 1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>Does the specialist use district provided materials?</li> <li>Does the specialist use a variety of resources to supplement instruction? (i.e., internet, collaboration with other disciplines, community resources)</li> <li>Does the specialist utilize professional development to improve professional practice?</li> </ul>				
<p><b>Standard 1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>Does the specialist use approaches that support outcomes and reflect important concepts?</li> <li>Does the specialist create activities that challenge the individual?</li> <li>Does the specialist make connections to prior learning?</li> <li>Does the specialist differentiate through individual choice, utilizing varied resources and flexible learning opportunities?</li> <li>Does the specialist develop and deliver appropriate instruction that takes into account the individual learner?</li> <li>Does the specialist develop structured lesson plans?</li> </ul>				
<p><b>Standard 1f: Designing Student Assessment</b></p> <ul style="list-style-type: none"> <li>Does the specialist's instruction match the standards and assessments used, as well as criteria for goals?</li> <li>Does the specialist use assessment and data collection to inform instruction?</li> <li>Does the specialist use a variety of performance opportunities for learners?</li> <li>Does the specialist use modified assessments available for individual learners as needed?</li> <li>Does the specialist have expectations clearly defined, with descriptors for each level of performance?</li> </ul>				

## Domain II: Classroom Environment

	U	B	P	E
<b>Standard 2a: Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>• Does the specialist facilitate respectful talk and behaviors?</li> <li>• Are the specialists and learners actively engaged within the learning environment?</li> <li>• Does the specialist exhibit awareness and respect for learners' backgrounds and personal lives?</li> <li>• Does the specialist engage all learners equally in the session?</li> <li>• Does the specialist encourage the learner?</li> </ul>				
<b>Standard 2b: Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>• Does the specialist have high expectations, supported through both verbal and nonverbal behaviors?</li> <li>• Does the specialist communicate the value and purpose of the work?</li> <li>• Does the specialist expect and recognize quality?</li> <li>• Does the specialist expect and recognize effort and persistence?</li> <li>• Does the specialist expect all team members to participate in the instruction?</li> </ul>				
<b>Standard 2c: Managing Classroom Procedures</b> <ul style="list-style-type: none"> <li>• Does the specialist ensure that there is smooth functioning throughout instructional time?</li> <li>• Does the specialist maintain little or no loss of instructional time?</li> <li>• Does the specialist recognize that the learner plays an important role in carrying out the routines?</li> <li>• Does the specialist design and implement routines/lessons that support transition and instruction?</li> </ul>				
<b>Standard 2d: Managing Student Behavior</b> <ul style="list-style-type: none"> <li>• Does the specialist have clear standards of conduct that are communicated to the team?</li> <li>• Does the specialist foster positive relationships and address concerning behavior appropriately?</li> <li>• Is the specialist aware of learner conduct?</li> <li>• Does the specialist reinforce positive behaviors?</li> </ul>				
<b>Standard 2e: Organizing Physical Space</b> <ul style="list-style-type: none"> <li>• Does the specialist promote a pleasant, inviting atmosphere?</li> <li>• Does the specialist work to ensure a safe environment?</li> <li>• Does the specialist maintain accessibility for all learners?</li> <li>• Are the activities and supports provided by the specialist suitable for the learning activities?</li> <li>• Does the specialist effectively use physical resources?</li> </ul>				

## Domain III: Instruction

	U	B	P	E
<b>Standard 3a: Communicating with Students</b> <ul style="list-style-type: none"> <li>• Does the specialist exhibit clarity of the purpose of the instruction?</li> <li>• Does the specialist give clear directions and procedures specific to instruction?</li> <li>• Does the specialist use correct spoken and written language throughout instruction, with materials that are clear and grammatically correct?</li> <li>• Does the specialist engage and inspire learners through use of embellishments and imaginative use of language?</li> </ul>				
<b>Standard 3b: Questioning and Discussion Techniques</b> <ul style="list-style-type: none"> <li>• Does the specialist challenge the learner?</li> <li>• Does the specialist use questions with multiple correct answers, or multiple approaches even when there is a single correct response?</li> <li>• Does the specialist make effective use of learner response and ideas?</li> <li>• Does the specialist use discussion in which the specialist steps out of the central, mediating role?</li> <li>• Does the specialist facilitate high levels of team participation in discussion?</li> </ul>				

<p><b>Standard 3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Do the specialist's activities align with the goals of the instruction?</li> <li>• Does the specialist create enthusiasm, interest, thinking, problem solving, etc.?</li> <li>• Does the specialist design learning tasks that require high-level thinking and are aligned with instruction objectives?</li> <li>• Does the specialist keep learners highly motivated to work on all tasks and persistent even when the tasks are challenging?</li> <li>• Does the specialist facilitate the learners' participation rather than the learners watching while the specialist 'works'?</li> <li>• Does the specialist keep suitable pacing of the instruction: neither dragging nor rushed, with time for closure and reflection?</li> </ul>				
<p><b>Standard 3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Does the specialist pay close attention to evidence of understanding?</li> <li>• Does the specialist pose specifically created questions to elicit evidence of understanding?</li> <li>• Does the specialist check in with the learner to monitor understanding and to offer feedback?</li> <li>• Does the specialist encourage the learner to assess his/her own progress?</li> <li>• Does the specialist ensure that the learner is aware of his/her goals and objectives?</li> </ul>				
<p><b>Standard 3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Does the specialist incorporate learners' interests and events of the day into lessons?</li> <li>• Does the specialist make adjustments in the face of the learners' lack of understanding?</li> <li>• Does the specialist seize a teachable moment?</li> </ul>				

### Domain IV: Professional Responsibilities

	U	B	P	E
<p><b>Standard 4a: Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Does the specialist accurately reflect on a lesson based on evidence?</li> <li>• Does the specialist cite adjustments to practice, drawing on a repertoire of strategies?</li> </ul>				
<p><b>Standard 4b: Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Does the specialist develop routines and systems that track learner implementation of skills and follow-through with recommendations?</li> <li>• Does the specialist have information systems regarding progress against instructional outcomes?</li> <li>• Does the specialist have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, daycare/preschool program communication, healthcare-specialist communication, attendance, Medicaid billing)?</li> <li>• Does the specialist complete all program and discipline-specific documentation in a timely manner (IFSP/IEP updates, assessments, contact and service logs)?</li> </ul>				
<p><b>Standard 4c: Communicating with Others</b></p> <ul style="list-style-type: none"> <li>• Does the specialist provide frequent and culturally appropriate information regarding the instructional program and individual progress?</li> <li>• Does the specialist maintain two-way communication between families, educational programs and other specialists?</li> <li>• Does the specialist create opportunities for families to engage in the learning process?</li> <li>• Does the specialist communicate with the appropriate resources as necessary to support the family (i.e.: caseworkers, health care specialists, consult supports, etc.)?</li> <li>• Does the specialist prepare for and facilitate an IEP/IFSP meeting accurately and informatively?</li> </ul>				
<p><b>Standard 4d: Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Does the specialist regularly participate with colleagues to share and plan for individuals success (provide appropriate consultation as needed)?</li> <li>• Does the specialist actively participate in the PLT (Professional Learning Team) process to inform instruction?</li> <li>• Does the specialist regularly participate in professional development that emphasizes improving practice?</li> <li>• Does the specialist regularly participate in program and district initiatives?</li> </ul>				

<p><b>Standard 4e: Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Does the specialist participate in learning networks with colleagues, regularly sharing feedback?</li> <li>• Does the specialist attempt to stay apprised of current strategies or initiatives to enhance professional practice (attend courses, collaborate with other disciplines, workshops, academic reading, professional organizations, etc.)?</li> </ul>				
<p><b>Standard 4f: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Does the specialist have a reputation as someone who can be trusted?</li> <li>• Does the specialist frequently remind participants during committee or planning work that the learner is our highest priority?</li> <li>• Does the specialist support learners, even in the face of difficult situations or conflicting policies?</li> <li>• Does the specialist challenge existing practice in order to put learners first?</li> <li>• Does the specialist consistently fulfill program district mandates regarding policies and procedures?</li> </ul>				

**SUMMATIVE EVALUATION FORM** (To be completed by Administrator/Evaluator for Probationary Teachers by **March 10** – for Contract Teachers by **last teacher workday**)

Teacher Name: \_\_\_\_\_ Probationary:  Year: 1 2 3 Contract

Administrator/Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

The following definitions are used as a guide to evaluate a teacher’s performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are minimal weaknesses. **Exemplary (E)**: The teacher’s skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrator/evaluators. **No Evidence (NE)**: This area is not pertinent to the job assignment. *There must be documented evidence for a teacher to be ranked Exemplary on a teaching standard. Any area that is identified as (U) unsatisfactory, the administrator/evaluator will provide documented evidence.*

**Domain I: Planning & Preparation**

	U	B	P	E	NE
<b>Standard 1a:</b> Knowledge and Content and Pedagogy					
<b>Standard 1b:</b> Demonstrating Knowledge of Students					
<b>Standard 1c:</b> Setting Instructional Outcomes					
<b>Standard 1d:</b> Demonstrating Knowledge of Resources					
<b>Standard 1e:</b> Designing Coherent Instruction					
<b>Standard 1f:</b> Designing Student Assessments					
Comments:					

**Domain II: Classroom Environment**

	U	B	P	E	NE
<b>Standard 2a:</b> Creating an Environment of Respect and Rapport					
<b>Standard 2b:</b> Establishing a Culture for Learning					
<b>Standard 2c:</b> Managing Classroom Procedures					
<b>Standard 2d:</b> Managing Student Behavior					
<b>Standard 2e:</b> Organizing Physical Space					
Comments:					

**Domain III: Instruction**

	U	B	P	E	NE
<b>Standard 3a:</b> Communicating with Students					
<b>Standard 3b:</b> Questioning and Discussion Techniques					
<b>Standard 3c:</b> Engaging Students in Learning					
<b>Standard 3d:</b> Using Assessment in Instruction					
<b>Standard 3e:</b> Demonstrating Flexibility and Responsiveness					
Comments:					

**Domain IV: Professional Responsibilities**

	U	B	P	E	NE
<b>Standard 4a:</b> Reflecting on Teaching					
<b>Standard 4b:</b> Maintaining Accurate Records					
<b>Standard 4c:</b> Communicating with Families					
<b>Standard 4d:</b> Participating in a Professional Community					
<b>Standard 4e:</b> Growing and Developing Professionally					
<b>Standard 4f:</b> Showing Professionalism					
Comments:					

**Y-Axis: Professional Practice and Professional Responsibilities**

PP/PR Sum	
PP/PR Sum ÷ 22	
PP/PR Performance Level	

<b>Y-Axis: PP/PR Rating Key</b>	
3.6 – 4.0	4
2.81 – 3.59	3
1.99 – 2.8	2*
<1.99	1

\*If the educator scores two 1's in any PP/PR component/standard and his/her average score falls between 1.99 – 2.499, the educator's performance level cannot be rated above a 1.

**Domain V: Student Learning and Growth**

	U	B	P	E
<b>Goal 1</b>				
Demonstration of Growth				
<b>Goal 2</b>				
Demonstration of Growth				

**X-Axis: Student Learning and Growth**

SLG Goal 1	
SLG Goal 2	
SLG Performance Level	

**X-Axis: SLG Rating Key**

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		

**Final Summative Performance Level and Professional Growth Path:**

	1	2	3	4
Y-axis: PP/PR Performance Level				
X-axis: SLG Performance Level				
Matrix Summative Rating				
	Directed	Consulting	Collaborative	Facilitative
Professional Growth Path				

Comments:

The teacher has attached comments to this conference form:      Yes       No

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Administrator/Evaluator

\_\_\_\_\_  
Date

This Evaluation has been discussed between the administrator/evaluator and teacher.

**Original to Human Resources**

**Copy to Administrator/Evaluator**

**Copy to Teacher**

**SUMMATIVE EVALUATION FORM TOSAs** (To be completed by Administrator/Evaluator for Probationary Teachers by **March 10** – for Contract Teachers by **last teacher workday**)

Teacher Name: \_\_\_\_\_ Probationary:  Year: 1 2 3 Contract

Administrator/Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

The following definitions are used as a guide to evaluate a teacher’s performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are minimal weaknesses. **Exemplary (E)**: The teacher’s skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrator/evaluators. **No Evidence (NE)**: This area is not pertinent to the job assignment. *There must be documented evidence for a teacher to be ranked Exemplary on a teaching standard. Any area that is identified as (U) unsatisfactory, the administrator/evaluator will provide documented evidence.*

**Domain I: Planning & Preparation**

	U	B	P	E	NE
<b>Standard 1a:</b> Knowledge and Content and Pedagogy					
<b>Standard 1b:</b> Demonstrating Knowledge of Staff					
<b>Standard 1c:</b> Setting Instructional/Support Program Outcomes					
<b>Standard 1d:</b> Demonstrating Knowledge of Resources					
<b>Standard 1e:</b> Designing Coherent Instruction/Support Program					
<b>Standard 1f:</b> Designing Student/Program Assessments					
Comments:					

**Domain II: Classroom Environment**

	U	B	P	E	NE
<b>Standard 2a:</b> Creating an Environment of Respect and Rapport					
<b>Standard 2b:</b> Establishing a Culture for Professional Learning					
<b>Standard 2c:</b> Establishing Clear Procedures to Gain Access to Support					
<b>Standard 2d:</b> Establishing and Maintaining Norms of Behavior for Interactions					
<b>Standard 2e:</b> Organizing Physical Space					
Comments:					

**Domain III: Instruction**

	U	B	P	E	NE
<b>Standard 3a:</b> Communicating with Staff					
<b>Standard 3b:</b> Questioning and Discussion Techniques to Respond to Professional Needs					
<b>Standard 3c:</b> Engaging Staff in Learning					
<b>Standard 3d:</b> Using Assessment and Observational Feedback for Instructional Improvement					
<b>Standard 3e:</b> Demonstrating Flexibility and Responsiveness					
Comments:					

### Domain IV: Professional Responsibilities

	U	B	P	E	NE
<b>Standard 4a:</b> Reflecting on Practice					
<b>Standard 4b:</b> Maintaining Accurate Records					
<b>Standard 4c:</b> Communicating and Coordinating Improvement Efforts					
<b>Standard 4d:</b> Participating in a Professional Community					
<b>Standard 4e:</b> Growing and Developing Professionally					
<b>Standard 4f:</b> Showing Professionalism					
Comments:					

### Y-Axis: Professional Practice and Professional Responsibilities

PP/PR Sum	
PP/PR Sum ÷ 22	
PP/PR Performance Level	

#### Y-Axis: PP/PR Rating Key

3.6 – 4.0	4
2.81 – 3.59	3
1.99 – 2.8	2*
<1.99	1

\*If the educator scores two 1's in any PP/PR component/standard and his/her average score falls between 1.99 – 2.499, the educator's performance level cannot be rated above a 1.

### Domain V: Student Learning and Growth

	U	B	P	E
<b>Goal 1</b>				
Demonstration of Growth				
<b>Goal 2</b>				
Demonstration of Growth				

### X-Axis: Student Learning and Growth

SLG Goal 1	
SLG Goal 2	
SLG Performance Level	

### X-Axis: SLG Rating Key

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		

**Final Summative Performance Level and Professional Growth Path:**

	1	2	3	4
Y-axis: PP/PR Performance Level				
X-axis: SLG Performance Level				
Matrix Summative Rating				
	Directed	Consulting	Collaborative	Facilitative
Professional Growth Path				

Comments:

The teacher has attached comments to this conference form:      Yes       No

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Administrator/Evaluator

\_\_\_\_\_  
Date

This Evaluation has been discussed between the administrator/evaluator and teacher.

**Original to Human Resources**

**Copy to Administrator/Evaluator**

**Copy to Teacher**

**SUMMATIVE EVALUATION FORM PE/Music** (To be completed by Administrator/Evaluator for Probationary Teachers by **March 10** – for Contract Teachers by **last teacher workday**)

Teacher Name: \_\_\_\_\_ Probationary:  Year: 1 2 3 Contract

Administrator/Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

The following definitions are used as a guide to evaluate a teacher’s performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are minimal weaknesses. **Exemplary (E)**: The teacher’s skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrator/evaluators. **No Evidence (NE)**: This area is not pertinent to the job assignment. *There must be documented evidence for a teacher to be ranked Exemplary on a teaching standard. Any area that is identified as (U) unsatisfactory, the administrator/evaluator will provide documented evidence.*

**Domain I: Planning & Preparation**

	U	B	P	E	NE
<b>Standard 1a:</b> Knowledge and Content and Pedagogy					
<b>Standard 1b:</b> Demonstrating Knowledge of Students					
<b>Standard 1c:</b> Setting Instructional Outcomes					
<b>Standard 1d:</b> Demonstrating Knowledge of Resources					
<b>Standard 1e:</b> Designing Coherent Instruction					
<b>Standard 1f:</b> Designing Student Assessments					
Comments:					

**Domain II: Classroom Environment**

	U	B	P	E	NE
<b>Standard 2a:</b> Creating an Environment of Respect and Rapport					
<b>Standard 2b:</b> Establishing a Culture for Learning					
<b>Standard 2c:</b> Managing Classroom Procedures					
<b>Standard 2d:</b> Managing Student Behavior					
<b>Standard 2e:</b> Organizing Physical Space					
Comments:					

**Domain III: Instruction**

	U	B	P	E	NE
<b>Standard 3a:</b> Communicating with Students					
<b>Standard 3b:</b> Questioning and Discussion Techniques					
<b>Standard 3c:</b> Engaging Students in Learning					
<b>Standard 3d:</b> Using Assessment in Instruction					
<b>Standard 3e:</b> Demonstrating Flexibility and Responsiveness					
Comments:					

**Domain IV: Professional Responsibilities**

	U	B	P	E	NE
<b>Standard 4a:</b> Reflecting on Teaching					
<b>Standard 4b:</b> Maintaining Accurate Records					
<b>Standard 4c:</b> Communicating with Families					
<b>Standard 4d:</b> Participating in a Professional Community					
<b>Standard 4e:</b> Growing and Developing Professionally					
<b>Standard 4f:</b> Showing Professionalism					
Comments:					

**Y-Axis: Professional Practice and Professional Responsibilities**

PP/PR Sum	
PP/PR Sum ÷ 22	
PP/PR Performance Level	

<b>Y-Axis: PP/PR Rating Key</b>	
3.6 – 4.0	4
2.81 – 3.59	3
1.99 – 2.8	2*
<1.99	1

\*If the educator scores two 1's in any PP/PR component/standard and his/her average score falls between 1.99 – 2.499, the educator's performance level cannot be rated above a 1.

**Domain V: Student Learning and Growth**

	U	B	P	E
<b>Goal 1</b>				
Demonstration of Growth				
<b>Goal 2</b>				
Demonstration of Growth				

**X-Axis: Student Learning and Growth**

SLG Goal 1	
SLG Goal 2	
SLG Performance Level	

**X-Axis: SLG Rating Key**

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		

**Final Summative Performance Level and Professional Growth Path:**

	1	2	3	4
Y-axis: PP/PR Performance Level				
X-axis: SLG Performance Level				
Matrix Summative Rating				
	Directed	Consulting	Collaborative	Facilitative
Professional Growth Path				

Comments:

The teacher has attached comments to this conference form:      Yes       No

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Administrator/Evaluator

\_\_\_\_\_  
Date

This Evaluation has been discussed between the administrator/evaluator and teacher.

**Original to Human Resources**

**Copy to Administrator/Evaluator**

**Copy to Teacher**

**SUMMATIVE EVALUATION FORM SpEd/TITLE 1** (To be completed by Administrator/Evaluator for Probationary Teachers by **March 10** – for Contract Teachers by **last teacher workday**)

Teacher Name: \_\_\_\_\_ Probationary:  Year: 1 2 3 Contract

Administrator/Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

The following definitions are used as a guide to evaluate a teacher’s performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are minimal weaknesses. **Exemplary (E)**: The teacher’s skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrator/evaluators. **No Evidence (NE)**: This area is not pertinent to the job assignment. *There must be documented evidence for a teacher to be ranked Exemplary on a teaching standard. Any area that is identified as (U) unsatisfactory, the administrator/evaluator will provide documented evidence.*

**Domain I: Planning & Preparation**

	U	B	P	E	NE
<b>Standard 1a:</b> Knowledge and Content and Pedagogy					
<b>Standard 1b:</b> Demonstrating Knowledge of Students					
<b>Standard 1c:</b> Setting Instructional Outcomes					
<b>Standard 1d:</b> Demonstrating Knowledge of Resources					
<b>Standard 1e:</b> Designing Coherent Instruction					
<b>Standard 1f:</b> Designing Student Assessments					
Comments:					

**Domain II: Classroom Environment**

	U	B	P	E	NE
<b>Standard 2a:</b> Creating an Environment of Respect and Rapport					
<b>Standard 2b:</b> Establishing a Culture for Learning					
<b>Standard 2c:</b> Managing Classroom Procedures					
<b>Standard 2d:</b> Managing Student Behavior					
<b>Standard 2e:</b> Organizing Physical Space					
Comments:					

**Domain III: Instruction**

	U	B	P	E	NE
<b>Standard 3a:</b> Communicating with Students					
<b>Standard 3b:</b> Questioning and Discussion Techniques					
<b>Standard 3c:</b> Engaging Students in Learning					
<b>Standard 3d:</b> Using Assessment in Instruction					
<b>Standard 3e:</b> Demonstrating Flexibility and Responsiveness					
Comments:					

**Domain IV: Professional Responsibilities**

	U	B	P	E	NE
<b>Standard 4a:</b> Reflecting on Teaching					
<b>Standard 4b:</b> Maintaining Accurate Records					
<b>Standard 4c:</b> Communicating with Families					
<b>Standard 4d:</b> Participating in a Professional Community					
<b>Standard 4e:</b> Growing and Developing Professionally					
<b>Standard 4f:</b> Showing Professionalism					
Comments:					

**Y-Axis: Professional Practice and Professional Responsibilities**

PP/PR Sum	
PP/PR Sum ÷ 22	
PP/PR Performance Level	

<b>Y-Axis: PP/PR Rating Key</b>	
3.6 – 4.0	4
2.81 – 3.59	3
1.99 – 2.8	2*
<1.99	1

\*If the educator scores two 1's in any PP/PR component/standard and his/her average score falls between 1.99 – 2.499, the educator's performance level cannot be rated above a 1.

**Domain V: Student Learning and Growth**

	U	B	P	E
<b>Goal 1</b>				
Demonstration of Growth				
<b>Goal 2</b>				
Demonstration of Growth				

**X-Axis: Student Learning and Growth**

SLG Goal 1	
SLG Goal 2	
SLG Performance Level	

**X-Axis: SLG Rating Key**

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		



**SUMMATIVE EVALUATION FORM Therapeutic Specialists** (To be completed by Administrator/Evaluator for Probationary Teachers by **March 10** – for Contract Teachers by **last teacher workday**)

Teacher Name: \_\_\_\_\_ Probationary:  Year: 1 2 3 Contract

Administrator/Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

The following definitions are used as a guide to evaluate a teacher’s performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are minimal weaknesses. **Exemplary (E)**: The teacher’s skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrator/evaluators. **No Evidence (NE)**: This area is not pertinent to the job assignment. *There must be documented evidence for a teacher to be ranked Exemplary on a teaching standard. Any area that is identified as (U) unsatisfactory, the administrator/evaluator will provide documented evidence.*

**Domain I: Planning & Preparation**

	U	B	P	E	NE
<b>Standard 1a:</b> Knowledge and Content and Professional Practices					
<b>Standard 1b:</b> Demonstrating Knowledge of Child/Family/Environment					
<b>Standard 1c:</b> Setting Goals or Plans					
<b>Standard 1d:</b> Demonstrating Knowledge of Resources					
<b>Standard 1e:</b> Developing Intervention and/or Behavior Plans					
<b>Standard 1f:</b> Designing Child Assessments					
Comments:					

**Domain II: Setting Environment**

	U	B	P	E	NE
<b>Standard 2a:</b> Creating an Environment of Respect and Rapport					
<b>Standard 2b:</b> Establishing a Culture for Learning					
<b>Standard 2c:</b> Managing Procedures					
<b>Standard 2d:</b> Managing Child Behavior					
<b>Standard 2e:</b> Organizing Physical Space					
Comments:					

**Domain III: Instruction**

	U	B	P	E	NE
<b>Standard 3a:</b> Communicating with Children					
<b>Standard 3b:</b> Questioning and Discussion Techniques (may not apply to all)					
<b>Standard 3c:</b> Engaging Students in Intervention and Assessment					
<b>Standard 3d:</b> Using Assessment in Instruction					
<b>Standard 3e:</b> Demonstrating Flexibility and Responsiveness					
Comments:					

**Domain IV: Professional Responsibilities**

	U	B	P	E	NE
<b>Standard 4a:</b> Reflecting on Practice					
<b>Standard 4b:</b> Maintaining Accurate Records					
<b>Standard 4c:</b> Communicating with Families					
<b>Standard 4d:</b> Participating in a Professional Community					
<b>Standard 4e:</b> Growing and Developing Professionally					
<b>Standard 4f:</b> Showing Professionalism					
Comments:					

**Y-Axis: Professional Practice and Professional Responsibilities**

PP/PR Sum	
PP/PR Sum ÷ 22	
PP/PR Performance Level	

<b>Y-Axis: PP/PR Rating Key</b>	
3.6 – 4.0	4
2.81 – 3.59	3
1.99 – 2.8	2*
<1.99	1

\*If the educator scores two 1's in any PP/PR component/standard and his/her average score falls between 1.99 – 2.499, the educator's performance level cannot be rated above a 1.

**Domain V: Student Learning and Growth**

	U	B	P	E
<b>Goal 1</b>				
Demonstration of Growth				
<b>Goal 2</b>				
Demonstration of Growth				

**X-Axis: Student Learning and Growth**

SLG Goal 1	
SLG Goal 2	
SLG Performance Level	

**X-Axis: SLG Rating Key**

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		



**SUMMATIVE EVALUATION FORM Counselors** (To be completed by Administrator/Evaluator for Probationary Teachers by **March 10** – for Contract Teachers by **last teacher workday**)

Teacher Name: \_\_\_\_\_ Probationary:  Year: 1 2 3 Contract

Administrator/Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

The following definitions are used as a guide to evaluate a teacher’s performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are minimal weaknesses. **Exemplary (E)**: The teacher’s skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrator/evaluators. **No Evidence (NE)**: This area is not pertinent to the job assignment. *There must be documented evidence for a teacher to be ranked Exemplary on a teaching standard. Any area that is identified as (U) unsatisfactory, the administrator/evaluator will provide documented evidence.*

**Domain I: Planning & Preparation**

	U	B	P	E	NE
<b>Standard 1a:</b> Knowledge of Comprehensive Guidance Counseling Program					
<b>Standard 1b:</b> Demonstrating Knowledge of Students					
<b>Standard 1c:</b> Setting Outcomes – Establishing goals for the Counseling Program (appropriate to the setting and students served)					
<b>Standard 1d:</b> Demonstrating Knowledge of Resources					
<b>Standard 1e:</b> Designing the Counseling Program Integrated with the Regular School Program					
<b>Standard 1f:</b> Developing a Plan to Evaluate the Counseling Program					
Comments:					

**Domain II: The Environment**

	U	B	P	E	NE
<b>Standard 2a:</b> Creating an Environment of Respect and Rapport					
<b>Standard 2b:</b> Establishing a Culture the Supports Learning					
<b>Standard 2c:</b> Managing Routines and Procedures					
<b>Standard 2d:</b> Managing Student Behavior					
<b>Standard 2e:</b> Organizing Physical Space					
Comments:					

**Domain III: Delivery of Service**

	U	B	P	E	NE
<b>Standard 3a:</b> Collaborating and Consultation with All Staff					
<b>Standard 3b:</b> Counseling Techniques					
<b>Standard 3c:</b> Working with Teams					
<b>Standard 3d:</b> Demonstrating Responsive Services					
Comments:					

### Domain IV: Professional Responsibilities

	U	B	P	E	NE
<b>Standard 4a:</b> Reflecting on Teaching					
<b>Standard 4b:</b> Maintaining Accurate Records					
<b>Standard 4c:</b> Communicating with Families					
<b>Standard 4d:</b> Participating in a Professional Community					
<b>Standard 4e:</b> Growing and Developing Professionally					
<b>Standard 4f:</b> Showing Professionalism					
Comments:					

### Y-Axis: Professional Practice and Professional Responsibilities

PP/PR Sum	
PP/PR Sum ÷ 21	
PP/PR Performance Level	

Y-Axis: PP/PR Rating Key	
3.6 – 4.0	4
2.81 – 3.59	3
1.99 – 2.8	2*
<1.99	1

\*If the educator scores two 1's in any PP/PR component/standard and his/her average score falls between 1.99 – 2.499, the educator's performance level cannot be rated above a 1.

### Domain V: Student Learning and Growth

	U	B	P	E
<b>Goal 1</b>				
Demonstration of Growth				
<b>Goal 2</b>				
Demonstration of Growth				

### X-Axis: Student Learning and Growth

SLG Goal 1	
SLG Goal 2	
SLG Performance Level	

### X-Axis: SLG Rating Key

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		



**SUMMATIVE EVALUATION FORM Community Based Service Providers** (To be completed by Administrator/Evaluator for Probationary Teachers by **March 10** – for Contract Teachers by **last teacher workday**)

Teacher Name: \_\_\_\_\_ Probationary:  Year: 1 2 3 Contract

Administrator/Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

The following definitions are used as a guide to evaluate a teacher’s performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are minimal weaknesses. **Exemplary (E)**: The teacher’s skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrator/evaluators. **No Evidence (NE)**: This area is not pertinent to the job assignment. *There must be documented evidence for a teacher to be ranked Exemplary on a teaching standard. Any area that is identified as (U) unsatisfactory, the administrator/evaluator will provide documented evidence.*

**Domain I: Planning & Preparation**

	U	B	P	E	NE
<b>Standard 1a:</b> Knowledge and Content and Pedagogy					
<b>Standard 1b:</b> Demonstrating Knowledge of Learners					
<b>Standard 1c:</b> Setting Instructional Outcomes					
<b>Standard 1d:</b> Demonstrating Knowledge of Resources					
<b>Standard 1e:</b> Designing Coherent Instruction					
<b>Standard 1f:</b> Designing Student Assessments					
Comments:					

**Domain II: Classroom Environment**

	U	B	P	E	NE
<b>Standard 2a:</b> Creating an Environment of Respect and Rapport					
<b>Standard 2b:</b> Establishing a Culture for Learning					
<b>Standard 2c:</b> Managing Classroom Procedures					
<b>Standard 2d:</b> Managing Student Behavior					
<b>Standard 2e:</b> Organizing Physical Space					
Comments:					

**Domain III: Instruction**

	U	B	P	E	NE
<b>Standard 3a:</b> Communicating with Students					
<b>Standard 3b:</b> Questioning and Discussion Techniques					
<b>Standard 3c:</b> Engaging Students in Learning					
<b>Standard 3d:</b> Using Assessment in Instruction					
<b>Standard 3e:</b> Demonstrating Flexibility and Responsiveness					
Comments:					

**Domain IV: Professional Responsibilities**

	U	B	P	E	NE
<b>Standard 4a:</b> Reflecting on Teaching					
<b>Standard 4b:</b> Maintaining Accurate Records					
<b>Standard 4c:</b> Communicating with Others					
<b>Standard 4d:</b> Participating in a Professional Community					
<b>Standard 4e:</b> Growing and Developing Professionally					
<b>Standard 4f:</b> Showing Professionalism					
Comments:					

**Y-Axis: Professional Practice and Professional Responsibilities**

PP/PR Sum	
PP/PR Sum ÷ 22	
PP/PR Performance Level	

<b>Y-Axis: PP/PR Rating Key</b>	
3.6 – 4.0	4
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**Domain V: Student Learning and Growth**

	U	B	P	E
<b>Goal 1</b>				
Demonstration of Growth				
<b>Goal 2</b>				
Demonstration of Growth				

**X-Axis: Student Learning and Growth**

SLG Goal 1	
SLG Goal 2	
SLG Performance Level	

**X-Axis: SLG Rating Key**

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		

**Final Summative Performance Level and Professional Growth Path:**

	1	2	3	4
Y-axis: PP/PR Performance Level				
X-axis: SLG Performance Level				
Matrix Summative Rating				
	Directed	Consulting	Collaborative	Facilitative
Professional Growth Path				

Comments:

The teacher has attached comments to this conference form:      Yes       No

\_\_\_\_\_ Teacher

\_\_\_\_\_ Administrator/Evaluator

\_\_\_\_\_ Date

This Evaluation has been discussed between the administrator/evaluator and teacher.

**Original to Human Resources**

**Copy to Administrator/Evaluator**

**Copy to Teacher**

# STUDENT GROWTH AND PROFESSIONAL GOAL SETTING FORM

Student Learning and Growth Goal may be developed as a team. (example: PLT, Grade Level Department Team.)

Teacher: \_\_\_\_\_

Contract Status: \_\_\_\_\_

School: \_\_\_\_\_

School Year: \_\_\_\_\_

Administrator/Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Goal-Setting Conference	<p><b>Content/Common Core Standard Student Learning Goal 1 (SLG 1)</b></p> <ul style="list-style-type: none"> <li>The goal is being written around which grade/subject/level/standard?</li> </ul>	
	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>What are the characteristics or special learning circumstances of my class?</li> <li>What are the demographics of my classroom? (IEP, 504, TAG, etc.)</li> </ul>	
	<p><b>Baseline Data</b></p> <ul style="list-style-type: none"> <li>What are the learning needs of my students?</li> <li>What are the assessments or evidence sources used?</li> <li>Attach supporting data/pre-assessment.</li> </ul>	
	<p><b>Student Growth Goal Statement</b></p> <ul style="list-style-type: none"> <li>(SMART=Specific and Strategic; Measureable; Action oriented: Rigorous, Realistic, and Results-focused; Timed and Tracked)</li> </ul>	
	<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>Describe the reasons for selecting this specific area for a goal.</li> <li>Does this goal match the content standard?</li> <li>Is the expected growth target appropriate and rigorous for students?</li> </ul>	
	<p><b>Types of Measures/Evidence for SLG</b></p> <ul style="list-style-type: none"> <li>Category 1 is mandatory for one goal if available. You must use a second measure of assessment if data is not available by June.</li> <li>Category 2: Multiple measures of assessment are not required.</li> </ul> <p>Specify exact assessments used.</p>	<ul style="list-style-type: none"> <li><b>Category 1:</b> State or National Standardized Test: _____</li> <li><b>Category 2:</b> Common national, international, regional, district-developed or school-wide measures: _____</li> </ul>
	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>What methods or interventions will I incorporate into my professional practice?</li> <li>Provide specific actions that will lead to goal attainment</li> </ul>	
	<p><b>Resources and Support:</b></p> <ul style="list-style-type: none"> <li>What instructional support, resources, and professional development do I need to achieve my goals?</li> </ul>	
	<p><b>Content/Common Core Standard Student Learning Goal 2 (SLG 2)</b></p> <ul style="list-style-type: none"> <li>The goal is being written around which grade/subject/level/standard?</li> </ul>	
	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>What are the characteristics or special learning circumstances of my class?</li> <li>What are the demographics of my classroom? (IEP, 504, TAG, etc.)</li> </ul>	
<p><b>Baseline Data</b></p> <ul style="list-style-type: none"> <li>What are the learning needs of my students?</li> <li>What are the assessments or evidence sources I used?</li> <li>Attach supporting data/pre-assessment.</li> </ul>		

	<b>Student Growth Goal Statement</b> <ul style="list-style-type: none"> <li>(SMART=Specific and Strategic; Measureable; Action oriented: Rigorous, Realistic, and Results-focused; Timed and Tracked)</li> </ul>	
	<b>Rationale</b> <ul style="list-style-type: none"> <li>Describe the reasons for selecting this specific area for a goal.</li> <li>Does this goal match the content standard?</li> <li>Is the expected growth target appropriate and rigorous for students?</li> </ul>	
	<b>Types of Measures/Evidence for SLG</b> <ul style="list-style-type: none"> <li>Category 1 is mandatory for one goal if available. You must use a second measure of assessment if data is not available by June.</li> <li>Category 2: Multiple measures of assessment are not required.</li> </ul> <p>Specify exact assessments used.</p>	<ul style="list-style-type: none"> <li><b>Category 1:</b> State or National Standardized Test: _____</li> <li><b>Category 2:</b> Common national, international, regional, district-developed or school-wide measures: _____</li> </ul>
	<b>Strategies</b> <ul style="list-style-type: none"> <li>What methods or interventions will I incorporate into my professional practice?</li> <li>Provide specific actions that will lead to goal attainment</li> </ul>	
	<b>Resources and Support:</b> <ul style="list-style-type: none"> <li>What instructional support, resources, and professional development do I need to achieve my goals?</li> </ul>	
<b>Sign-Off at Initial collaborative Meeting: Date: _____ Teacher: _____ Administrator/Evaluator: _____</b>		
	<b>Professional Growth Goal Statement:</b> <ul style="list-style-type: none"> <li>How has my Self-Assessment and assessment on Domains 1-4 informed this goal?</li> <li>How is my goal measureable? What evidence will I collect?</li> </ul>	
	<b>Strategies:</b> <ul style="list-style-type: none"> <li>What professional development will help me accomplish my goal?</li> <li>How will achieving my professional growth goal improve student learning?</li> <li>How might I team with colleagues to successfully achieve my goal?</li> </ul>	

<b>Mid-year Collaborative Data Review</b>		
	<b>Student Learning and Growth Goal 1</b> <ul style="list-style-type: none"> <li>Copy the original goal, or enter a revised goal statement.</li> </ul>	
	<b>Data Collected</b> <ul style="list-style-type: none"> <li>Be prepared to share and upload all data collected up to this date.</li> <li>What type of data did you collect? (describe or name the assessments)</li> </ul>	
	<b>Data Statements</b> <ul style="list-style-type: none"> <li>What is the data telling you?</li> <li>Be specific and enter number of students in each statement.</li> </ul>	<b>Example:</b> <ul style="list-style-type: none"> <li>_____ students are meeting the goal at the mid-year check.</li> <li>_____ students are on track to meet the goal by the end of the year.</li> <li>_____ students are not making adequate progress toward the goal.</li> <li>_____ students are making zero or negative progress toward the goal.</li> </ul>
	<b>Trends</b> <ul style="list-style-type: none"> <li>What do you notice in terms of skills or subgroups of students? (TAG, SpEd, ELL, etc.)</li> <li>Are there outliers that you will need to consider either interventions or extensions for?</li> </ul>	
	<b>Strategies Used</b> <ul style="list-style-type: none"> <li>What strategies have you used so far?</li> <li>Constructing Meaning, student engagement, questioning strategies, group work, collaboration, technology, etc.</li> </ul>	

<b>Effectiveness of Strategies</b> <ul style="list-style-type: none"> <li>Were the strategies used effective?</li> <li>How do you know?</li> </ul>				
<b>Strategy Modifications</b> <ul style="list-style-type: none"> <li>Based on the information above, what strategies will you modify in order to meet your end of the year goal? (interventions, maintenance, extensions)</li> </ul>				
<b>Student Learning and Growth Goal 2</b> Copy the original goal, or enter a revised goal statement.				
<b>Data Collected</b> <ul style="list-style-type: none"> <li>Be prepared to share and upload all data collected up to this date.</li> <li>What type of data did you collect? (describe or name the assessments)</li> </ul>				
<b>Data Statements</b> <ul style="list-style-type: none"> <li>What is the data telling you?</li> <li>Be specific and enter number of students in each statement.</li> </ul>		Example: <ul style="list-style-type: none"> <li>___ students are meeting the goal at the mid-year check.</li> <li>___ students are on track to meet the goal by the end of the year.</li> <li>___ students are not making adequate progress toward the goal.</li> <li>___ students are making zero or negative progress toward the goal.</li> </ul>		
<b>Trends</b> <ul style="list-style-type: none"> <li>What do you notice in terms of skills or subgroups of students? (TAG, SpEd, ELL, etc.)</li> <li>Are there outliers that you will need to consider either interventions or extensions for?</li> </ul>				
<b>Strategies Used</b> <ul style="list-style-type: none"> <li>What strategies have you used so far?</li> <li>Constructing Meaning, student engagement, questioning strategies, group work, collaboration, technology, etc.</li> </ul>				
<b>Effectiveness of Strategies</b> <ul style="list-style-type: none"> <li>Were the strategies used effective?</li> <li>How do you know?</li> </ul>				
<b>Strategy Modifications</b> <ul style="list-style-type: none"> <li>Based on the information above, what strategies will you modify in order to meet your end of the year goal? (interventions, maintenance, extensions)</li> </ul>				
<b>Professional Growth Goal</b> <ul style="list-style-type: none"> <li>Copy your original goal, or state any modifications being made at this time.</li> </ul>				
<b>Activities</b> <ul style="list-style-type: none"> <li>What activities, strategies, or professional learning opportunities have you completed so far?</li> </ul>				
<b>Personal Learning</b> <ul style="list-style-type: none"> <li>What has been your personal learning from the above activities that relates to your goal?</li> </ul>				
<b>Impact on Student Learning</b> <ul style="list-style-type: none"> <li>How have the above activities improved student learning?</li> </ul>				
<b>Strategy Modification</b> <ul style="list-style-type: none"> <li>What further activities will you do for the remainder of the year to meet your goal?</li> </ul>				
<b>Support</b> <ul style="list-style-type: none"> <li>What support do you need to achieve your goal?</li> </ul>				
Teacher Signature:		Date:	Administrator/Evaluator Signature:	Date:

<b>Year-End Goal Conference</b>	<b>End-of-Year Collaborative Data Review</b>	
	<b>Student Learning and Growth Goal 1</b>	
	<ul style="list-style-type: none"> <li>Copy the original goal, or enter a revised goal statement.</li> </ul>	
	<b>Data Collected</b>	
	<ul style="list-style-type: none"> <li>Be prepared to share and upload all data collected up to this date.</li> <li>What type of data did you collect? (describe or name the assessments)</li> </ul>	
	<b>Data Statements</b>	Example:
	<ul style="list-style-type: none"> <li>What is the data telling you?</li> <li>Be specific and enter number of students in each statement.</li> </ul>	<ul style="list-style-type: none"> <li>___ students met the goal.</li> <li>___ students did not meet the goal.</li> <li>___ students made zero or negative progress toward the goal.</li> </ul>
	<b>Reflection on Results</b>	
	<ul style="list-style-type: none"> <li>Overall, what worked or what refinements should be made?</li> <li>Do you notice any trends in subgroups?</li> </ul>	
	<b>Strategies Used</b>	
	<ul style="list-style-type: none"> <li>What strategies did you use?</li> <li>Were your strategies effective?</li> <li>Did you use different strategies for subgroups?</li> </ul>	
	<b>Professional Growth Plan Implications</b>	
	<ul style="list-style-type: none"> <li>How can you use these results to support your professional growth?</li> </ul>	
	<b>Student Learning and Growth Goal 2</b>	
<ul style="list-style-type: none"> <li>Copy the original goal, or enter a revised goal statement.</li> </ul>		
<b>Data Collected</b>		
<ul style="list-style-type: none"> <li>Be prepared to share and upload all data collected up to this date.</li> <li>What type of data did you collect? (describe or name the assessments)</li> </ul>		
<b>Data Statements</b>	Example:	
<ul style="list-style-type: none"> <li>What is the data telling you?</li> <li>Be specific and enter number of students in each statement.</li> </ul>	<ul style="list-style-type: none"> <li>___ students met the goal.</li> <li>___ students did not meet the goal.</li> <li>___ students made zero or negative progress toward the goal.</li> </ul>	
<b>Reflection on Results</b>		
<ul style="list-style-type: none"> <li>Overall, what worked or what refinements should be made?</li> <li>Do you notice any trends in subgroups?</li> </ul>		
<b>Strategies Used</b>		
<ul style="list-style-type: none"> <li>What strategies did you use?</li> <li>Were your strategies effective?</li> <li>Did you use different strategies for subgroups?</li> </ul>		
<b>Professional Growth Plan Implications</b>		
<ul style="list-style-type: none"> <li>How can you use these results to support your professional growth?</li> </ul>		
<b>Professional Growth Goal</b>		
<ul style="list-style-type: none"> <li>Copy your original goal.</li> </ul>		
<b>Activities</b>		
<ul style="list-style-type: none"> <li>What activities, strategies, or professional learning opportunities have you completed so far?</li> </ul>		
<b>Reflection on Personal Learning</b>		
<ul style="list-style-type: none"> <li>What has been your personal learning from the above activities that relates to your goal?</li> </ul>		

<b>Impact on Student Learning</b>			
<ul style="list-style-type: none"> <li>How have the above activities improved student learning?</li> </ul>			
<b>Moving Forward</b>			
<ul style="list-style-type: none"> <li>Will you continue working on this goal next year? Why or why not?</li> <li>What new learning do you think you need to be successful in growing professionally</li> </ul>			
<b>SLG Score 1</b>		<b>SLG Score 2</b>	
Teacher Signature:		Date:	Administrator Signature:      Date:

## Scoring Student Learning and Growth (SLG) Goals

### SLG Quality Review Checklist

Before SLG goals are finalized for 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-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a “growth” goal vs. “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 Goals		
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?		

### SLG Scoring Rubric:

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the educator and the supervisor/evaluator.

<b>Exemplary (Level 4)</b>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
<b>Proficient (Level 3)</b>	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
<b>Basic (Level 2)</b>	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
<b>Unsatisfactory (Level 1)</b>	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

**\_\_\_\_\_ PLAN OF SUPPORT FOR IMPROVEMENT FORM**  
**\_\_\_\_\_ PROGRAM OF ASSISTANCE FOR IMPROVEMENT FORM**

Teacher Name: \_\_\_\_\_ Date \_\_\_\_\_

Administrator/Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

\* Developed by the administrator/evaluator, with input from the teacher and association.

**1. Identification of standard(s) not being met:**

Domain(s) \_\_\_\_\_ Performance Standard(s) \_\_\_\_\_

Concerns:

**2. Suggested program for correcting deficient areas and criteria for assessment:**

**3. Timeline for correcting areas of deficiency:**

**4. Assistance to be provided:**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator/Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Association Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Original to Teacher      Copy to Administrator/Evaluator      Copy to Human Resources**

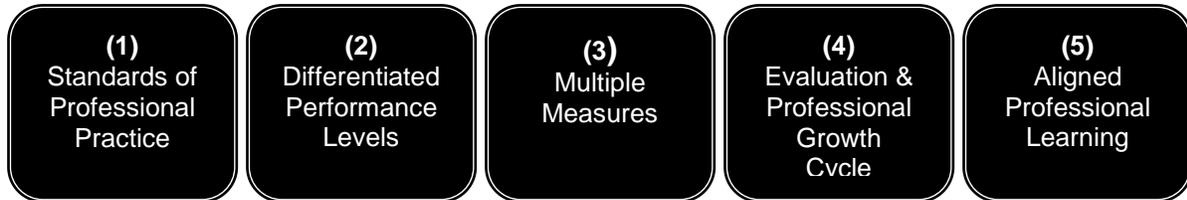


# Appendix B

## Basic Background on the Oregon Framework

## REQUIRED ELEMENTS OF TEACHER EVALUATION AND SUPPORT SYSTEMS

Teacher evaluation and support systems in all Oregon school districts must include the following five elements:



These five required elements establish the parameters for local evaluation and support systems. The framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

### **Standards of Professional Practice: Model Core Teaching Standards**

The standards of professional practice are the cornerstone of an evaluation system. The Model Core Teaching Standards are the foundation of Oregon's evaluation framework. These professional standards outline what teachers should know and be able to do to ensure every student is ready for college, careers and engaged citizenship in today's world. These standards help frame a comprehensive definition of effective teaching and educational leadership. [David Douglas School District has adopted Charlotte Danielson 2011 as its core teaching standards.]

### **Differentiated Performance Levels for Teacher Evaluations**

Oregon's framework for evaluation is designed to assess teacher performance with respect to the Model Core Teaching Standards. To assess performance, administrators/evaluators use a rubric. Rubrics are scoring tools that describe characteristics of practice or artifacts at different performance levels.

Oregon’s evaluation framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). Definitions of each performance level are described in Table 1 below. Districts must use four levels but they may name the levels as desired (for example ineffective, emerging, effective and highly effective). Regardless of the terms used, they must be aligned to the levels described in the table below. The Oregon Department of Education will provide approved research-based rubrics. Districts must adopt or adapt these rubrics for their local evaluation systems.

**Table 1. Performance Levels**

<b>Performance Levels</b>	<b>Definitions of Performance as Applied to Standards of Professional Practice</b>
<b>Unsatisfactory</b> <i>Level 1</i>	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice.
<b>Basic</b> <i>Level 2</i>	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.
<b>Proficient</b> <i>Level 3</i>	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.
<b>Exemplary</b> <i>Level 4</i>	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

**Multiple Measures for Teacher Evaluations**

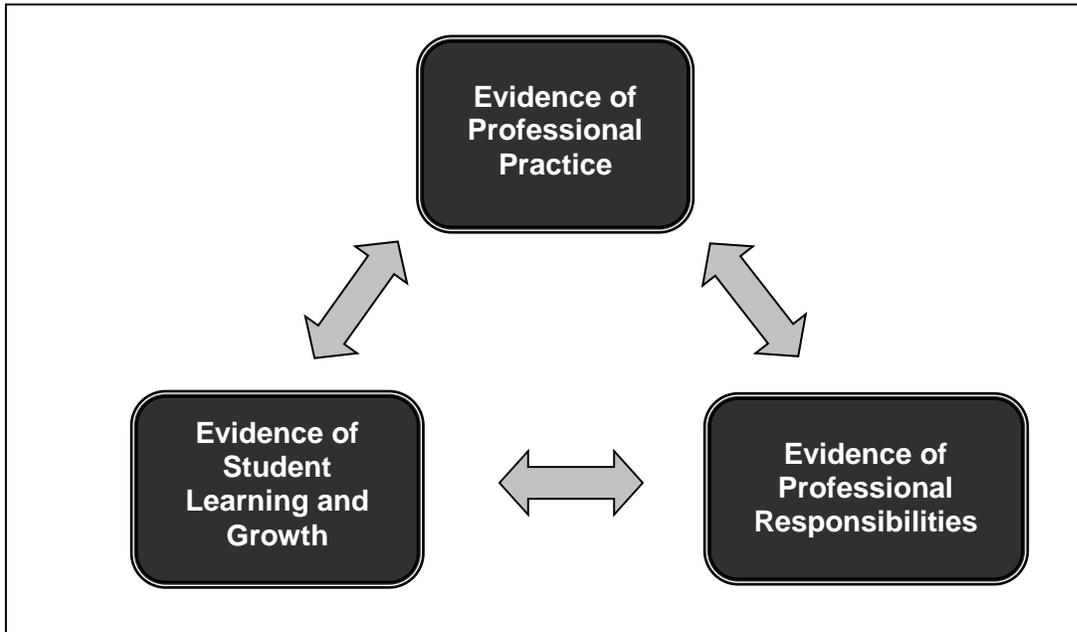
A comprehensive evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on standards of professional practice (i.e., INTASC). Multiple measures provide a more comprehensive view of the teacher’s practice and contribution to student growth. Multiple measures provide multiple data sources. Due to the complex nature of teaching and administrator/evaluator practice, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs the teacher’s evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.

Multiple measures refer to the tools, instruments, protocols, assessments, and processes used to collect evidence on performance and effectiveness.

Oregon’s teacher evaluation systems must include measures from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth.

All teachers will be evaluated using measures from each of the three categories in combination with one another. These categories are interdependent and provide a three-dimensional view of teacher and administrator/evaluator practice. Evaluators will look at evidence from all three categories to holistically rate performance using the David Douglas School District Teacher Performance Standards and Rubrics.

## Categories of Evidence for Multiple Measures of Effectiveness



### Multiple Measures for Teacher Evaluations

The evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on the Model Core Teaching Standards. To provide a balanced view of teacher performance, evaluations of all licensed teachers must include evidence from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key. This is to be accomplished through a collaborative process involving teachers and administrator/evaluators. Examples included under each category below are not all inclusive.

- A. Professional Practice:** Evidence of the quality of teachers' planning, delivery of instruction, and assessment (Danielson Domains 1, 2, 3) of student learning.
- a. Classroom Observation
    - a) Evaluator's observation, documentation and feedback on a teacher's instructional practices; both formal and informal
  - b. Examination of Artifacts of Teaching
    - b) Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work
- B. Professional Responsibilities:** Evidence of teachers' progress toward their own professional goals and contribution to school-wide goals (Danielson Domain 4)
- Examples: Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building level leadership (committees, lab classrooms)

Peer collaboration is encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

- C. Student Learning and Growth:** Evidence of teachers' contribution to student learning and growth (Danielson Domains 1, 2, 3, 4)

## Teacher Goal Setting for Student Learning and Growth

Student learning and growth is the third component of teacher evaluation. Student growth will be determined through a rigorous student growth goal setting process and the use of multiple measures.

Teachers, in collaboration with their administrator/evaluator and peers will set learning goals aligned to state standards for their students and use assessments to measure their progress toward these goals.

Goal setting for student learning is an important process for every Oregon teacher. Rigorous, measurable goals provide a clear path for teacher and students to succeed. Setting student learning goals helps ensure that lesson design, instruction and assessment result in learning for all students.

Student learning and growth goals and measures align with the standards the teacher is expected to teach and students are expected to learn. The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid and developmentally appropriate for the curriculum and the students being taught. The collective set of a teacher's goals should address all of his or her students. District priorities, school goals and classroom goals should be aligned, wherever possible.

### Student Learning and Growth Goal Setting Process

- Teachers review baseline data and create goals that measure the learning of identified groups of students and or all students. Goals span a school year or complete course of study. Student Learning and Growth Goals may be developed as a team, example: PLT, Grade Level Department Team.
- Teachers collaborate with administrator/evaluator and peers to establish student learning goals. In addition, teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.
- Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal:
  - a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st Century skills.
  - b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.
- Teachers complete goal setting in collaboration with their administrator/evaluator and/or peers. During the collaborative planning process, the teacher and administrator/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals (**SMART** = **S**pecific and **S**trategic; **M**easureable; **A**ction oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**imed and **T**racked).
- Teachers meet with administrator/evaluator/evaluator and or in teams to discuss progress for each goal mid-year and at the end of the year. Goals remain the same throughout the year, but strategies for attaining goals may be revised.
- Teachers, along with their administrator/evaluator and or teams, reflect on the results and determine implications for future professional growth planning.

# Appendix C

## Teacher Evaluation Glossary of Terms

## Teacher Evaluation System Glossary of Terms

**Conference:** It is understood that accurately evaluating a teacher's performance is much more than observing a teacher in the classroom. Information about many of the standards can only be obtained through conversations and conferences with teachers. A conference between the administrator/evaluator and the teacher takes place several times during the year to discuss lessons, activities, and progress on goals. Administrators/evaluators evaluate based on the adopted standards when completing the Mini-Observations and Evidence Documentation Form.

**Contract Teacher:** Any teacher that has completed three successful years as a Probationary teacher in David Douglas. Contract teachers by state law have a two-year contract with the district that is up for renewal annually by the school board.

**Core Teaching Standards:** David Douglas has adopted Charlotte Danielson's *The Framework for Teaching Evaluation Instrument 2011 Edition* as its model of core teaching standards. These professional standards outline what teachers should know and be able to do to ensure every student is ready for college, careers and engaged citizenship.

**Formal Observation:** A Formal Observation is a scheduled classroom visit that includes a Pre-Observation, Observation, and Post-Observation process. Probationary teachers are formally observed at least once a year, and Contract teachers may be formally observed upon teacher request or Administrator/evaluator requirement.

**Mini Observation:** A Mini Observation is an unscheduled classroom or workplace visit by a administrator/evaluator that includes the Evidence Documentation Form. Administrator/evaluators are expected and encouraged to frequently be in classrooms on an informal basis. Data from informal observations are used to help determine a teacher's performance.

**Instructional Learning Walk Observation:** An Instructional Learning Walk Observation is an unscheduled classroom visit by a administrator/evaluator that includes the Instructional Learning Walk Observation Form. Administrator/evaluators are expected and encouraged to frequently be in classrooms on an informal basis. Data from informal observations are used to help determine a teacher's performance.

**Multiple Measures:** A variety of evidence-based measures to evaluate teacher performance and effectiveness. To provide a balanced view of teacher performance will include: (A) Professional Practice, (B) Professional Responsibilities, (C) Student Learning and Growth.

**Performance Levels:** Performance levels are used throughout this evaluation system. Levels used to rate teachers on the standards are based on the following scale: *Unsatisfactory, Basic, Proficient, and Exemplary*. It is important to realize this system defines how to evaluate teachers according to standards. In addition, determinations about teacher performance can also be made according to state law, and there are incidents when state law would supersede this evaluation system.

The descriptors for the performance levels are as follows:

- ❖ **Unsatisfactory (U):** The performance is unacceptable and must improve significantly.
- ❖ **Basic (B):** The performance is satisfactory, but there are specific areas that can be improved.
- ❖ **Proficient (P):** The performance is strong, and there are no apparent weaknesses.
- ❖ **Exemplary (E):** The teacher's skills in this content area are in the top 10% of their field and can serve as a model and example to other teachers and administrator/evaluators. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.
- ❖ **No Evidence (NE):** The performance standard does not apply to the teacher's assignment, therefore no evidence is collected in this area. (This may be true for non-classroom teachers.)

**Performance Standards:** David Douglas has adopted Charlotte Danielson's *The Framework for Teaching Evaluation Instrument 2011 Edition* as its model of core teaching standards. These professional standards outline what teachers should know and be able to do to ensure every student is ready for college, careers and engaged citizenship.

## **Teacher Evaluation System Glossary of Terms** (continued)

**Plan of Support for Improvement:** When an evaluator determines a teacher is not performing satisfactorily, the teacher may be placed on a Plan of Support for Improvement. Plans of Support are building-based and informal, but they do involve the District, Association, and participating teacher. Data gained from the plan either results in a Program of Assistance for Improvement or a return to the standard evaluation cycle.

**Probationary Teacher:** Any teacher in their first three years of teaching in any district in Oregon, regardless of prior experience in another school district.

**Program of Assistance for Improvement:** When a teacher has an unsatisfactory evaluation, is minimally or not meeting the David Douglas School District Teacher Evaluation Standards, or any time a performance area needs remediation, the teacher may be placed on a Program of Assistance for Improvement. The Program of Assistance is formal and involves the District and Association. If a teacher does not improve through the Program of Assistance, A recommendation will be made to the superintendent to begin the process for termination.

**Self-Assessment:** The teacher reflects and assesses his/her professional practice and analyzes the learning and growth of his/her students. Self-Assessment is done twice a year by all certified staff.

**Senate Bill 290:** Legislation that mandates a new evaluation system for every district.

**SMART goal:** Specific, Measureable, Action oriented, Rigorous, Realistic, and Results-focused, Timed and Tracked.

**Student Learning and Growth Goal:** The goal should reflect students' progress towards proficiency or mastery of academic standards.

**Summative Evaluation:** The administrator/evaluator completes the Summative Evaluation by evaluating a teacher's performance on the 25 David Douglas teaching and learning standards. When completing the Summative Evaluation, each standard is evaluated as a whole. Extended definitions on all of the standards including guiding questions, and evidence to look for can be found on the rubric pages of this manual.

# Appendix D

## Certified Job Description

**DAVID DOUGLAS SCHOOL DISTRICT #40**  
**JOB DESCRIPTION**  
**Licensed**

**JOB TITLE:** Teacher – Basic Education

**Reports To:** Building Principal

**Job Purpose Statement/s:** The position of Teacher – Basic Education is for the purpose/s of improving student success in academics or skills through implementing District approved curriculum; documenting teaching and student progress/activities/outcomes; developing lesson plans; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

**Essential Job Functions:**

- **Plan and Implement** a program of study following state and district outcomes that, as much as possible, meet the individual needs and abilities of the students.
- **Create** a classroom environment that is conducive to learning.
- **Guide** the learning process toward the achievement of curriculum student outcomes.
- **Employ** instructional methods and materials that are appropriate for meeting objectives.
- **Assess** students' academic learning and/or skills for the purpose of providing feedback to students, parents and administration regarding students' progress, expectations, goals, etc.
- **Advise** parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals.
- **Maintain** accurate, complete, and correct records as required by law, district policy, and Administrative Regulations.
- **Confer** with colleagues, administrator/evaluators, students and/or parents when necessary.
- **Collaborate** with school personnel and parents for the purpose of improving the quality of student performance, developing solutions and planning curriculum.
- **Implement** instructional methods and materials that are most appropriate for achieving stated objectives for instruction and student success.
- **Manage** student behavior for the purpose of providing a safe and an optimal learning environment.
- **Prepare** teaching materials and reports (e.g. grades, attendance, anecdotal record, etc.) for the purpose of implementing lesson plans and providing documentation of teacher and student progress.
- **Become** familiar with and uphold the enforcement of school rules, Administrative Regulations and Board Policy.
- **Demonstrate** a professional and positive attitude when carrying out responsibilities as a faculty member.
- **Attend** staff meetings as well as serve on staff and district committees as requested.
- **Meet** the state standards for competent and ethical performance.

**Other Job Functions:**

- **Participate** in various meetings (e.g. parent conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information.
- **Other** duties as assigned.

**Job Requirements – Qualifications:**

- ♦ **Experience Preferred:** Prior job related experience.

♦ **Skills, Knowledge and/or Abilities Required:**

*Skills* in planning, developing, and implementing appropriate curriculum and assisting students in realizing success. Effective communication skills with students, parents and other school personnel.

*Knowledge* of instructional theory and best practices, curriculum, state education code, state standards and district policies.

*Abilities* to stand and walk for prolonged periods, perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parent, other school personnel, meet schedule and deadlines. Significant physical abilities include lifting/carrying/reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception and accommodation field of vision.

**Education Required:** Bachelor's Degree.

**Licenses, Bonding and/or Testing Required:** Appropriate State license, Criminal Justice fingerprint clearance, and valid driver's License and evidence of insurability.

**Other:** First aid card and cardiopulmonary resuscitation certificate.

**Terms of Employment:** 190 days per year. Salary to be established by collective bargaining agreement.

**Evaluation:** Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of Licensed Staff Personnel.

Reviewed and agreed to by:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

c: Principal  
Employee  
File

# Appendix E

## Specialist Rubrics

# **David Douglas School District**

## **Evaluation Rubric**

### **Counselors**

**2014-2015**

**Domain 1: Planning and Preparation**

**Standard 1a.** Knowledge of Comprehensive Guidance Counseling Program

**Guiding Questions:**

- Is the counselor knowledgeable about the elements of a comprehensive guidance and counseling program?
- Is the program appropriate for the school setting, students, and stakeholders?
- Is the program in alignment with state and national standards and frameworks?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor has little familiarity with comprehensive guidance and counseling programs state and national standards.	Counselor is somewhat familiar with comprehensive guidance programs and how to implement them.	Counselor has a solid understanding of comprehensive guidance programs and how to implement a program in alignment with state and national standards.	Counselor is an expert in comprehensive guidance counseling programs and has cutting edge grasp of how to implement a program in alignment with state and national standards.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor is unable to describe the elements of a comprehensive counseling program.	Counselor can describe the elements of a comprehensive counseling program.	Counselor speaks knowledgeably about comprehensive guidance and counseling programs to administration, teachers and stakeholders.	In addition to “proficient”;  Counselor demonstrates knowledge of elements of a comprehensive counseling program through use of a time and task analysis, data on responsive services, evidence of individual meetings and how they fit into the greater whole or guidance lessons and how they fit within the CGCP.  Counselor can reference integration of the ASCA model, and state standards into their current setting.

**Domain 1: Planning & Preparation**

**Standard 1b: Demonstrating Knowledge of Students**

**Guiding Questions:**

- Does the counselor gather formal and informal information about students for use in planning?
- Does the counselor consider student interests and needs when planning?
- Does the counselor have knowledge of student strengths and life outside of school?
- Does the counselor offer opportunities for students to discuss heritage and cultural background?
- Does the counselor use school and district resources to support and advocate for student needs?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor demonstrates little or no understanding of how students learn and little or no knowledge of students' backgrounds, cultures, skills, strengths, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Counselor understands how students learn and the importance of students' backgrounds, cultures, skills, strengths, language proficiency, interests, and special needs.</p> <p>Counselor attains knowledge about the student(s) as a whole.</p>	<p>Counselor understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>Counselor intentionally seeks knowledge from several sources of students' backgrounds, cultures, skills, strengths, language proficiency, interests, and special needs.</p> <p>Counselor also attains this knowledge about groups of students.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Counselor actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, strengths, language proficiency, interests, and special needs from a variety of sources.</p>

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor does not understand child development characteristics and has unrealistic expectations for students.</p> <p>Counselor does not try to ascertain varied ability levels among students.</p> <p>Counselor is not aware of student interests or cultural heritages.</p> <p>Counselor takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>Counselor cites developmental theory but does not seek to integrate it into planning.</p> <p>Counselor is aware of the different ability levels of their students but does not use the knowledge to inform their practice.</p> <p>Counselor recognizes that student have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>Counselor is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p>Counselor knows, for groups of students, their levels of cognitive development.</p> <p>Counselor is aware of different cultural groups in the school.</p> <p>Counselor has a good idea of the range of interests of students on their caseload</p> <p>Counselor is well-informed about students' cultural heritage and incorporates this knowledge into their program.</p> <p>Counselor is aware of the special needs represented by students in the school.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Counselor uses ongoing methods to assess students' needs. The counselor seeks out information about their cultural heritage from all students.</p> <p>Counselor maintains a system of updated student information and incorporates medical and learning needs into plans.</p>

**Domain 1: Planning and Preparation**

**Standard 1c:** Setting Outcomes- Establishing goals for the Counseling Program appropriate to the setting and the students served

**Guiding Questions:**

- Does the counselor evaluate the Counseling Program for completeness and effectiveness?
- Are plans and goals developed with consideration of the four domains: academic, career, social/emotional and community?
- Has the school guidance program been implemented?
- Is the guidance program a known part of the regular school curriculum?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor has no clear goals connected to the four domains for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. Goals take into account the four domains.	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 consultation with students, parents, and colleagues.  Counselor's goals align with ASCA, national, and state standards.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor does not have a comprehensive counseling plan.</p>	<p>Counselor makes some effort to analyze school, student, and program data to measure personal and program results.</p> <p>Counselor makes an attempt to review data to adjust program delivery.</p>	<p>Counselor identifies and analyzes program data to inform the school counseling program.</p> <p>Counselor makes an effort to use data to adjust program delivery to meet student needs demonstrated in school data.</p> <p>Counselor reviews data periodically to improve program implementation and effectiveness.</p> <p>Counselor conducts a school counseling program assessment.</p>	<p>Counselor identifies and analyzes a wide range of school, student and program data to inform the school counseling program and measures program results.</p> <p>Counselor analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data.</p> <p>Counselor conducts a school counseling program assessment to review the extent of program implementation and effectiveness.</p> <p>Counselor shares school counseling program evaluation data with building administration.</p>

**Domain 1: Planning and Preparation**

**Standard 1d: Demonstrating Knowledge of Resources**

**Guiding Questions:**

- Does the counselor use local and district resources to make an impact on their school/students/community?
- Does the counselor use a variety of resources to supplement the counseling program?
- Does the counselor utilize professional development to improve professional practice?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor is not aware of school or district resources for the expansion of their own knowledge, or for students.</p>	<p>Counselor displays basic awareness of school or district resources.</p> <p>Counselor uses awareness of school and district resources for the expansion of their own knowledge and for the benefit of students</p> <p>Counselor is unaware of, or does not use, resources outside the school.</p>	<p>Counselor displays awareness of resources not only through the school and district, but also through sources external to the school and on the Internet.</p> <p>Counselor uses this knowledge of resources for the expansion of their own knowledge, and to benefit students.</p>	<p>Counselor displays extensive knowledge of resources to supplement the counseling program, e.g. Internet, district, community and local.</p> <p>Counselor uses professional organizations and universities as resources.</p> <p>Counselor uses these resources to further their practice and to assist students.</p>

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor does not utilize district or outside resources.</p>	<p>Counselor uses district resources and brochures but does not search beyond.</p> <p>Counselor locates materials and resources for students through the school but does not pursue any other avenue.</p>	<p>Counselor facilitates Internet resources.</p> <p>Resources are appropriate for the area and meet the needs of a variety of students and families.</p> <p>Counselor provides a list of resources for students and families.</p> <p>Counselor seeks out resources as needed and maintains positive relationships with community partners outside of school and within the school district.</p>	<p>Counselor is skilled at using resources to address individual student needs.</p> <p>Counselor has ongoing and extensive relationships with resources outside the school: (e.g., social service agencies, college and universities, and professionals in other district schools and school districts.)</p> <p>Counselor creates and utilizes a referral process to efficiently link students to outside resources in increase accessibility.</p> <p>Counselor pursues opportunities to expand their resource knowledge through workshops and other educational experiences.</p> <p>Counselor efficiently connects students and families with suitable resources outside the school.</p> <p>Counselor is a member of a professional organization such as OSCA or ASCA.</p>

**Domain 1: Planning and Preparation**

**Standard 1e:** Designing the counseling program integrated with the regular school program

**Guiding questions:**

- Does the counselor have access to school-wide data?
- Does the counselor use data to inform school-wide decisions?
- Does the counselor use data to make decisions for school wide improvements?
- Does the counselor consider individual student needs?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p> <p>Counseling program does not consider data in counseling program.</p> <p>Counseling program does not consider the broader goals of the school.</p>	<p>Counseling program has a guiding principle and includes a number of activities, but some of them don't fit with the broader goals.</p> <p>Counseling program considers data.</p> <p>Counseling program considers the broader goals of the school.</p>	<p>Counseling program has developed a plan that includes the important aspects of counseling in their setting.</p> <p>Counseling program uses data to create counseling program.</p> <p>Counseling program has strategic awareness of the broader goals of the school.</p>	<p>Counseling program is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.</p> <p>Counseling program continually collects and reviews data to ensure effectiveness of counseling program.</p> <p>Counseling program is aligned with school wide goals.</p>

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>There is no evidence of a counseling program plan, or no attempt is made to follow this plan.</p>	<p>There is evidence of a written counseling program.</p> <p>There is evidence that the counselor has attempted to follow the plan.</p> <p>There is evidence that the counselor uses data in creating school wide goals.</p>	<p>There is a well-designed counseling program based on school wide and individual student needs.</p> <p>The program is developed thoughtfully to maximize learning and build on student strengths.</p> <p>There is documented evidence that the counselor has made a thorough and consistent attempt to follow the counseling program plan and support school wide goals.</p> <p>Counselor uses data to guide plan.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Counselor enhances the program and engages other stakeholders.</p> <p>Counselor involves students, staff, administration in implementation of the plan.</p> <p>Counselor uses data to improve the counseling program and accomplish school wide goals.</p>

**Domain 1: Planning and Preparation**

**Standard 1f:** Developing a plan to evaluate the counseling program

**Guiding Questions:**

- Does the counselor have a plan for evaluating their program?
- Does the counselor use assessment to inform practice?
- Does the counselor review, evaluate and redraft the plan as needed?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor has no plan to design assessments to evaluate their program and inform practice or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to use assessments in their practice and as a part their counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative resources of evidence and a clear path toward improving the program on an ongoing basis.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
No assessment has been designed to evaluate the program.  If an assessment exists, the counselor does not use assessment results to inform practice or evaluate the plan.	Counselor has an awareness of the use of assessments in their practice.  Counselor makes an attempt to improve practice based on these assessments.	Counselor uses assessment data to evaluate and improve program.  Planning adjustments are made to improve practice based on assessments.	In addition to the characteristics of "proficient":  The counselor reevaluates the plan on an ongoing basis to meet the needs of the individual students and the broader educational program.

**Domain 2: The Environment**

**Standard 2a:** Creates an environment of respect and rapport

**Guiding Questions:**

- Does the counselor facilitate respectful talk and behaviors?
- Is the counselor actively engaged with students within the learning environment?
- Does the counselor exhibit awareness and respect for students’ backgrounds and life?
- Does the counselor communicate respectfully, effectively and clearly with students, staff, and administration?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions.	Counselor’s interactions are a mix of positive and negative; the counselor’s efforts at encouraging positive interactions are partially successful.	Counselor’s interactions are positive and respectful, and the counselor actively promotes positive interactions.	In addition to the characteristics of “proficient”: Counselor teaches students how to engage in positive and respectful interactions.  The counselor builds a high level of rapport with others.  Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor does not consider socioeconomic, cultural, ethnic, religious, and language backgrounds.  Counselor does not listen and respond to concerns.	Counselor considers socioeconomic, cultural, ethnic, religious, and language backgrounds.  Counselor actively listens and responds to concerns.	In addition to the characteristics of “basic”: Counselor communicates in a respectful and positive manner in all situations.  Counselor builds rapport with others by following through with commitments, actively listening, and being helpful.	In addition to the characteristics of “proficient”:  Counselor teaches students how to engage in positive interactions through a variety of methods that could include school wide programs, small group counseling, presentations, or individual contacts with students.

**Domain 2: The Environment**

**Standard 2b.** Establishes a culture that supports learning.

**Guiding Questions:**

- Does the counselor have high expectations supported through both verbal and nonverbal behaviors?
- Does the counselor communicate the value and purpose of the educational environment?
- Does the counselor expect and recognize achievement and improvement?
- Does the counselor expect and recognize effort and persistence?
- Does the counselor expect all students to participate?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>The counseling environment is characterized by a lack of counselor or student commitment to learning and/or little or no investment of student energy in the task at hand.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for select students.</p>	<p>The counseling environment is characterized by limited commitment to learning.</p> <p>Counselor conveys 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>The counseling environment is a place where learning is valued, with high expectations for learning being the norm for all students.</p> <p>The counselor conveys that, with hard work, all students can be successful.</p> <p>Counselors help students to understand their role as learners, supporting them in expending an effort to learn.</p> <p>Counseling interactions support learning and hard work.</p>	<p>The counseling environment is a vibrant place, characterized by a shared belief in the importance in learning.</p> <p>The counselor conveys high expectations for learning by all students and insists on persistent effort.</p> <p>Counselors assist students in assuming responsibility for high quality work.</p>

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor conveys that the reasons for the work are external or trivializes the school goals and expectations.</p> <p>Counselor conveys to at least some students that the work is too challenging for them.</p> <p>Counseling time is devoted more to non-work related activities than supporting the learning environment.</p>	<p>Counselor conveys high expectations for most students.</p> <p>Counselor conveys an expectation of learning but only offers some support.</p>	<p>Counselor communicates the importance of learning and the assurance that, with hard work, all students can be successful.</p> <p>Counselor displays a high regard for student abilities.</p> <p>Counselor conveys an expectation of high levels of student effort.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Counselor communicates a genuine passion for education.</p> <p>Counselor is readily available to provide assistance and resources when students indicate that they are struggling.</p>

**Domain 2: The Environment**

**Standard 2c. Managing Routines and Procedures**

**Guiding Questions:**

- Does the counselor have a plan for the day?
- Does the counselor recognize students playing an important role in carrying out school routines?
- Does the counselor design and implement routines that support transition and instruction?
- When providing classroom guidance, is the counselor aware of established classroom routines and procedures?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor’s routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor’s routines for the counseling center or classroom work effectively.	Counselor’s routines for the counseling center or classroom are seamless.  Counselor has a plan for the year addressing the four domains of the ASCA model.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
There is no established routine in the counseling center.	Counselor is inconsistent in their counseling routine.	Counseling routines function effectively to support the counseling program.  Counselor engages students productively during the counseling process and in classroom guidance.	In addition to the characteristics of “proficient”: Counselor routines fit within the school, and students manage procedures easily.  Counselor follows the suggested division of their time in their building as suggested by ASCA.  Counselor describes how their program fits into the ASCA four domains.

**Domain 2: The Environment**

**Standard 2d. Managing Student Behavior**

**Guiding Questions:**

- Does the counselor foster positive relationships and address concerning behavior appropriately?
- Is the counselor aware of student conduct?
- Does the counselor reinforce positive behavior?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
There appear to be no established standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school	Counselor’s efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>The counseling environment is chaotic, with no apparent standards of conduct.</p> <p>The counselor does not monitor student behavior.</p> <p>When the counselor notices student misbehavior, they appear helpless to do anything about it or ignore it.</p>	<p>Counselor attempts to maintain order when working with students but with uneven success.</p> <p>Counselor attempts to review behavior data but with no apparent system.</p> <p>Counselor’s response to student misbehavior is inconsistent.</p>	<p>Standards of behavior appear to have been established.</p> <p>Student behavior is generally appropriate, and the counselor frequently monitors student behavior.</p> <p>Counselor’s response to misbehavior is effective in modifying or decreasing undesirable behavior. Counselor acknowledges good behavior.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Counselor systematically monitors student behavior and plans/promotes appropriate intervention implementation.</p>

**Domain 2: The Environment**

**Standard 2e: Organizing Physical Space**

**Guiding Questions:**

- Does the counselor provide a pleasant, inviting atmosphere?
- Does the counselor ensure a safe environment?
- Does the counselor maintain accessibility for all students?
- Is the counselor’s office suitably set up for counseling?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
The physical environment is in disarray or is inappropriate to the planned activities.	Counselor’s attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.  Students have contributed ideas to the physical arrangement.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
There are physical hazards in the counseling center or office, endangering student safety.  Available technology is not being used, even if its use would enhance the lesson.	The physical environment is safe, and most students can feel comfortable.  The physical environment is not an impediment to counseling, but does not enhance it.  The counselor makes limited use of available technology and other resources.	The counseling center or counselor’s office is accessible to all students, and the counselor ensures that the physical arrangement supports learning and safety.  Counselor makes appropriate use of technology.	In addition to the characteristics of “proficient”: • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Counselors use technology and other creative ideas to work with students.

**Domain 3: Delivery of Service**

**Standard 3a: Collaboration and Consultation with All Staff**

**Guiding Questions:**

- Does the counselor provide all staff with pertinent/necessary information regarding students?
- Does the counselor collaborate with staff and advocate on behalf of the student?
- Does the counselor coordinate and provide professional development?
- Does the counselor meet regularly with colleagues to plan and assess guidance curriculum?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor has limited contact with staff and does not provide student information.</p> <p>Counselor provides inappropriate or unnecessary information.</p>	<p>Counselor provides minimal information to staff.</p> <p>Counselor minimally seeks out the support of staff in a solution.</p>	<p>Counselor provides staff with pertinent/necessary information regarding student progress.</p> <p>Counselor advocates as needed.</p>	<p>Counselor is proactive in collaborating with staff including providing pertinent/necessary information about the student and advocating on their behalf.</p>

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor does not participate in meetings to collaborate on student or building needs.</p>	<p>Counselor collaborates with staff through participation in mandated meetings and committees.</p>	<p>Counselor collaborates with staff through participation in meetings and committees (e.g. 504, IEP, PLT)</p> <p>Counselor collaborates with staff to identify individual student needs.</p> <p>Counselor is a member of a professional learning team.</p>	<p>In addition the characteristics of “proficient”:</p> <p>Counselor is a member of multiple committees in developing student and building needs.</p> <p>Counselor coordinates or provides professional development for staff regarding student needs.</p>

**Domain 3: Delivery of Service**

**Standard 3b: Counseling Techniques**

**Guiding Questions:**

- Does counselor articulate and demonstrate knowledge of counseling theory a techniques following research and best practices as determined by district, state, and national standards?
- Does the counselor coordinate ongoing and systematic activities designed to assist students individually and in small groups in establishing personal goals and future plans?
- Does the counselor establish and maintain community partnerships to assist in providing individual and group counseling that address student needs?
- Is the counselor able to articulate which counseling techniques they have used and why?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor has few counseling techniques that address student needs.	Counselor displays a narrow range of counseling techniques that address student needs.	Counselor uses a range of counseling techniques that address academic, career, social-emotional, and community needs of students.	Counselor effectively uses an extensive range of counseling techniques that address the academic, career, social-emotional, and community needs of students.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor displays no knowledge of counseling techniques that address student needs.	Counselor displays a limited knowledge and use of counseling techniques to address student needs.	<ul style="list-style-type: none"> <li>• Counselor identifies student needs and problem-solves to resolve issues.</li> <li>• Counselor uses a range of counseling techniques to help students acquire skills that lead to social, emotional, and academic growth and development.</li> <li>• Counselor collaborates with community partners to provide ongoing individual counseling services for students in need.</li> </ul>	<p>In addition to the characteristics of “proficient”:</p> <ul style="list-style-type: none"> <li>• Counselor actively seeks resources and ongoing training to increase knowledge and improve counseling techniques and skills.</li> <li>• Counselor collaborates and coordinates with community and district partners to create therapeutic and support groups that meet student needs.</li> </ul>

**Domain 3: Delivery of Service**

**Standard 3c. Working with teams**

**Guiding Questions:**

- Is the counselor involved with colleagues?
- To what extent is the counselor involved with collaboration?
- Does the counselor have a respectful relationship with colleagues?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Meets infrequently with colleagues and is not open to collaboration.	Meets regularly with colleagues to share ideas about counseling and students.	Collaborates with colleagues to plan and coordinate the counseling program, share counseling ideas and look at student data to make plans.	Collaborates with colleagues to plan and coordinate the counseling program, share counseling ideas, and look at student data. Counselor recognizes that collaboration is a school-wide endeavor.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor does not meet with colleagues on a regular basis.	Counselor meets regularly with colleagues but does not share ideas about counseling and students.	<p>Counselor highly values collaboration and positive relationships.</p> <p>Counselor meets frequently with collaboration teams such as the counseling department, PLTs or groups of teachers.</p> <p>Counselor is receptive to input from colleagues.</p>	<p>In addition to the characteristics of “Proficient”:</p> <p>Counselor seeks out opportunity to collaborate with colleagues.</p>

**Domain 3: Delivery of Service**

**Standard 3d. Demonstrating Responsive Services**

**Guiding Questions:**

- Is there a system for how to deal with problems or crisis, when they come up?
- Does the counselor broker with other programs/ agencies both within and beyond the school and /or district to meet individual student needs?
- Does the counselor follow-up with students who have been in a crisis or attended individual, small group or classroom activities to assess the effectiveness of services?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Has no specific crisis management skills that address student needs.</p> <p>Does not collect information to determine effectiveness of services.</p>	<p>Displays a narrow range of crisis management skills that address student needs.</p> <p>Collection of information to determine effectiveness of services is not consistent or not completed.</p>	<p>Uses a range of crisis management skills that address the needs of students.</p> <p>Counselor collaborates with district and community partners to meet student needs.</p>	<p>Uses an extensive range of evidence-based crisis management skills and identifies and shares resources that meet the needs of students.</p> <p>Seeks continued education for helping individuals in crisis.</p>

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>The counselor does not have a plan for responding to crisis.</p>	<p>The counselor has a plan to respond to crisis.</p>	<p>Counselor knows how to locate pertinent information in responding to crisis and calmly assists others in creation and implementation of a crisis-response plan.</p>	<p>In addition to “Proficient”:</p> <ul style="list-style-type: none"> <li>• Counselor follows through after a crisis, not only with students, but also with staff and other community members/agencies.</li> <li>• Counselor participates as a district crisis team member and responder. Counselor implements small groups on such topics as grief and loss, divorce, and anger management, (when necessary)</li> </ul>

**Domain 4: Professional Responsibilities**

**Standard 4a. Reflecting on Practice**

**Guiding Questions:**

- Does the counselor reflect on their practice?
- Is the counselor aware of opportunities to modify plans with the intent to improve their practice?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor does not reflect on their own practice, or the reflections are inaccurate or self-serving.	Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor’s reflection provides a fact based 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.	In addition to proficient;  Counselor is engaged in solutions to areas of improvement and draws on an extensive repertoire for alternative strategies.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor does not reflect on their own practice.  Counselor reflections make no suggestions for improvement.	Counselor reflects on their practice with limited accuracy.  Counselor offers general modifications for future practice.	Counselor accurately assesses the effectiveness of their practice.  Counselor identifies specific ways their practice might be improved.	In addition to the characteristics of “proficient”:  Counselors assessment of their practice is thoughtful and includes specific indicators of effectiveness.  Counselor suggestions for improvement draw on an extensive repertoire.

**Domain 4: Professional Responsibilities**

**Standard 4b. Maintaining Accurate Records**

**Guiding Questions:**

- Does the counselor develop routines and systems that track students effectively?
- Does the counselor have systems of information regarding student progress against instructional outcomes?
- Does the counselor have processes for maintaining accurate records?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor's reports, records, and documentation are missing, late or inaccurate, resulting in confusion.	Counselor provides limited though accurate information about the counseling program as a whole and about individual students.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>There is no system for either records or keeping track of important information.</p> <p>The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p>	<p>Counselor is able to refer to information about a student or family with some accuracy.</p> <p>Counselor is able to locate records or information.</p>	<p>Counselor is able to locate records, notes or information in a timely manner.</p> <p>Counselor information is turned in on time and is accurate.</p>	<p>In addition to the characteristics listed in "proficient":</p> <p>Counselor has an efficient filing system.</p> <p>Counselor has clear systems of organization.</p>

**Domain 4: Professional Responsibilities**

**Standard 4c. Communicating with Families**

**Guiding questions:**

- Does the counselor provide appropriate information regarding school programs, resources and student progress?
- Does the counselor maintain two-way communication between the school and families?
- Does the counselor create opportunities for families to engage in the learning process and be a part of the school culture?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor provides no information to families, either about the counseling program as a whole, school programs, or about individual students.</p> <p>Counselor makes no attempt to engage families in school activities or to participate in their students school experience.</p>	<p>Counselor provides limited though accurate information to families about the counseling program as a whole, school programs, and about individual students.</p> <p>Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Counselor provides thorough and accurate information to families about the counseling program as a whole, school programs, and about individual students.</p> <p>Counselor makes some attempts to engage families in school activities.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Counselor’s communication with families is frequent and sensitive to cultural traditions.</p> <p>Response to family concerns in handled with professional and cultural sensitivity in a timely manner.</p> <p>Counselor is proactive in providing information to families about the counseling programs, school programs, and about individual students through a variety of means.</p>

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Little or no information regarding the counseling program is available to parents.</p> <p>Family engagement activities are lacking.</p> <p>Communication is culturally inappropriate.</p>	<p>Counseling department or district-created materials are available for families.</p> <p>Infrequent or incomplete information is available to parents regarding the counseling program.</p> <p>Counselors communications are sometimes inappropriate to families' cultural norms.</p>	<p>Information about the counseling program is available on a regular basis.</p> <p>Counselors seek to engage families to meet the needs of their child.</p> <p>Counselor develops or participates in activities designed to successfully engage families in their children's school experience, as appropriate.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Counselor develops and hosts events for families.</p> <p>Counselor successfully engages families to meet the needs of their child. Examples include: attending after school events, promoting appropriate student behavior, and meeting with teams.</p>

**Domain 4: Professional Responsibilities**

**Standard 4d. Participating in a Professional Community**

**Guiding questions:**

- Does the counselor regularly participate with colleagues to share and plan for student success?
- Does the counselor actively participate in the PLT (Professional Learning Team) process to inform counseling and instruction?
- Does the counselor regularly participate in professional development that emphasizes improving practice?
- Does the counselor regularly participate in school and district initiatives?

**Standard descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested or required.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes substantial contribution to school and district events and projects and assumes leadership with colleagues.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor makes little or no attempt to have positive and productive relationships with colleagues.</p> <p>Counselor has no involvement in school district events and projects.</p>	<p>Counselor has pleasant relationship with colleagues.</p> <p>When invited, counselor participates in activities related to professional inquiry.</p> <p>When asked, the counselor participates in school activities, as well as school district and community projects.</p>	<p>Counselor has supportive and collaborative relationships with colleagues.</p> <p>Counselor regularly participates in activities related to professional inquiry.</p> <p>Counselor frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of “proficient”: The counselor takes a leadership role in promoting activities related to professional inquiry.</p> <p>The counselor regularly contributes to, and oversees, events that positively impact school life.</p> <p>The counselor makes significant contributions, both as a participant and as a leader, to the success of school district and community projects.</p>

**Domain 4: Professional Responsibilities**

**Standard 4e. Growing and Developing Professionally**

**Guiding questions:**

- Does the counselor participate in learning networks with colleagues; regular sharing of feedback?
- Does the counselor attempt to stay apprised of current strategies or initiatives to enhance professional practice?
- Does the counselor attend courses, workshops, academic readings or participate in professional organizations?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession. Counselor may offer workshops to colleagues, staff trainings, tests, or parenting lessons based on training.

**Possible evidence to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Counselor does not seek out professional development.	Counselor participates in professional activities when they are required by the school district but does not share this information.	Counselor seeks out professional development experiences and shares this information.	Counselor seeks out professional development experiences and shares this information with staff.  Counselor trains staff or other counselors and integrates this new knowledge into their practice.

**Domain 4: Professional Responsibilities**

**Standard 4f. Showing Professionalism**

**Guiding Questions:**

- Does the counselor follow ethical guidelines for their profession?
- Does the counselor support students, even in the face of difficult situations or conflicting policies?
- Does the counselor challenge existing practice in order to put students first?
- Does the counselor consistently fulfill school district mandates regarding policies and procedures?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Counselor does not follow ethical standards for their profession.</p> <p>Counselor disregards district policy.</p>	<p>Counselor follows ethical standards and district policy.</p> <p>Counselor is aware of student needs.</p> <p>Counselor’s decisions and recommendations are based on limited but genuinely professional considerations.</p>	<p>Counselor follows ethical standards and district policy.</p> <p>Counselor actively serves student needs to ensure a fair opportunity to succeed.</p> <p>Counselor maintains an open mind in decision making.</p>	<p>In addition to “proficient”;</p> <p>Counselor takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Counselor is highly proactive in serving students, seeking out resources when needed.</p> <p>Counselor makes a concerted effort to challenge negative attitudes or practices to ensure that all students are honored in the school.</p> <p>Counselor shows interest in promoting district counselor programs resources and practices.</p>

**Possible evidence to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Counselor does not notice the needs of students.</p> <p>Counselor engages in practices that are unethical.</p> <p>Counselor willfully rejects school district regulations.</p>	<p>Counselor notices the needs of students but is inconsistent in addressing them.</p> <p>Counselor makes decisions professionally, but on a limited basis.</p> <p>Counselor complies with school district regulations.</p>	<p>Counselor follows ethical practices.</p> <p>Counselor actively addresses student needs.</p> <p>Counselor actively works to provide opportunities for student success.</p> <p>Counselor willingly participates in team and departmental decision making.</p> <p>Counselor complies completely with school district regulations.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Counselor shows leadership in terms of honesty, integrity, and confidentiality.</p> <p>Counselor is highly proactive in serving students.</p> <p>Counselor makes a concerted effort to ensure that opportunities are available for all students to be successful.</p> <p>Counselor takes a leadership role in team and departmental decision making.</p>

## Domain 5: Demonstration of Student Learning and Growth

### SLG Quality Review Checklist

Before SLG 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.

<b>Baseline Data</b>	<b>Yes</b>	<b>No</b>
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
<b>Student Learning and Growth Goals</b>		
Is the SLG goal written as a “growth” goal vs. “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?		
<b>Rigor of Goals</b>		
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?		

### Standard Descriptors:

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.

# **David Douglas School District**

## **Evaluation Rubric**

### **Music & PE**

**2014-2015**

## Standard 1a: Knowledge of Content and Pedagogy

### Guiding Questions:

- Does the teacher have lesson and unit plans that reflect important concepts in discipline?
- Does the teacher differentiate instruction to make modifications for all students?
- Does the teacher use clear and accurate classroom explanations?
- Does the teacher have accurate answers to student questions?
- Does the teacher give feedback to students to further their learning?
- Does the teacher use interdisciplinary connections in plans and practice?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher makes content errors.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher's plans use inappropriate strategies for the discipline.</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Has knowledge of content and how to break down skills to be successful in play and in games.</p> <p>Scaffolds skills/knowledge for activities based on prior knowledge when appropriate</p>	<p>Incorporates stylistic information and interdisciplinary relationships.</p> <p>Corrects technical and stylistic mistakes either verbally or through conducting.</p>

## Standard 1b: Demonstrating Knowledge of Students

### Guiding Questions:

- Is there formal and informal information about students gathered by teacher for use in planning instruction?
- Does the teacher have knowledge of students' heritage outside of school?
- Does the teacher use school and district resources to support and advocate for student needs?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher does not take into consideration skill and knowledge level of students when designing units.</p> <p>Teacher does not try to ascertain varied ability levels among students in the class.</p> <p>Teacher is not aware of student interests or cultural heritages.</p> <p>Teacher takes no responsibility to learn about student's medical or learning disabilities.</p>	<p>While the teacher develops units that meet some of the needs for skill development, this was not a purposeful process.</p> <p>Teacher is somewhat aware of the different ability levels in the class but tends to teach to the "whole group"</p> <p>When appropriate, the teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is somewhat aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p>The teacher knows, for groups of students, their levels of cognitive and or physical development.</p> <p>The teacher is aware of the different cultural groups in the class and incorporates (when appropriate) this knowledge in lesson planning.</p> <p>The teacher is aware of the range of interests of students in the class.</p> <p>Teacher has identified "high," "medium," and "low" groups of students within the class and modifies accordingly.</p> <p>Teacher is aware of the special needs represented by students in the class and modifies accordingly.</p>	<p>In addition to to characteristics of "proficient"</p> <p>The teacher uses a variety of methods to assess students' skill levels and designs instructions accordingly.</p> <p>When appropriate, the teacher seeks out information about their cultural heritage from all students.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Has to ability and differentiate and group students based on skill and cognitive level, according to various outcomes.</p> <p>Teacher incorporates various cultural information or activities when appropriate. (ex. sharing where the game or dance was originated).</p> <p>The teacher adapts lesson for students with special needs.</p>	<p>Selects materials that demonstrates knowledge of student performance level, and will further develop them.</p> <p>Materials will also take into account student interests.</p>

## Standard 1c: Setting Instructional Outcomes

### Guiding Questions:

- Does the teacher provide instruction that challenges all students at an appropriate cognitive and/or physical level?
- Does the teacher use learning targets as the focus for instruction?
- Does the teacher use interdisciplinary connections in plans and practice?
- Does the teacher use assessment and provide feedback to inform instruction?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Few outcomes are related to the development of skill and knowledge.</p> <p>Outcomes are vague, not written in the form of student goals, and/or do not permit viable methods of assessment.</p> <p>Few or no outcomes demonstrate acquisition of transferable knowledge on the part of students, and rote learning is the main method of teaching.</p> <p>Outcomes are not sequenced for mastery by the students.</p>	<p>Some outcomes are related to the development of skill and knowledge.</p> <p>Some of the outcomes are clear, written in the form of student goals, and permit viable methods of assessment.</p> <p>Some outcomes demonstrate acquisition of transferable knowledge on the part of students, but rote skill learning is the main method of teaching.</p> <p>Outcomes are sequenced for mastery by most of the students.</p>	<p>Most outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the “big ideas” of discipline.</p> <p>Outcomes are written in terms of what students will learn and as well as what they will do.</p> <p>Outcomes represent a range: factual, conceptual, understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>All outcomes are related to the development of skill and knowledge.</p> <p>All outcomes are clear, written in the form of student learning goals, and permit viable methods of assessment.</p> <p>Outcomes demonstrate real acquisition of transferable knowledge on the part of students.</p> <p>Outcomes take into account the varying needs of individual students and are sequenced for effective mastery by all students.</p>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Students will understand the importance to fitness concepts (muscular strength, muscular endurance, flexibility, speed &amp; agility &amp; cardiovascular endurance) and reasons for daily exercises/activities.</p> <p>Clear instructions are given to maximize student physical participation.</p> <p>Sportsmanship is taught and monitored throughout all lessons.</p>	<p>Activities include creating, performing and responding.</p> <p>Students can transfer knowledge to other pieces of music.</p>

## Standard 1d: Demonstrating Knowledge of Resources

### Guiding Questions:

- Does the teacher use district-provided materials?
- Does the teacher use a variety of resources to supplement instruction (internet, multi-media, guest speakers, range of texts)?
- Does the teacher utilize professional development to improve professional practice?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Teacher does not utilize professional development to improve professional practice.</p>	<p>The teacher participates in content-area workshops offered by the district, but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the district but does not pursue any other avenues.</p>	<p>Materials are at varied levels.</p> <p>Materials are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates Internet resources.</p> <p>Resources are multidisciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by workshops, conferences &amp; universities.</p> <p>Teacher provides list of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Materials are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains available resources and opportunities for student reference.</p> <p>Teacher actively participates in professional organizations and attends clinics at times possibly as a presenter.</p>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>The teachers provide information regarding additional to opportunities in the community to play various sports.</p> <p>When appropriate will use media and guest speakers to enrich curriculum.</p>	<p>Teacher is aware of resources (workshops, conferences, etc) available to expand their knowledge for student and professional development.</p>

## Standard 1e: Designing Coherent Instruction

### Guiding Questions:

- Does the teacher use lessons that support instructional outcomes and reflect important concepts?
- Does the teacher create activities that represent high-level thinking?
- Does the teacher make connections to prior learning?
- Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups?
- Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?
- Does the teacher develop structured lesson plans?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Class activities are not engaging and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Class activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms expectations.</p>	<p>Class activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unity is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Class activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Units/Lessons are planned to provide enough time and pacing to achieve instructional outcomes.</p> <p>The instruction is set to provide advanced or modified options.</p>	<p>Teacher’s plan is clear and offers a variety of challenges for students.</p> <p>Rehearsal structure is clear, organized and allows for flexibility.</p>

## Standard 1f: Designing Student Assessments

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### Guiding Questions:

- Does the teacher’s instruction match the standards and assessments used?
- Does the teacher use assessment to inform instruction?
- Does the teacher provide a variety of performance opportunities for students?
- Does the teacher use modified assessments available for individual students as needed?
- Does the teacher have expectations clearly written, with descriptors for each level of performance?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Some of the instructional outcomes are assessed, but others are not.</p> <p>Assessment criteria are somewhat developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly defined.</p> <p>Lesson plans indicate adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of “proficient:”</p> <p>Assessments provide opportunities for student choice and participation in designing the assessment for their own work.</p>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Informal assessments throughout the lesson/unit will guide instruction.</p> <p>Teacher provides opportunities for assessment as well as practicing throughout the year.</p>	<p>Teacher has developed a rubric for a playing test with clearly defined performance levels.</p>

## Standard 2a: Creating an Environment of Respect and Rapport

### Guiding Questions:

- Does the teacher facilitate respectful talk and behaviors?
- Are the teacher and students actively engaged within the learning environment?
- Does the teacher exhibit awareness and respect for students' background and life outside the classroom?
- Does the teacher move around the room and have appropriate proximity to students?
- Does the teacher encourage students?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher-student interaction are mostly negative, sarcastic, demeaning, or insensitive to developmental and cultural differences.</p> <p>Student exhibit disrespect for the teacher and one another.</p> <p>Teacher does not deal with disrespectful behavior and does not build rapport by displaying warmth, caring, or encouragement.</p>	<p>Teacher-student interactions are typically positive and supportive, but there is some evidence of favoritism or lack of developmental and cultural sensitivity.</p> <p>Students occasionally demonstrate respectful behavior.</p> <p>Teacher responds to disrespectful behavior, but attains mixed results.</p> <p>Teacher efforts to build rapport are somewhat successful.</p>	<p>Teacher-student interactions are uniformly positive and supportive.</p> <p>Teacher and student work altogether, and students exhibit respect for the teacher through on-task behaviors and work habits.</p> <p>Student interactions are generally polite and respectful.</p> <p>The teacher is efficient and effective in managing disruptions.</p> <p>The teacher has successfully built rapport with most students..</p>	<p>In addition to the characteristics of "proficient:"</p> <p>There is an atmosphere of genuine caring and respect between the teacher and students as individuals.</p> <p>Students respect the teacher and respond willingly to requests to try new learning strategies and techniques.</p> <p>When necessary, students correct each other's behavior and promote civility.</p> <p>Teacher has a rapport that reflects a genuine understanding of each student as an individual.</p>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p> <p>Teacher moves around the space encouraging and correcting skills.</p> <p>Teacher creates a culture of respect and rapport through good sportsmanship.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p> <p>There are minimal disruptions to the rehearsal, and the teacher responds effectively to disruptive behavior.</p>

## Standard 2b: Establishing a Culture for Learning

### Guiding Questions:

- Does the teacher have high expectations, supported through both verbal and nonverbal behaviors?
- Does the teacher communicate the value and purpose of the work?
- Does the teacher expect and recognize quality?
- Does the teacher expect and recognize effort and persistence?
- Does the teacher expect all students to participate?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The class culture is characterized by a lack of teacher and student commitment to improvement.</p> <p>There is little or no investment of student energy</p> <p>Hard work is not expected or valued.</p> <p>Medium to low expectations for student achievement are the norm, with expectations for learning reserved for only one or two students.</p>	<p>The class culture is characterized by some degree of teacher and students commitment to improvement.</p> <p>On occasion, teacher appears to be “going through the motions” and students are more interested in playing.</p> <p>Teacher often conveys the idea that success is the result of natural ability rather than hard work.</p> <p>High expectations are reserved for those students thought to possess extraordinary ability.</p>	<p>The class culture is a busy and productive place where learning is valued by all, with high expectations the norm for most students.</p> <p>The teacher conveys the concept that with hard work students can be successful.</p> <p>Students understand their role as students and consistently expend effort to improve.</p>	<p>The class is characterized by a shared belief in the importance of each student's improvement.</p> <p>Teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high-quality results by offering constructive criticism, and suggestions for improvement.</p>

### Possible evidence / Critical attributes to look for:

Proficient	Exemplary
<p>The teacher communicates the importance of participation and hard work will bring about feelings of accomplishment.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The rehearsal culture is a busy and productive place where music learning is valued with high expectations for music-making.</p> <p>Teacher conveys the concepts that with hard work they can be successful musicians, and understand their role within an ensemble.</p>

## Standard 2c: Managing Classroom Procedures

### Guiding Questions:

- Does the teacher ensure that there is smooth functioning of all routines?
- Does the teacher maintain little or no loss of instructional time?
- Does the teacher recognize students playing an important role in carrying out the routines?
- Does the teacher design and implement routines that support transition and instruction?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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 is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>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>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>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>The teacher has established routines, behavioral signals, distribution of equipment, and closure of class.</p> <p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>Teacher has established rehearsal management guidelines, behavioral signals, logistical/material distribution routines, and closure.</p> <p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>

## Standard 2d: Managing Student Behavior

### Guiding Questions:

- Does the teacher have clear, posted standards of conduct that are referred to regularly?
- Does the teacher foster positive relationships and address concerning behavior appropriately?
- Is teacher aware of student conduct?
- Does the teacher reinforce positive behavior?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Appropriate behavior has been defined and is expected of all students.</p> <p>Teacher responds effectively to disruptive behavior and maintains a high level of supervision for all students.</p> <p>Teacher encourages and acknowledges good behavior.</p>	<p>Teacher recognizes students/sections that exhibit appropriate behavior, responds effectively to disruptive behavior, and monitors student behavior against established standards for musician conduct.</p>

## Standard 2e: Organizing Physical Space

### Guiding Questions:

- Does the teacher provide a pleasant, inviting atmosphere?
- Does the teacher ensure a safe environment?
- Does the teacher maintain accessibility for all students?
- Is the teacher's furniture arrangement suitable for the learning activities?
- Does the teacher effectively use physical resources, including computer technology, by both teacher and students?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

### Possible evidence / Critical attributes to look for:

Proficient	Exemplary
<p>The space is safe and easily accessible for all students.</p> <p>Teacher makes appropriate use for available technology.</p>	<p>The rehearsal setting is safe, and learning is accessible to all students.</p> <p>Teacher generally makes effective use of physical resources, including technology.</p> <p>Teacher ensures that the rehearsal setup is appropriate for ensemble learning.</p>

## Standard 3a: Communicating with Students

### Guiding Questions:

- Does the teacher exhibit clarity of the purpose of the lesson?
- Does the teacher give clear directions and procedures specific to the lesson activities?
- Does the teacher use correct spoken and written language throughout instruction?
- Does the teacher use instructional materials that are clear and grammatically correct?
- Does the teacher engage and inspire students through use of embellishments and imaginative use of language?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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 and demonstration.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>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>

### Possible evidence / Critical attributes to look for:

PE	Exemplary
<p>The teacher communicates the importance of healthy competition.</p> <p>Teacher communicates content clearly and invites student participation while using appropriate vocabulary that relates to the activity.</p>	<p>Rehearsal objectives are clearly communicated in the context of broader musicianship.</p> <p>Teacher models rhythmic or melodic passages flawlessly and explains musical concepts using language appropriate to students' ages and developmental levels.</p>

## Standard 3b: Questioning and Discussion Techniques

### Guiding Questions:

- Does the teacher use questions of high cognitive challenge?
- Does the teacher use questions with multiple correct answers, or multiple approaches even when there is a single correct response?
- Does the teacher make effective use of student responses and ideas?
- Does the teacher use discussion in which the teacher steps out of the central, mediating role?
- Does the teacher facilitate high levels of student participation in discussion?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>Teacher uses a variety or 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>

### Possible evidence / Critical attributes to look for:

Proficient	Exemplary
<p>Teacher involves students in the learning process, contributing when appropriate, and encouraging students to take an active part in the discussions.</p> <p>The teacher effectively builds on student responses to questions.</p> <p>The teacher makes effective use of wait time.</p> <p>Many students actively engage in the discussion.</p>	<p>Teacher involves students in the learning process, contributing when appropriate, and encouraging students to take an active part in musical discussions.</p> <p>The teacher effectively builds on student responses to questions.</p> <p>The teacher makes effective use of wait time.</p> <p>Many students actively engage in the discussion.</p>

## Standard 3c: Engaging Students in Learning

### Guiding Questions:

- Do the teacher's activities align with the goals of the lesson?
- Does the teacher create enthusiasm, interest, thinking, problem-solving, etc?
- Does the teacher design learning tasks that require high-level student thinking and are aligned with lesson objectives?
- Does the teacher keep students highly motivated to work on all tasks and persistent even when the tasks are challenging?
- Does the teacher facilitate students actively "working" rather than watching while their teacher "works?" (Gradual release of responsibility: I do, We do, You do)
- Does the teacher keep suitable pacing of the lesson: neither dragging or rushed, with time for closure and student reflection?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<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>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>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</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>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>The pacing of the lessons provides students the time needed to be actively engaged.</p> <p>The students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p>	<p>Materials and techniques are aligned with outcomes appropriate to students in the ensemble.</p> <p>Pacing and scaffolding of the rehearsal provides most students with the time to be engaged in the artistic and intellectual basis of the music rehearsed.</p>

## Standard 3d: Using Assessment in Instruction

### Guiding Questions:

- Does the teacher pay close attention to evidence of student understanding?
- Does the teacher pose specifically created questions to elicit evidence of student understanding?
- Does the teacher circulate to monitor student learning and to offer feedback?
- Does the teacher encourage students to assess their own work against established criteria?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Teacher assesses the individuals and provides specific, constructive feedback.</p> <p>Teacher uses questions to determine student understanding of the activity.</p>	<p>Teacher assesses both the ensemble and individuals, and provides specific, constructive feedback.</p> <p>Teacher uses questions to determine student understanding of the music.</p>

## Standard 3e: Demonstrating Flexibility and Responsiveness

### Guiding Questions:

- Does the teacher incorporate student interests and events of the day into a lesson?
- Does the teacher make adjustments in the face of students' lack of understanding?
- Does the teacher seize a teachable moment?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>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.</p> <p>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.</p>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Teacher modifies instruction as dictated by the physical outcome or student reaction, and keeps students engaged with a variety of activities.</p>	<p>Teacher modifies instruction as dictated by musical outcomes or student reaction, and keeps students engaged with a variety of rehearsal techniques.</p>

## Standard 4a: Reflecting on Teaching

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### Guiding Questions:

- Does the teacher accurately reflect on a lesson based on evidence?
- Does the teacher cite adjustments to practice, drawing on a repertoire of strategies?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

### Possible evidence / Critical attributes to look for:

Proficient	Exemplary
<p>Teacher can reflect on lesson and use multiple strategies to make the lesson more successful.</p>	<p>Teacher can reflect on the lesson and can offer multiple strategies for a more successful approach to instruction.</p>

## Standard 4b: Maintaining Accurate Records

### Guiding Questions:

- Does the teacher develop routines and systems that track student completion of assignments?
- Does the teacher have systems of information regarding student progress against instructional outcomes?
- Does the teacher have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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 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 information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>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>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Teachers use Synergy to maintain accurate records.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p>	<p>Teachers will use Synergy to maintain accurate records.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p>

## Standard 4c: Communicating with Families

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### Guiding Questions:

- Does the teacher send home frequent and culturally appropriate information regarding the instructional program and student progress?
- Does the teacher maintain two-way communication between the teacher and families?
- Does the teacher create opportunities for families to engage in the learning process?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>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 instructional program are frequent and successful.</p>

### Possible evidence / Critical attributes to look for:

PE	Music
<p>Teachers makes information widely accessible for all families and follows up with an additional method if necessary.</p>	<p>Teacher makes information widely accessible for all families and follows up with an additional method if necessary.</p>

## Standard 4d: Participating in a Professional Community

### Guiding Questions:

- Does the teacher regularly participate with colleagues to share and plan for student success?
- Does the teacher actively participate in the PLT (Professional Learning Team) process to inform instruction?
- Does the teacher regularly participate in professional development that emphasizes improving practice?
- Does the teacher regularly participate in school and district initiatives?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<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>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>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher's relationship with colleagues is characterized by negativity or combativeness.</p> <p>The teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The teacher avoids involvement in school activities and school district and community projects.</p>	<p>The teacher has pleasant relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, as well as school district and community projects.</p>	<p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher regularly participates in activities related to professional inquiry.</p> <p>The teacher frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher regularly contributes to and oversees events that positively impact school life.</p> <p>The teacher regularly contributes to and serves as head of significant school district and community projects.</p>

## Standard 4e: Growing and Developing Professionally

### Guiding Questions:

- Does the teacher participate in learning networks with colleagues; regular sharing of feedback?
- Does the teacher attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>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>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>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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or when provided by the school district.</p> <p>The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p>The teacher contributes in a limited fashion to educational professional organizations.</p>	<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</p> <p>The teacher actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from supervisors and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>

## Standard 4f: Showing Professionalism

### Guiding Questions:

- Does the teacher have a reputation as someone who can be trusted?
- Does the teacher frequently remind participants during committee or planning work that students are the highest priority?
- Does the teacher support students, even in the face of difficult situations or conflicting policies?
- Does the teacher challenge existing practice in order to put students first?
- Does the teacher consistently fulfill school district mandates regarding policies and procedures?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students.</p> <p>Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision-making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>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 tradition-ally underserved, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Teacher is dishonest.</p> <p>Teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects school district regulations.</p>	<p>Teacher is honest.</p> <p>Teacher notices the needs of students but is inconsistent in addressing them.</p> <p>Teacher does not notice that some school practices result in poor conditions for students.</p> <p>Teacher complies with school district regulations and makes decisions professionally, but on a limited basis.</p>	<p>Teacher is honest and known for having high standards of integrity.</p> <p>Teacher actively addresses student needs.</p> <p>Teacher actively works to provide opportunities for student success.</p> <p>Teacher willingly participates in team and departmental decision making.</p> <p>Teacher complies completely with school district regulations.</p>	<p>In addition to the characteristics of "proficient" teacher:</p> <ul style="list-style-type: none"> <li>• is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>• is highly proactive in serving students.</li> <li>• makes a concerted effort to ensure that opportunities are available for all students to be successful.</li> <li>• takes a leadership role in team and departmental decision making.</li> <li>• takes a leadership role regarding school district regulations.</li> </ul>

## Domain 5: Demonstration of Student Learning and Growth

### SLG Quality Review Checklist

Before SLG 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-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?

#### Student Learning and Growth Goals

Is the SLG goal written as a “growth” goal vs. “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 Goals

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?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.



# David Douglas School District

## Teacher on Special Assignment (TOSA) Specialist Evaluation Rubric

### 2014-2015

#### **Positions to Include:**

Language Development Specialists, READ 180 Coach, Technology Integration Coach, STEM TOSA, District Mentors, Student Achievement Specialists, Student Support Specialists, High School Deans, Activities Director, College & Career Coordinator, District Office Curriculum TOSA's, District Grant Managers, Assessment Coordinator, School Improvement Coordinators, Grant Implementation Coordinators, Child Development Center Director, Athletic Director

#### **May also include:**

Special Education Coordinators, Behavior Specialists, Librarian

**Domain 1: Planning and Preparation**

Standard	Unsatisfactory	Basic	Proficient	Exemplary
<b>1a. Knowledge of Content and Pedagogy</b>	Specialist's plans and practice display little knowledge of the content, instructional practices, laws, or trends in professional development specific to that discipline.	Specialist's plans and practice reflect some awareness of the important concepts in the discipline, laws, or trends in professional development specific to that discipline.	Specialist's plans and practice display solid knowledge of the content, instructional practices laws, or trends in professional development specific to that discipline.	Specialist's plans and practice display extensive knowledge of the content, instructional practices, laws, or trends in professional development specific to that discipline.
<b>1b. Demonstrating Knowledge of Students/Staff</b>	Specialist demonstrates little or no knowledge of students'/teachers' backgrounds, cultures, skills, academic language proficiency, interests, and special needs, and does not seek such understanding.	Specialist demonstrates some knowledge of students'/teachers' backgrounds, cultures, skills, academic language proficiency, interests, and special needs, and attains this knowledge for the population served as a whole.	Specialist demonstrates solid knowledge of students'/teachers' backgrounds, cultures, skills, academic language proficiency, interests, and special needs and attains this knowledge for groups of the population served.	Specialist demonstrates extensive knowledge of students'/teachers' backgrounds, cultures, skills, academic language proficiency, interests, and special needs and attains this knowledge for individuals served.
<b>1c. Setting Instructional/Support Program Outcomes</b>	Instructional/Support Program outcomes are unsuitable for students/staff, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional/Support Program outcomes are rudimentary, partially suitable to the situation and the needs of the staff/students. An attempt is made to differentiate delivery of support.	Instructional/Support Program outcomes are clear and suitable to the situation and needs of the students/staff, and can be assessed. Specialist differentiates delivery of support.	Instructional/Support Program outcomes are highly appropriate to the school/program, and can be assessed. They represent different types of content, and take account of the needs of individual staff/program.
<b>1d. Demonstrating Knowledge of Resources</b>	Specialist demonstrates little or no knowledge of resources available in the school or district, to enhance own knowledge, to use in teaching, or for staff to advance their skills.	Specialist demonstrates basic knowledge of resources available in the school or district, to enhance own knowledge, to use in teaching, or for staff to advance their skills.	Specialist is fully aware of resources available in the school and district and in the larger professional community to enhance own knowledge, to use in teaching, or for staff to advance their skills.	Specialist actively seeks out new resources from a wide range of sources to enhance own knowledge and to enrich staff members' skills in implementing the school's program.
<b>1e. Designing Coherent Instruction/Support Program</b>	Specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist coordinates knowledge of content, students/teachers, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of population served.	Specialist's plan is highly coherent, taking into account the competing demands of making presentations and has been developed following consultation with administrators and teachers.

<b>1f. Designing Student/Program Assessments</b>	Specialist has no plan to evaluate his/her impact on the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate his/her impact on the instructional support program.	Specialist's plan to evaluate his/her impact on the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan of his/her impact on the program is highly sophisticated, with multiple sources of evidence and a clear path toward improving the program on an ongoing basis.
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<b>Guiding Questions Examples</b>	<b>Evidence Examples</b>
<p>1a. To what extent does the Specialist know and discuss discipline-specific standards, laws, and materials?</p> <p>1b. Does the Specialist demonstrate some knowledge of students'/teachers' backgrounds, cultures, skills, academic language?</p> <p>1c. Are the Instructional/Support Program outcomes clear, accessible and differentiated?</p> <p>1d. Is the Specialist fully aware of resources available in the school, district, and in the larger professional community to enhance own knowledge, to use in teaching, or for staff to advance their skills?</p> <p>1e. Is the Instructional/Support Program coordinated with the building/district goals for staff/students?</p> <p>1f. Does the Specialist attempt to assess his/her impact on the program?</p>	<p>1a. Specialist consistently provides clear explanations of the standards, laws, and utilizes materials based in research and pedagogy.</p> <p>1b. Specialist's plans reflect a knowledge or understanding of students'/teachers' background, culture, skills, and/or academic language.</p> <p>1c. Specialist's instructional goals/outcomes are clearly defined and aligned with the needs of staff.</p> <p>1d. Specialist identifies necessary human and material resources for the Instructional/Support Program and is able to identify where these resources are located/how to access these resources.</p> <p>1e. Specialist provides a plan that is focused on clearly defined goals and is aligned with data-informed needs. The plan builds on and enhances the capacity of staff to deliver the instructional/support program.</p> <p>1f. Specialist has developed a clear plan to assess his/her impact on the instructional/support program and uses data to inform program revisions and improvement.</p>

**Domain 2: Environment**

Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>2a. Creating an Environment of Respect &amp; Rapport</b></p>	<p>Specialist has not created an environment where others feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.</p> <p>Interactions are negative, inappropriate, or insensitive to cultural backgrounds.</p>	<p>Specialist creates an environment where others feel safe asking for assistance, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction.</p> <p>Interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.</p>	<p>Specialist creates an environment where others feel safe asking for assistance, and some initiate contact with the Specialist to seek support for collaborative efforts to improve instructional practices.</p> <p>Interactions are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups.</p>	<p>Specialist creates an environment where others work collaboratively with the Specialist to co-develop and participate in improvement-focused professional learning.</p> <p>Interactions are highly respectful, reflecting genuine warmth and caring and sensitivity to cultures and levels of development.</p>
<p><b>2b. Establishing a Culture for Professional Learning</b></p>	<p>The Specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.</p>	<p>The Specialist occasionally promotes and/or models a culture of professional inquiry and learning in which staff sometimes seek assistance in improving their instructional skills.</p>	<p>The Specialist promotes and models a culture of professional inquiry and learning in which staff seek assistance in improving their instructional skills.</p>	<p>Specialist has established a culture of professional inquiry in which staff initiates instructional improvement efforts, working collaboratively with the Specialist to define the goals, processes, and methods to measure the implementation and impact of the initiatives.</p>
<p><b>2c. Establishing clear procedures to gain access to support</b></p>	<p>No processes or procedures are in place. It is unclear how to access the services provided by the Specialist.</p>	<p>There is a limited understanding of how to access services offered by the Specialist. Processes and procedures lack the specificity necessary.</p>	<p>Clear processes and procedures are in place to guide understanding of how to access each of the services provided by the Specialist. The procedures to access services are understood and used.</p>	<p>Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use.</p>

<b>2d. Establishing and maintaining norms of behavior for interactions</b>	Norms for interactions have not been defined. Interactions can be described as unproductive and often disrespectful.	Specialist makes limited attempts to establish norms for interactions. Interactions are inconsistently productive and respectful.	Specialist has established and promoted clear norms for guiding interactions. The norms frame productive and respectful interactions.	Specialist has established clear norms of mutual respect for interaction. The established norms for interactions are observed, Individuals or groups hold themselves and each other accountable for honoring the norms.
<b>2e. Organizing physical space</b>	Spaces for individual or group work are poorly organized, resulting in lost time, a sense of chaos, and lack of engagement. The physical environment and the activities designed to support learning are poorly aligned.	Spaces for individual or group work are sufficiently organized so that they do not constrain the learning.	Learning spaces are well organized to minimize lost time, ensure the engagement of participants, and provide an environment that is free of distractions.	Specialist ensures the physical space is well organized and flexibly designed to support multiple approaches to learning.

<b>Guiding Questions Examples</b>	<b>Evidence Examples</b>
<p>2a. Does the Specialist create an environment of trust and respect?</p> <p>2b. Does the Specialist establish a culture for continuous improvement/professional learning?</p> <p>2c. Does the Specialist establish clear procedures for others to gain access to support?</p> <p>2d. Does the Specialist establish and maintain norms of behavior for professional interactions?</p> <p>2e. Does the Specialist organize the environment for professional learning (to the extent possible)?</p>	<p>2a. Specialist exhibits awareness and respect for others' background and life outside the environment, and takes into consideration the social and emotional needs of others.</p> <p>2b. Specialist helps to promote and keeps the focus on continuous improvement, and models professional inquiry and learning.</p> <p>2c. Specialist has a clearly defined process and/or procedure for others to gain access to support.</p> <p>2d. Specialist has developed and communicated norms for professional conduct.</p> <p>2e. Specialist demonstrates flexibility in organizing the learning environment to maximize professional learning.</p>

**Domain 3: Instruction (May not be applicable to all positions.)**

<b>Standard</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>3a. Collaborating with Staff</b>	The Specialist declines to collaborate with staff in the design of instruction and/or program of support.	The Specialist collaborates with staff in the design of instruction and/or program of support when specifically asked to do so.	The Specialist initiates collaboration with staff in the design of instruction and/or program of support.	The Specialist initiates collaboration with staff in the design of instruction and/or program of support, locating additional resources from sources outside the school.
<b>3b. Questioning and Discussion Techniques to respond to professional needs.</b>	Does not collaborate with staff or engage in discussion about techniques.	Collaborates with staff on one or more techniques when specifically asked to do so.	Collaborates with staff to effectively reflect on teaching techniques in order to differentiate and improve instructional practice.	Fosters a habit of generating inquiry questions and consistently and effectively guides staff through a process of self-reflection in order to differentiate and improve instructional practice.
<b>3c. Engaging Staff in Learning</b>	The Specialist makes little or no effort to respond to the needs of staff. Makes limited or no use of strategies, resources, or technology.	The Specialist uses a limited number of strategies to support staffs' pedagogy, content knowledge and instructional skills. While not always successful, may attempt to model and advocate for the effective use of resources, including available technology, to promote learning.	The Specialist selects from a variety of research-based strategies to support staffs' pedagogy, content knowledge, and instructional skills. Models and advocates for the effective use of resources, including the use of available technology, to promote learning.	The Specialist seeks and shares new knowledge of strategies and resources related to ongoing learning from the professional community. Facilitates staffs' strategic integration of those resources, including available technology, to influence practice, promote learning, and differentiate instruction.
<b>3d. Using Assessment and Observational Feedback for Instructional Improvement</b>	Does not attempt to use observational feedback data and data analysis to inform staffs' next steps.	While not always successful, attempts to respond to the professional needs of staff by providing observational feedback data and data analysis to inform practice.	Responds to the professional needs of staff by providing specific observational feedback data and data analysis for both short- and long-term goals and for problem solving and decision-making.	Integrates multiple methods, tools of observation, and data collection to create and utilize opportunities for examination and improvement of practice.
<b>3e. Demonstrating Flexibility and Responsiveness</b>	The Specialist adheres to the plan, in spite of evidence of its inadequacy.	The Specialist makes modest changes in the support program when confronted with evidence of the need for change.	The Specialist makes revisions to the support program when it is needed based on data.	The Specialist is continually seeking ways to improve the support program and makes appropriate changes as needed in response to data.

Guiding Questions Examples	Evidence Examples
<p>3a. Does the Specialist collaborate with staff and promote discipline-specific standards and materials to address instructional needs in the classroom and across content areas?</p> <p>3b. Does the Specialist offer and explain strategies to improve professional practice?</p> <p>3c. What resources does the Specialist utilize to select appropriate instructional strategies?</p> <p>3d. Does the Specialist use observation logs and record-keeping tools to provide effective feedback?</p> <p>3d. Does the Specialist support teachers in the professional growth goal setting process?</p> <p>3e. When confronted with a setback, does the Specialist seek creative ways of dealing with the challenge?</p>	<p>3a. Specialist analyzes aggregate/school-wide data to identify and design supports/professional development for staff.</p> <p>3b. Specialist's delivery of professional development includes models and examples of ways to differentiate instruction and refine professional practice by demonstrating or providing a range of strategies.</p> <p>3c. Specialist utilizes current research-based best practices to promote engagement to improve instruction.</p> <p>3d. Specialist uses observation logs, notes (edited for confidentiality), engages in the coaching process, helps develop unit plans and lesson plans, creates a professional development calendar, etc.</p> <p>3d. Specialist provides professional development and support for teachers on how to analyze and use student achievement data to improve instruction.</p> <p>3e. Specialist shows responsiveness to challenges by soliciting input from diverse sources and making appropriate decisions to solve problems.</p>

**Domain 4: Professional Responsibilities**

Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>4a. Reflecting on Practice</b></p>	<p>Specialist does not reflect on practice, or the reflections are inaccurate (or self-serving).</p>	<p>Specialist's reflections are vague, including only general recommendations for improvement.</p>	<p>Specialist's reflections provide accurate and objective descriptions of practice, providing specific examples of challenges and successes.</p> <p>Recommendations are specific and focused on improvement of practice.</p>	<p>Specialist's reflections are both specific and perceptive, citing clear evidence for recommendations.</p> <p>Specialist's professional judgment and expertise help shape specific recommendations for alternative approaches to meet improvement goals.</p>
<p><b>4b. Maintaining Accurate Records</b></p>	<p>Specialist does not follow established procedures for developing and submitting required documents.</p> <p>Required documents are inaccurate and/or late.</p>	<p>Specialist has limited success in following established procedures for developing and submitting required documents.</p> <p>Specialist requires monitoring to avoid inaccurate and/or late documents.</p>	<p>Specialist follows established procedures for developing and submitting required documents.</p> <p>Required documents are accurate and submitted on time.</p>	<p>Specialist follows and contributes to established procedures for developing and submitting required documents.</p> <p>Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.</p>
<p><b>4c. Communicating and Coordinating Improvement Efforts</b></p>	<p>Specialist tends to work in isolation, making no effort to communicate or coordinate with others.</p>	<p>Specialist is inconsistent in communicating and coordinating improvement efforts, inhibiting a common purpose and aligned focus.</p>	<p>Specialist consistently communicates and coordinates improvement efforts, contributing to a common purpose and aligned focus.</p>	<p>Specialist takes a leadership role in communicating and coordinating improvement efforts.</p>
<p><b>4d. Participating in a Professional Community</b></p>	<p>Specialist does not participate in school/ district committees, projects, and/or events.</p> <p>Professional relationships with colleagues are distant or negative.</p>	<p>Specialist occasionally participates in school/ district committees, projects, and/or events.</p> <p>Professional relationships with colleagues are courteous.</p>	<p>Specialist actively participates and contributes to school/district committees, projects and/or events.</p> <p>Professional relationships with colleagues are respectful, cooperative and productive.</p>	<p>Specialist seeks opportunities to participate in school/ district committees, projects, and/or events and makes significant contributions to these, often taking a leadership role.</p> <p>Specialist is respected and sought out by colleagues.</p>

<b>4e. Growing and Developing Professionally</b>	Specialist does not participate in professional learning.	Specialist only participates in required professional learning.  Specialist makes limited attempts to share professional learning with others.	Specialist seeks professional learning opportunities to improve professional practice.  Specialist seeks out opportunities to share professional learning with others.	Specialist actively pursues professional learning opportunities.  Specialist applies this learning to support the growth of professional knowledge and skills of colleagues.
<b>4f. Showing Professionalism</b>	Specialist does not honor confidentiality and acts with low levels of integrity.  Colleagues do not trust this Specialist.	Specialist is inconsistent in honoring both confidentiality and professional integrity.  Colleagues have low levels of trust in this Specialist.	Specialist demonstrates high standards of honesty, integrity and confidentiality.  Colleagues trust this Specialist.	Specialist is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism.  Colleagues seek out and trust this Specialist.

<b>Guiding Questions Examples</b>	<b>Evidence Examples</b>
<p>4a. Does the Specialist accurately reflect on practice based on evidence and make adjustments to practice, drawing on a repertoire of strategies?</p> <p>4b. Does the Specialist establish and follow routines and systems that track data and maintain accurate and timely records?</p> <p>4c. Does the Specialist communicate and coordinate improvement efforts?</p> <p>4d. Does the Specialist regularly participate in school/ district committees, projects, and/or events?</p> <p>4e. Does the Specialist participate in professional learning with colleagues and attempt to stay apprised of current strategies or initiatives to enhance professional practice?</p> <p>4f. Does the Specialist demonstrates high standards of honesty, integrity and confidentiality? Do colleagues trust this Specialist?</p>	<p>4a. Specialist is reflective and identifies specific ways to improve practice. This may be evidenced through professional conversation, the evaluation process and/or written action plans &amp; steps taken.</p> <p>4b. Specialist has systems to track data and maintain accurate records. (logs, calendars, plans, required documents)</p> <p>4c. Specialist uses multiple communication methods which may include meeting agendas, professional development plans, newsletters, memos.</p> <p>4d. Specialist participates and is an active committee member and/or attends some school events / helps with projects...</p> <p>4e. Specialist seeks professional learning opportunities, demonstrates knowledge of and uses current strategies that support initiatives.</p> <p>4f. Interactions with Specialist are professional. They are respected, trusted and sought out by colleagues.</p>

## Domain 5: Demonstration of Student Learning and Growth

### SLG Quality Review Checklist

Before SLG 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-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?

#### Student Learning and Growth Goals

Is the SLG goal written as a “growth” goal vs. “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 Goals

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?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.

# **David Douglas School District**

## **Community Based Service Providers Evaluation Rubric**

**2014-2015**

**Positions Include:** Early Childhood/Early Intervention & Community Transition Program

**Domain 1: Planning and Preparation**

**1a) Knowledge of Content and Pedagogy**

Does the specialist have lesson plans that reflect important concepts in discipline?

Does the specialist differentiate instruction to make the content applicable to all learners?

Does the specialist use clear and accurate explanations?

Does the specialist give feedback to learners to further their learning?

Does the specialist use interdisciplinary connections in plans and practice?

Does the specialist demonstrate knowledge of program/district/governmental/professional regulations and procedures as they pertain to the application of services within educational settings?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>In planning and practice, specialist makes content errors or does not correct errors made by learners.</p> <p>Specialist's plans and practice display little understanding of prerequisite relationships important to learner's attainment of content.</p> <p>Specialist displays little or no understanding of the range of pedagogical approaches suitable to learner's understanding of the content.</p>	<p>Specialist is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Specialist's plans and practice indicate some awareness of prerequisite relationships although such knowledge may be inaccurate or incomplete.</p> <p>Specialist's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the learners.</p>	<p>Specialist displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Specialist's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Specialist's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Specialist 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>Specialist's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by learners to ensure understanding.</p> <p>Specialist's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating learner misconceptions.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Specialist makes content errors.</li> <li>● Specialist does not consider prerequisite relationships/ developmental levels when planning.</li> <li>● Specialist's plans use inappropriate strategies for the discipline.</li> <li>● Specialist demonstrates little or no knowledge of program/district/ governmental/professional regulations and procedures as they pertain to the application of services within educational settings.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist is familiar with the discipline but does not see conceptual relationships.</li> <li>● Specialist's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>● Plans for the lesson use limited strategies, and some may not be suitable to the learner.</li> <li>● Specialist demonstrates some awareness of program/district/ governmental/professional regulations and procedures as they pertain to the application of services within educational settings.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist can identify important concepts of the discipline and their relationships to one another.</li> <li>● Specialist consistently provides clear explanations of the content.</li> <li>● Specialist answers learners' questions accurately and provides feedback that furthers their learning.</li> <li>● Specialist seeks out content-related professional development.</li> <li>● Specialist demonstrates thorough knowledge of program/district/ governmental/professional regulations and procedures as they pertain to the application of services within educational settings.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Specialist cites intra- and interdisciplinary content relationships.</li> <li>● Specialist is proactive in uncovering learner misconceptions and addressing them before proceeding.</li> <li>● Specialist demonstrates extensive knowledge of program/district/ governmental/professional regulations and procedures as they pertain to the application of services within educational settings.</li> </ul>

**1b) Demonstrating Knowledge of Learners**

- Is there formal and informal information about learners gathered by specialist for use in planning instruction?
- Are individual interests and needs learned and used by specialist in planning?
- Does the specialist have knowledge of learners' routines?
- Does the specialist design opportunities for the learners to share heritage?
- Does the specialist use agency/district/community/medical resources to support and advocate for the family/individual?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist demonstrates little or no understanding of how learners learn and little knowledge of learner's backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Specialist indicates the importance of understanding how learners learn and the learner's backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about his/her caseload as a whole.</p>	<p>Specialist understands the active nature of learners' learning styles and attains information about levels of development for groups of learners.</p> <p>Specialist also purposefully seeks knowledge from several sources of learners' background, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of learners.</p>	<p>Specialist actively seeks knowledge of learners' 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 learners and groups of learners when applicable.</p>

Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Specialist does not understand child development characteristics and has unrealistic expectations.</li> <li>● Specialist does not try to ascertain varied ability levels among learners.</li> <li>● Specialist is not aware of learner interests or cultural heritages.</li> <li>● Specialist takes no responsibility to learn about learners' medical or learning disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist cites developmental theory but does not seek to integrate it into lesson planning.</li> <li>● Specialist is aware of his/her learners' different ability levels but tends to use similar strategies in all instruction.</li> <li>● Specialist recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>● Specialist is aware of medical issues and learning disabilities with some learners but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist knows, for groups of children, their levels of development.</li> <li>● Specialist has a good idea of the range of interests and understanding of the skill levels all learners involved in instruction (i.e. parents, community providers).</li> <li>● Specialist grades approach to instruction based on learners' developmental level.</li> <li>● Specialist is aware and well informed about learners' cultural heritage and incorporates this knowledge in lesson planning.</li> <li>● Specialist is aware of the medical and special needs represented by the learner.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Specialist uses ongoing methods to assess learners' skill levels and designs instruction accordingly.</li> <li>● Specialist seeks out information about their cultural heritage from families.</li> <li>● Specialist maintains a system of updated learner records and incorporates medical and/or learning needs into lesson plans.</li> </ul>

**1c) Setting Instructional Outcomes**

Does the specialist provide instruction that challenges the learner at the appropriate level?

Does the specialist use learners' goals as the focus of the instruction?

Does the specialist collaborate with other disciplines for plans and practice?

Does the specialist use assessment to inform instruction?

Does the specialist write goals that reflect the next steps in learning?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Outcomes represent low expectations for learners and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as learning outcomes.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some learners.</p> <p>Goals are inappropriate to the learner or setting.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline and consist of a combination of outcome driven instruction and activities.</p> <p>Outcomes reflect several types of learning, but specialist has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the learners in accordance with global assessments of learners' skill acquisition.</p> <p>Goals reflect general next steps in development or learning, but are vague or inconsistent.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of what the learner should accomplish, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs and readiness of all learners involved in instruction.</p> <p>Goals reflect specific skills in the next steps of learning.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of learner outcomes, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual learners.</p> <p>Goals incorporate the learners' and families' priorities.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Outcomes lack rigor.</li> <li>● Outcomes do not represent important learning in the discipline.</li> <li>● Outcomes are not clear or stated as activities.</li> <li>● Outcomes are not suitable for the learners.</li> <li>● Goals are inappropriate, unclear, or contain jargon that is undefined.</li> </ul>	<ul style="list-style-type: none"> <li>● Outcomes represent a mixture of low expectations and rigor.</li> <li>● Some outcomes reflect important learning in the discipline.</li> <li>● Outcomes are suitable for most learners.</li> <li>● Goals are general or unclear, and jargon is inconsistently defined.</li> </ul>	<ul style="list-style-type: none"> <li>● Outcomes represent high expectations and rigor and are related to the "big ideas" of the discipline.</li> <li>● Outcomes are written in terms of what the learners will learn rather than do.</li> <li>● Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication, as related to individualized goals.</li> <li>● Outcomes are suitable to groups of children in the learning environment and are differentiated where necessary.</li> <li>● Goals are specific to the child's needs, are clearly expressed, and jargon use is limited or defined in learner-friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Specialist's plans make reference to curricular framework, blueprints, or developmental norms to ensure accurate sequencing.</li> <li>● Specialist connects outcomes to previous and future learning.</li> <li>● Outcomes are differentiated to encourage learners to challenge themselves.</li> <li>● Goals incorporate specific examples of the learners' and families' priorities and routines.</li> </ul>

**1d) Demonstrating Knowledge of Resources**

Does the specialist use district provided materials?

Does the specialist use a variety of resources to supplement instruction? (i.e., internet, collaboration with other disciplines, community resources)

Does the specialist utilize professional development to improve professional practice?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
Specialist is unaware of school, district or community resources for instructional use, for the expansion of his or her own knowledge, or for learners.	Specialist displays basic awareness of school, district, or community resources available for instructional use, for the expansion of his or her own knowledge, and for learners, but no knowledge of resources available more broadly.	Specialist 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 instructional use, for the expansion of his or her own knowledge, and for learners.	Specialist 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 instructional use, for the expansion of his or her own knowledge, and for learners.

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Specialist uses only district-provided materials, even when more variety would assist some learners.</li> <li>● Specialist does not seek out resources available to expand his or her own skill.</li> <li>● Although aware of some learner needs, the specialist does not inquire about possible resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist participates in content-area workshops offered by the program but does not pursue other professional development.</li> <li>● Specialist locates materials and resources for learners that are available through the program but does not pursue any other avenue.</li> </ul>	<ul style="list-style-type: none"> <li>● Written materials provided are at varied levels.</li> <li>● Specialists utilize appropriate consults (from both colleagues and from other disciplines) and varied resources to supplement instruction.</li> <li>● Resources are multidisciplinary.</li> <li>● Specialist expands knowledge with professional learning groups and organizations.</li> <li>● Specialist pursues options offered by universities.</li> <li>● Specialist provides lists of resources to learners to access outside the instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Written materials are matched to the learner's skill level.</li> <li>● Specialist has ongoing relationship with colleges and universities that supports learners.</li> <li>● Specialist maintains a log of resources for individual's reference.</li> <li>● The specialist pursues apprenticeships to increase discipline knowledge.</li> <li>● Specialist facilitates contact with resources outside the instructional time.</li> </ul>

**1e) Designing Coherent Instruction**

- Does the specialist use approaches that support outcomes and reflect important concepts?
- Does the specialist create activities that challenge the individual?
- Does the specialist make connections to prior learning?
- Does the specialist differentiate through individual choice, utilizing varied resources and flexible learning opportunities?
- Does the specialist develop and deliver appropriate instruction that takes into account the individual learner?
- Does the specialist develop structured lesson plans?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>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 learners in active learning and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>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 learners.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the specialist 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>Specialist coordinates knowledge of content, of learners and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of learners with all learners involved in instruction.</p> <p>The learning activities have reasonable time allocations; they represent significant challenge, with some differentiation for different groups of learners involved in instruction.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instruction participants.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different learners' needs, and available resources (including technology), resulting in a series of learning activities designed to engage learners in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instruction is varied appropriately for all learners involved in instruction with some opportunity for learner choice.</p> <p>The structure of the lesson or unit is clear and allows for different pathways according to diverse learners needs.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Learning activities are boring and/or not aligned to the instructional goals.</li> <li>● Materials are not engaging or do not meet instructional outcomes/ goals.</li> <li>● Instructional groups do not support learning.</li> <li>● Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning activities are moderately challenging.</li> <li>● Learning resources are suitable, but there is limited variety.</li> <li>● Instructional groups are random or only partially support objectives.</li> <li>● Lesson structure is uneven or may be unrealistic in terms of time expectations.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning activities are matched to instructional outcomes/goals.</li> <li>● Activities provide opportunity to address next steps.</li> <li>● Specialist provides a variety of appropriately challenging materials and resources, utilizing what is available in the learning environment.</li> <li>● Instructional groups are organized thoughtfully to maximize learning and build on strengths.</li> <li>● The plan for the lesson or unit is well structured, with reasonable time allowances.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Activities permit learner choice.</li> <li>● Learning experiences connect to other disciplines.</li> <li>● Specialist provides a variety of appropriately challenging resources that are differentiated for learners.</li> <li>● Lesson plans are differentiated based on learner needs and priorities.</li> </ul>

**1f) Designing Student Assessments**

Does the specialist’s instruction match the standards and assessments used, as well as criteria for goals?

Does the specialist use assessment and data collection to inform instruction?

Does the specialist use a variety of performance opportunities for learners?

Does the specialist use modified assessments available for individual learners as needed?

Does the specialist have expectations clearly defined, with descriptors for each level of performance?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Specialist has no plan to incorporate formative assessment in the lesson or individualized plan, nor any plan to use assessment results in designing future instruction.</p>	<p>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>Specialist intends to use assessment results to plan for future instruction for the learners as a whole.</p>	<p>Specialist’s plan for learners’ assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of learners.</p> <p>Assessment criteria and standards are clear. Specialist has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Specialist intends to use assessment results to plan for future instruction for groups of learners.</p>	<p>Specialist’s plan for learners’ assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of learner contribution to their development.</p> <p>Assessment methodologies have been adapted for individual learners, as needed.</p> <p>The approach to using formative assessment is well designed and includes learner as well as specialist use of the assessment information. Specialist intends to use assessment results to plan future instruction for individual learners.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Assessments do not match instructional outcomes.</li> <li>● Assessments have no criteria.</li> <li>● No data collection has been designed.</li> <li>● Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li>● Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>● Assessment criteria are vague.</li> <li>● Plans refer to the collection of data, but they are not fully developed.</li> <li>● Assessment results are used to design lesson plans for a general population, not individual learners.</li> </ul>	<ul style="list-style-type: none"> <li>● All the learning outcomes have a method of assessment.</li> <li>● Assessment types match learning expectations.</li> <li>● Plans indicate modified assessments for some learners as needed.</li> <li>● Assessment criteria are clearly defined.</li> <li>● Plans include data to be collected during instructions.</li> <li>● Lesson plans indicate possible adjustments based on data collected.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of “proficient”:</li> <li>● Assessments provide varied opportunities for learners to choose how to demonstrate knowledge or skills.</li> <li>● The specialist encourages team members to participate in designing criteria for goal attainment.</li> <li>● Specialist-designed assessments are authentic with real-world application.</li> <li>● The specialist encourages and supports team members to be actively involved in collecting information from assessments and providing input.</li> </ul>

**Domain 2: Environment**

**2a) Creating an Environment of Respect and Rapport**

Does the specialist facilitate respectful talk and behaviors?

Are the specialists and learners actively engaged within the learning environment?

Does the specialist exhibit awareness and respect for learners' backgrounds and personal lives?

Does the specialist engage all learners equally in the session?

Does the specialist encourage the learner?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Patterns of interactions between the specialist and learners and among learners are mostly negative, inappropriate, or insensitive to learners' ages, cultural backgrounds and developmental levels.</p> <p>Interactions are characterized by sarcasm, put downs or conflict.</p> <p>Specialist does not deal with disrespectful behavior.</p>	<p>Patterns of interactions between the specialist and learners and among learners, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for learners ages, cultures and developmental levels.</p> <p>Learners rarely demonstrate disrespect for one another.</p> <p>The specialist attempts to respond to disrespectful behavior with uneven results. The end result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Specialist-learner interactions are friendly and demonstrate general caring, respect and are appropriate to the developmental levels of the learners.</p> <p>Learners exhibit respect for the specialist. Interactions among learners are generally polite and respectful.</p> <p>Specialist responds successfully to disrespectful behavior among child/learners. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Interactions between the specialist and individual learners are highly respectful, reflecting genuine warmth and caring and sensitivity to learners as individuals.</p> <p>Learners exhibit respect for the specialist and contribute to high levels of civil interaction between all members of the group. The net result is that of connections with learners as individuals.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Specialist uses disrespectful talk towards learners; learner's body language indicates feelings of hurt or insecurity.</li> <li>● Learners are disrespectful to each other with no response from specialist.</li> <li>● Specialist displays no familiarity with or caring about individual learners' interests or personalities.</li> </ul>	<ul style="list-style-type: none"> <li>● The quality of interactions between specialist and learner, or amongst learners is uneven, with occasional disrespect.</li> <li>● Specialist attempts to respond to disrespectful behavior amongst learners, with uneven results.</li> <li>● Specialist attempts to make connections with individual learners, but learner reactions indicate that the efforts are not completely successful or are unusual.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk between specialist and learners and between learners is uniformly respectful.</li> <li>● Specialist responds to disrespectful behavior among learners.</li> <li>● Specialist makes superficial connections with individual learners.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Specialist demonstrates knowledge and caring about individual learners' lives beyond the IFSP/IEP needs.</li> <li>● Specialist looks for opportunities to build relationships by finding and highlighting commonalities with the learners.</li> <li>● When necessary, learners correct each other.</li> <li>● There is no disrespectful behavior during the instructional time.</li> <li>● Specialist's response to a learner's incorrect response respects the learner's dignity.</li> </ul>

## 2b) Establishing a Culture for Learning

Does the specialist have high expectations, supported through both verbal and nonverbal behaviors?

Does the specialist communicate the value and purpose of the work?

Does the specialist expect and recognize quality?

Does the specialist expect and recognize effort and persistence?

Does the specialist expect all team members to participate in the instruction?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The culture of the instructional environment is characterized by a lack of individuals' commitment to learning or little/no investment of learner energy into the task at hand.</p> <p>Hard work is not expected or valued.</p> <p>Medium or low expectations for achievement are the norm, with high expectations for learning unequally distributed.</p>	<p>The culture of the instructional environment is characterized by little commitment to learning by the specialist or learner.</p> <p>Specialist appears to be only going through motions, and learners indicate that they are interested in completion of a task, rather than quality.</p> <p>Specialist conveys that success is a result of natural ability rather than hard work; high expectations for learning are unequally distributed.</p>	<p>The culture of the instructional environment is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most learners.</p> <p>Specialist conveys that with hard work success can occur.</p> <p>All learners are encouraged to understand their role in the learning process and consistently expend effort to learn.</p> <p>Interactions between individuals support hard work and learning.</p>	<p>The culture of the instructional environment is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>Specialist conveys high expectations for all and encourages hard work.</p> <p>Learners demonstrate a desire for quality by trying new things, persisting through difficult tasks and helping one another when possible.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>Specialist trivializes the learning goals and instruction.</li> <li>Specialist conveys to at least some learners that the task is too challenging for them.</li> <li>Learners exhibit little or no pride in their work and are not engaged in the instruction.</li> <li>Instructional time is devoted more to socializing than to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist's energy for the instruction is neutral, indicating neither a high level of commitment nor "blowing it off."</li> <li>Specialist is not uniform with expectations for all learners.</li> <li>Learners comply with the specialist's expectations for learning, but they don't demonstrate initiative.</li> <li>Specialist rarely uses strategies to foster self-motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist communicates the importance of learning and the assurance that with hard work all learners can be successful.</li> <li>Specialist demonstrates a high regard for learner abilities.</li> <li>Specialist conveys an expectation of high levels of learner effort.</li> <li>Learners demonstrate good effort during instruction.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to the characteristics of "proficient":</li> <li>Specialist communicates a genuine passion for the discipline.</li> <li>Learners indicate that they are motivated to participate in instruction and interested in further learning and understanding.</li> <li>Learners' questions and comments indicate a desire to understand the content/skill.</li> <li>Learners recognize each other's efforts.</li> <li>Learners take initiative in improving the quality of their skills.</li> </ul>

**2c) Managing Classroom Procedures**

- Does the specialist ensure that there is smooth functioning throughout instructional time?
- Does the specialist maintain little or no loss of instructional time?
- Does the specialist recognize that the learner plays an important role in carrying out the routines?
- Does the specialist design and implement routines/lessons that support transition and instruction?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Most instructional time is lost through inefficiencies.</p> <p>There is little or no evidence that the specialist is managing time, transitions and materials effectively.</p> <p>There is little evidence that the learners know or follow established routines.</p>	<p>Some instructional time is lost through partially effective routines and procedures.</p> <p>Specialist's management of time, transitions, and materials is inconsistent and leads to some disruption of learning.</p> <p>With regular guidance and prompting, learners participate in established routines.</p>	<p>There is little loss of instructional time due to effective routines and procedures.</p> <p>Specialist manages time, transitions and materials successfully in a consistent manner.</p> <p>With minimal appropriate guidance and prompting, learners participate in established routines.</p>	<p>Instruction time is maximized because of efficient routines and procedures.</p> <p>Learners contribute to the management of time, transition and materials.</p> <p>Routines for the instructional time are understood and may be initiated by the learners.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>• Learners not working with the specialist are not productively engaged in instruction.</li> <li>• Materials are not managed well.</li> <li>• Transitions and instructional routines are confused or chaotic.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are only partially engaged while not working directly with the specialist.</li> <li>• Materials management is attempted but ineffective.</li> <li>• Transitions between activities are not smooth.</li> <li>• Instructional routines function unevenly.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are productively engaged during the instructional time.</li> <li>• Materials are efficiently managed.</li> <li>• Transitions between activities are smooth.</li> <li>• Instructional routines function smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the characteristics of "proficient":</li> <li>• Learners take the initiative to ensure that their time is used productively.</li> <li>• Learners demonstrate understanding of transitions, instructional routines and management of materials.</li> </ul>

**2d) Managing Student Behavior**

- Does the specialist have clear standards of conduct that are communicated to the team?
- Does the specialist foster positive relationships and address concerning behavior appropriately?
- Is the specialist aware of learner conduct?
- Does the specialist reinforce positive behaviors?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>There appear to be no established standards of conduct with little or no monitoring of behavior.</p> <p>Learners challenge the standards of conduct.</p> <p>Response to inappropriate behavior is repressive or disrespectful of the dignity of the learners.</p>	<p>Standards of conduct appear to be evident, but implementation is inconsistent.</p> <p>Specialist tries, with uneven results to monitor behavior and respond to inappropriate behaviors.</p> <p>There is inconsistent implementation of standards of conduct.</p>	<p>Implementation of strategies to support appropriate behavior is evident.</p> <p>Specialist monitors student behavior against established standards of conduct.</p> <p>Specialist looks for opportunities to reinforce positive behaviors.</p> <p>Specialist response to inappropriate behaviors is appropriate, effective and respectful.</p>	<p>Implementation of strategies to support appropriate behavior is highly evident and successful.</p> <p>Learners are encouraged to actively monitor their own behavior and given supports to facilitate their participation.</p> <p>Specialist's monitoring of learner behavior is subtle and preventative.</p> <p>Specialist's response to inappropriate behaviors is sensitive to individual needs and is respectful of the dignity of the learner.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● The instructional environment is chaotic, with no apparent standards of conduct.</li> <li>● Specialist does not monitor learner behavior.</li> <li>● Learners violate rules, without apparent specialist awareness.</li> <li>● When the specialist notices learners' inappropriate behavior, s/he appears helpless to do anything about it.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist attempts to maintain order but with uneven success; standards of conduct, if they exist, are not evident.</li> <li>● Specialist attempts to keep track of learner behavior, but with no apparent system.</li> <li>● Specialist's response to learners' inappropriate behavior is inconsistent, at times very harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>● Standards of conduct appear to have been established.</li> <li>● Learner behavior is generally appropriate.</li> <li>● Specialist frequently monitors learner behavior.</li> <li>● Specialist's response to learners' inappropriate behavior is effective.</li> <li>● Specialist acknowledges and promotes positive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Learner behavior is entirely appropriate; there is no evidence of learner inappropriate behavior.</li> <li>● Specialist monitors learner behavior with minimal cues.</li> <li>● Learners respectfully intervene as appropriate with each other to ensure compliance with standards of conduct.</li> </ul>

**2e) Organizing Physical Space**

- Does the specialist promote a pleasant, inviting atmosphere?
- Does the specialist work to ensure a safe environment?
- Does the specialist maintain accessibility for all learners?
- Are the activities and supports provided by the specialist suitable for the learning activities?
- Does the specialist effectively use physical resources?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The physical environment is unsafe, or many learners don't have access to learning resources.</p> <p>There is poor coordination between the learning activities and the arrangement of materials, resources, including computer technology.</p>	<p>The instructional environment is safe and essential learning is accessible to most learners.</p> <p>Specialist's use of physical resources, including computer technology, is moderately effective.</p> <p>Specialist makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The instructional environment is safe, and learning is accessible to all learners; specialist ensures that physical arrangement is appropriate to the learning activities or describes changes and reasons for changes that would benefit learning.</p> <p>Specialist makes effective use of physical resources, including computer technology.</p>	<p>The instructional environment is safe and learning is accessible to all learners, including those with special needs.</p> <p>Specialist makes effective use of physical resources, including computer technology. The specialist ensures that the physical arrangement is appropriate to the learning activities or describes changes and reasons for changes that would benefit learning.</p> <p>Learners contribute to the use or adaptation of the physical environment to advance learning.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>• There are physical hazards in the instructional space, endangering the learners' safety.</li> <li>• Instruction is inaccessible to the learner.</li> <li>• Specialist does not suggest appropriate changes to the environment that would support learning.</li> <li>• Available technology and equipment is not accessed or being used, even if its use would enhance the instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment is safe, and most learners can access the instruction.</li> <li>• The physical environment is not an impediment to learning but does not enhance it.</li> <li>• Specialist suggests making appropriate changes to the environment, but with little follow-through.</li> <li>• Specialist makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The instructional space is safe, and all learners are able to access the instruction.</li> <li>• The instructional space is selected to support the instructional goals and learning activities.</li> <li>• Specialist encourages making appropriate changes to the environment. Specialist discusses and considers learner perspective regarding physical space.</li> <li>• Specialist accesses and uses available technology and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the characteristics of "proficient":</li> <li>• Modifications are made to the physical environment to accommodate learners with special needs.</li> <li>• Specialist encourages making appropriate changes to the environment and shares information that supports the suggested changes.</li> <li>• There is total alignment between the instructional goals and the physical environment.</li> <li>• Learners take the initiative to adjust the physical environment.</li> <li>• Specialists and learners make extensive and imaginative use of available technology.</li> </ul>

**Domain 3: Instruction**

**3a) Communicating with Students**

Does the specialist exhibit clarity of the purpose of the instruction?

Does the specialist give clear directions and procedures specific to instruction?

Does the specialist use correct spoken and written language throughout instruction, with materials that are clear and grammatically correct?

Does the specialist engage and inspire learners through use of embellishments and imaginative use of language?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The instructional purpose of the lesson is unclear to learners, and the directions and procedures are confusing.</p> <p>Specialist's explanation of the content contains major errors.</p> <p>Specialist's spoken or written language contains errors of grammar or syntax.</p> <p>Specialist's vocabulary is inappropriate, vague, or used incorrectly, leaving learners confused.</p>	<p>Specialist's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial learner confusion.</p> <p>Specialist's explanation of the content may contain minor errors; some portions are clear, other portions are difficult to follow.</p> <p>Specialist's explanation consists of a monologue, with no invitation to the learners for intellectual engagement.</p> <p>Specialist's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the learners' ages or backgrounds.</p>	<p>Specialist clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Specialist's explanation of content is well scaffolded, clear and accurate, and connects with learners' knowledge and experience.</p> <p>During the explanation of content, the specialist invites learner engagement.</p> <p>Specialist's spoken and written language is clear and correct and uses vocabulary appropriate to the learners' ages and interests.</p>	<p>Specialist links the instructional purpose of the lesson to learner interests; the directions and procedures are clear and anticipate possible learner misunderstanding.</p> <p>Specialist's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with learners' interests.</p> <p>Learners contribute to extending the content and help explain concepts to their peers.</p> <p>Specialist's spoken and written language is expressive, and the specialist finds opportunities to extend learners' vocabularies (including medical, educational, conceptual).</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● At no time during instruction does the specialist convey the purpose of instruction.</li> <li>● Learners indicate that they are confused about the learning task.</li> <li>● Specialist makes a serious content error that will affect learners' understanding of the instruction.</li> <li>● Specialist's communication includes errors of vocabulary or usage.</li> <li>● Specialist's vocabulary is inappropriate to the age or culture of the learner.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist refers in passing to the purpose of instruction with little or no explanation.</li> <li>● Vague instruction must be clarified before learners can participate.</li> <li>● Specialist makes no serious content errors but may make a minor mistake.</li> <li>● Specialist's explanation does not foster participation and engagement.</li> <li>● Vocabulary and usage are correct but basic.</li> <li>● Vocabulary is too advanced or too juvenile for the learner.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist states clearly, at some point, the purpose of instruction.</li> <li>● If appropriate, the specialist models the process to be followed in the task.</li> <li>● Learners engage with the task, indicating that they understand what they are to do.</li> <li>● Specialist's explanation of content is clear, free of errors, and invites learner participation and engagement.</li> <li>● Specialist's vocabulary and usage are correct and completely suited to the instruction.</li> <li>● The specialist's vocabulary is appropriate to the learners' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Specialist points out possible areas for misunderstanding.</li> <li>● Specialist explains content clearly and imaginatively, using analogies to bring content to life.</li> <li>● All learners seem to understand the instruction.</li> <li>● Specialist invites learners to explain or demonstrate the skills.</li> </ul>

### 3b) Questioning and Discussion Techniques

Does the specialist challenge the learner?

Does the specialist use questions with multiple correct answers, or multiple approaches even when there is a single correct response?

Does the specialist make effective use of learner response and ideas?

Does the specialist use discussion in which the specialist steps out of the central, mediating role?

Does the specialist facilitate high levels of team participation in discussion?

#### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between the specialist and learners is predominantly recitation style, with the specialist mediating all questions and answers.</p> <p>One participant dominates the discussion.</p>	<p>Specialist's questions lead learners through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the specialist attempts to frame some questions designed to promote learner thinking and understanding with limited success.</p> <p>Specialist attempts to engage all learners/team members in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the specialist may use some low-level questions, he/she asks the learners questions designed to promote thinking and understanding.</p> <p>Specialist creates a genuine discussion among learners, providing adequate time for learners to respond and stepping aside when appropriate.</p> <p>Specialist successfully engages learners/team members in the discussion, employing a range of strategies to ensure that learners are heard.</p>	<p>Specialist uses a variety or series of questions or prompts to challenge learners cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Learners formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Learners themselves ensure that all voices are heard in the discussion.</p>

#### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>• Questions are rapid-fire, and convergent with a single correct answer.</li> <li>• Questions do not invite learner thinking.</li> <li>• All discussion is between specialist and learner; learners are not invited to speak directly to one another.</li> <li>• A few learners dominate the discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist frames some questions designed to promote learners thinking, but only a small number of learners are involved.</li> <li>• Specialist invites learners to respond directly to one another's ideas, but few learners respond.</li> <li>• Specialist encourages some learners, but only a few actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist uses open-ended questions, inviting learners to think and/or offer multiple possible answers.</li> <li>• Specialist makes effective use of wait time.</li> <li>• Specialist effectively builds on learners' responses to questions.</li> <li>• Discussions enable learners to talk to one another without ongoing mediation by the specialist.</li> <li>• Specialist encourages involvement of all learners, even those who don't initially volunteer.</li> <li>• Many learners actively engage in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the characteristics of "proficient":</li> <li>• Learners initiate higher-order questions.</li> <li>• Learners extend the discussion, enriching it.</li> <li>• Learners invite comments from others during discussion.</li> </ul>

### 3c) Engaging Students in Learning

Do the specialist's activities align with the goals of the instruction?

Does the specialist create enthusiasm, interest, thinking, problem solving, etc.?

Does the specialist design learning tasks that require high-level thinking and are aligned with instruction objectives?

Does the specialist keep learners highly motivated to work on all tasks and persistent even when the tasks are challenging?

Does the specialist facilitate the learners' participation rather than the learners watching while the specialist 'works'?

Does the specialist keep suitable pacing of the instruction: neither dragging nor rushed, with time for closure and reflection?

#### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<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 instruction is too slow or too rushed.</p> <p>Few learners are engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by learners, allowing most to be passive or merely compliant.</p> <p>The pacing of the instruction may not provide learners the time needed to be engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge the learner, while the specialist scaffolds active engagement in relevant and challenging content for most learners.</p> <p>The pacing of the instruction is appropriate, providing most learners the time needed to be engaged.</p>	<p>All activities are fully aligned with the instructional outcomes and engage virtually all learners in challenging content through well-designed learning tasks and suitable scaffolding.</p> <p>In addition, there is evidence of some learner initiation of inquiry and of learner contribution to the exploration of important content.</p> <p>The pacing of the instruction provides learners the time needed to engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Learners may have some choice in how they complete tasks and may serve as resources for one another.</p>

#### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>• Few learners are engaged in the lesson.</li> <li>• Learning tasks require only recall or have a single correct response or method.</li> <li>• The materials used ask learners to perform only rote tasks.</li> <li>• Only one type of approach is used, when variety would better serve the instructional purpose.</li> <li>• Instructional materials used are unsuitable to the instruction and/or the learners.</li> <li>• The instruction drags or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some learners are engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and recall.</li> <li>• Learners are in large part passively engaged with the content, learning primarily facts or procedures, and have no choice in how they complete tasks.</li> <li>• Specialist's approaches to instruction are partially successful in achieving the lesson objectives.</li> <li>• The materials and resources are partially aligned to the instruction objectives.</li> <li>• The pacing of the instruction is uneven.</li> </ul>	<ul style="list-style-type: none"> <li>• Most learners are engaged in the lesson.</li> <li>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li> <li>• Learners have some choices in how they complete learning tasks.</li> <li>• There is a mix of different types of approaches to the instruction objectives.</li> <li>• Materials and resources support the learning goals and require engagement, as appropriate.</li> <li>• The pacing of the instruction provides learners the time needed to be engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the characteristics of "proficient":</li> <li>• Virtually all learners are highly engaged in the instruction.</li> <li>• Learners take initiative to modify a learning task/instruction to make it more meaningful or relevant to their needs.</li> <li>• Learners have extensive choice in how they complete tasks.</li> <li>• Learners suggest modifications or additions to the materials being used.</li> <li>• Learners have an opportunity for both reflection and closure after the instruction to consolidate their understanding.</li> </ul>

### 3d) Using Assessment in Instruction

- Does the specialist pay close attention to evidence of understanding?
- Does the specialist pose specifically created questions to elicit evidence of understanding?
- Does the specialist check in with the learner to monitor understanding and to offer feedback?
- Does the specialist encourage the learner to assess his/her own progress?
- Does the specialist ensure that the learner is aware of his/her goals and objectives?

#### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>There is little or no assessment or data collection to monitor learning; feedback is absent or of poor quality.</p> <p>Learners do not appear to be aware of lesson/goal criteria and do not engage in self-assessment.</p>	<p>Assessment and data collection are used sporadically by specialists and/or learners to support instruction through some monitoring of progress in learning.</p> <p>Feedback to learners is general, learners appear to be only partially aware of the lesson/goal criteria used to evaluate progress, and little self-assessment occurs.</p>	<p>Assessment and data collection are used regularly by specialist and/or learners during the lesson through the monitoring of learning progress and result in accurate, specific feedback that advances learning.</p> <p>Learners appear to be aware of the goals and objectives; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment and data collection are fully integrated into instruction through extensive use of formative assessment.</p> <p>Learners appear to be aware of, and there is some evidence that they have contributed to lesson/goal criteria.</p> <p>Learners self-assess and monitor their progress.</p> <p>A variety of feedback from the specialist is accurate, specific, and advances learning.</p> <p>Individual learners use questions, prompts, and assessments regularly to diagnose evidence of learning.</p>

#### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>• Specialist gives no indication of what high-quality performance looks like.</li> <li>• Specialist makes no effort to determine whether the learners understand the lesson.</li> <li>• Feedback is only global.</li> <li>• Specialist does not ask learners to evaluate their own performance.</li> <li>• Specialist exhibits little or no attempt to guide learners' awareness of goals and objectives or next steps in progress in order to self assess.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the learners understand how their performance will be evaluated.</li> <li>• Specialist monitors understanding through a single method, or without eliciting evidence of understanding from all learners, and requests global indications of learner understanding.</li> <li>• Feedback to learners is not uniformly specific and not oriented toward future improvement of performance.</li> <li>• Specialist makes only minor attempts to engage learners in self-assessment., introducing goals and objectives or next steps in progress in order to self assess, with mixed results.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners indicate that they clearly understand the characteristics of high-quality performance.</li> <li>• Specialist elicits evidence of learner understanding during the lesson. Learners are invited to assess their own performance and make improvements.</li> <li>• Feedback includes specific and timely guidance.</li> <li>• Specialist attempts to engage learners in self-assessment.</li> <li>• Specialist guides learners in awareness of goals and objectives or next steps in progress in order to self assess.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the characteristics of "proficient":</li> <li>• Learners help to establish the lesson/goal criteria.</li> <li>• Specialist's makes continuous use of strategies to elicit information about individual learner understanding.</li> <li>• Feedback to learners is specific and timely, and is provided from many sources including other learners.</li> <li>• Learners self-assess, either on their own initiative or as a result of task set by the specialist.</li> <li>• Learners are aware of goals and objectives or next steps in progress in order to self assess.</li> </ul>

### 3e) Demonstrating Flexibility and Responsiveness

Does the specialist incorporate learners' interests and events of the day into lessons?  
 Does the specialist make adjustments in the face of the learners' lack of understanding?  
 Does the specialist seize a teachable moment?

#### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist adheres to the lesson plan in spite of evidence of poor learner understanding or lack of interest.</p> <p>Specialist ignores learner questions; when learners experience difficulty the specialist blames the learners or their home environment.</p>	<p>Specialist attempts to modify the instruction when needed and to respond to learner questions and interests, with moderate success.</p> <p>Specialist accepts responsibility for learner success but has only a limited repertoire of strategies to draw upon.</p>	<p>Specialist promotes the success of all learners, making minor adjustments to instruction plans as needed and accommodating learner questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the specialist persists in seeking approaches for learners having difficulty understanding instruction.</p>	<p>Specialist seizes an opportunity to enhance learning, building on a spontaneous event or learner interests, or successfully adjusts and differentiates instruction to address individual learner misunderstandings/ ineffectiveness.</p> <p>Specialist persists in seeking effective approaches for learners who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the program or community.</p>

#### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>Specialist ignores indications of learner boredom or lack of understanding.</li> <li>Specialist brushes aside learner questions.</li> <li>Specialist makes no attempt to incorporate learner interests into the lesson.</li> <li>Specialist conveys to learners that when they have difficulty learning it is their fault.</li> <li>In reflecting on practice, the specialist does not indicate that it is important to reach all learners.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist's efforts to modify the lesson are only partially successful.</li> <li>Specialist makes perfunctory attempts to incorporate learner questions and interests in the lesson.</li> <li>Specialist conveys a sense to learners of their own responsibility for their learning but is uncertain about how to assist them.</li> <li>In reflecting on practice, the specialist indicates the desire to reach all learners, but does not suggest strategies to do so.</li> </ul>	<ul style="list-style-type: none"> <li>When necessary, the specialist makes generalized adjustments to the lesson to enhance understanding, based on learner stereotypes.</li> <li>Specialist incorporates learners' interests and questions into the heart of the lesson.</li> <li>Specialist conveys to the learners that s/he has other approaches to try when learners experience difficulty.</li> <li>In reflecting on practice, the specialist cites multiple approaches undertaken to reach learners having difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to the characteristics of "proficient":</li> <li>Specialist's adjustments to the lesson are individualized to assist learners.</li> <li>Specialist seizes on a teachable moment to enhance a lesson.</li> <li>Specialist conveys to all learners that s/he won't consider a lesson "finished" until every learner understands that s/he has a broad range of approaches to use.</li> <li>In reflecting on practice, the specialist can cite others in the program and beyond whom s/he has contacted for assistance in reaching some learners.</li> </ul>

**Domain 4: Professional Responsibilities**

**4a) Reflecting on Teaching**

Does the specialist accurately reflect on a lesson based on evidence or data?

Does the specialist cite adjustments to practice, drawing on a repertoire of strategies?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist does not know whether a lesson was effective or achieved its instructional outcomes, or s/he profoundly misjudged the success of a lesson.</p> <p>Specialist has no suggestions for how a lesson could be improved.</p>	<p>Specialist has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Specialist makes general suggestions about how a lesson could be improved.</p>	<p>Specialist makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing general references to support the judgment.</p> <p>Specialist makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Specialist 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, specialist offers specific alternative actions, complete with the probable success of different courses of action.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Specialist considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>● Specialist makes no suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist has a general sense of whether or not instructional practices were effective.</li> <li>● Specialist offers general modifications for future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist accurately assesses the effectiveness of instructional activities used.</li> <li>● Specialist identifies specific ways in which a lesson might be improved.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Specialist's assessment of the lesson is thoughtful and includes indicators of effectiveness.</li> <li>● Specialist's suggestions for improvement draw on an extensive repertoire.</li> </ul>

**4b) Maintaining Accurate Records**

Does the specialist develop routines and systems that track learner implementation of skills and follow-through with recommendations?

Does the specialist have information systems regarding progress against instructional outcomes?

Does the specialist have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, daycare/preschool program communication, healthcare-specialist communication, attendance, Medicaid billing)?

Does the specialist complete all program and discipline-specific documentation in a timely manner (IFSP/IEP updates, assessments, contact and service logs)?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist's system for maintaining information on learner completion of tasks and learner progress in skill acquisition is non-existent, in disarray, and not in compliance with legal or licensure requirements.</p> <p>Specialist's records for non-instructional activities are incomplete or in disarray, resulting in errors and confusion.</p>	<p>Specialist's system for maintaining information on learner completion of tasks and learner progress in skill acquisition is rudimentary and only partially effective.</p> <p>Specialist's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Specialist's system for maintaining information on learner completion of tasks, skill acquisition, and non-instructional records is fully effective and in compliance with legal or licensure requirements.</p>	<p>Specialist's system for maintaining information on learner completion of tasks, skill acquisition, and non-instructional records is fully effective and in compliance with licensure requirements.</p> <p>Learners contribute information and participate in maintaining or collecting data for records.</p>

Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>• There is no system for either instructional or non-instructional records, and it is not in compliance with legal or licensure requirements.</li> <li>• The record-keeping systems are incomplete or in disarray so as to provide incorrect or confusing information.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist has a process for recording learner's progress towards goals. However, it is out of date or does not permit the learners to gain access to the information.</li> <li>• Specialist's process for tracking progress is cumbersome to use.</li> <li>• Specialist has a process for tracking some but not all non-instructional information, and it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist's process for recording learners' progress towards goals is efficient and effective; others can access this information as appropriate, and the information is in compliance with licensure requirements.</li> <li>• Specialist has an efficient and effective process for recording goal progress.</li> <li>• Specialist's process of recording non-instructional information is both efficient and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the characteristics of "proficient":</li> <li>• Learners contribute to and maintain records indicating participation in interventions and progress towards goals.</li> <li>• Learners both contribute and maintain data, even informally, indicating their own participation in learning.</li> <li>• Learners contribute to maintaining non-instructional records.</li> </ul>

**4c) Communicating with Others**

Does the specialist provide frequent and culturally appropriate information regarding the instructional program and individual progress?

Does the specialist maintain two-way communication between families, educational programs and other specialists?

Does the specialist create opportunities for families to engage in the learning process?

Does the specialist communicate with the appropriate resources as necessary to support the family (i.e.: caseworkers, health care specialists, consult supports, etc.)?

Does the specialist prepare for and facilitate an IEP/IFSP meeting accurately and informatively?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist communication with families about the instructional program and/or individual learners is sporadic or culturally inappropriate.</p> <p>Specialist makes no attempt engage families in the instructional program.</p> <p>Specialist is not fully or adequately prepared for the IEP/IFSP meeting and does not engage all members present in the meeting</p>	<p>Specialist makes sporadic attempts to communicate with families about the instructional program and about the progress of individual learners but does not attempt to engage families in the instructional program.</p> <p>Communications are one-way and not always appropriate to the cultural norms of those families.</p> <p>Specialist is prepared but makes errors and does acknowledge all participants input into the IEP/IFSP meeting.</p>	<p>Specialist communicates frequently with families about the instructional program and conveys information about individual learner progress.</p> <p>Specialist makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p> <p>The IEP/IFSP is fully prepared for, the meeting is efficient and all participants are heard from and recognized for their input.</p>	<p>Specialist's communication with families is frequent and sensitive to cultural traditions, with learners contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Specialist's efforts to engage families in the instructional program are frequent and successful.</p> <p>The IEP/IFSP meeting has a true feel of collaboration.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Little or no information regarding the instructional program is available to parents/providers.</li> <li>● Families/providers are unaware of their children's progress.</li> <li>● Family/provider engagement activities are lacking.</li> <li>● Communication is culturally inappropriate. The specialist frequently uses special education/discipline specific jargon without defining for learners' understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● School or district-created materials about the instructional program are sent home.</li> <li>● The specialists send infrequent or incomplete information about the instructional program home.</li> <li>● Specialist refers broadly to progress, but does little else to inform the families/providers about learners' progress.</li> <li>● Specialist communications are sometimes inappropriate to families' cultural norms. The specialist uses some special education/discipline specific jargon.</li> </ul>	<ul style="list-style-type: none"> <li>● Information about the instructional program is available on a regular basis.</li> <li>● Specialist shares information about the learner's progress with the family/care provider on a regular basis.</li> <li>● Specialist develops activities designed to successfully engage families/providers in their children's learning, as appropriate.</li> <li>● The specialist avoids use of special education/discipline specific jargon.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● On a regular basis, learners develop material to inform families/providers about the instructional program.</li> <li>● Learners maintain accurate records about their individual learning progress and frequently share this information with families/providers.</li> <li>● Learners contribute to regular and ongoing events/projects designed to engage families/providers in the learning process.</li> <li>● The specialist avoids use of and makes sure to explain any use of special education/discipline specific jargon by others.</li> </ul>

**4d) Participating in Professional Community**

Does the specialist regularly participate with colleagues to share and plan for individuals success (provide appropriate consultation as needed)?

Does the specialist actively participate in the PLT (Professional Learning Team) process to inform instruction?

Does the specialist regularly participate in professional development that emphasizes improving practice?

Does the specialist regularly participate in program and district initiatives?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist's relationships with colleagues are negative or self-serving.</p> <p>Specialist avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Specialist avoids becoming involved in community events or district projects.</p>	<p>Specialist maintains cordial relationships with colleagues to fulfill duties that the district requires.</p> <p>Specialist becomes involved in the community's culture of professional inquiry when invited to do so.</p> <p>Specialist participates in community events and district projects when specifically asked to do so.</p>	<p>Specialist's relationships with colleagues and characterized by mutual support and cooperation; specialist actively participates in a culture of professional inquiry.</p> <p>Specialist volunteers to participate in community events and district projects, making a substantial contribution.</p>	<p>Specialist's relationships with colleagues are characterized by mutual support and cooperation, with the specialist taking initiative in assuming leadership among the faculty.</p> <p>Specialist takes a leadership role in promoting a culture of professional inquiry.</p> <p>Specialist volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of community or district life.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Specialist's relationship with colleagues is characterized by negativity or combativeness.</li> <li>● Specialist purposefully avoids contributing to activities promoting professional inquiry.</li> <li>● Specialist avoids involvement in program activities and program, district, and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist has pleasant relationships with colleagues.</li> <li>● When invited, the specialist participates in activities related to professional inquiry.</li> <li>● When asked, the specialist participates in program activities, as well as program, district, and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist has supportive and collaborative relationships with colleagues.</li> <li>● Specialist regularly participates in activities related to professional inquiry.</li> <li>● Specialist frequently volunteers to participate in program activities, as well as program, district, and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics of "proficient":</li> <li>● Specialist takes a leadership role in promoting activities related to professional inquiry.</li> <li>● Specialist regularly contributes to and oversees events that positively impact program life.</li> <li>● Specialist regularly contributes to and serves as head of significant program, district, and community projects.</li> </ul>

**4e) Growing and Developing Professionally**

Does the specialist participate in learning networks with colleagues, regularly sharing feedback?

Does the specialist attempt to stay apprised of current strategies or initiatives to enhance professional practice (attend courses, collaborate with other disciplines, workshops, academic reading, professional organizations, etc.)?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Specialist engages in no professional development activities to enhance knowledge or skill.</p> <p>Specialist resists feedback on performance.</p> <p>Specialist makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Specialist participates in professional activities to a limited extent when they are convenient.</p> <p>Specialist accepts feedback with reluctance.</p> <p>Specialist finds limited ways to contribute to the profession.</p>	<p>Specialist seeks out opportunities for professional development to enhance skills.</p> <p>Specialist welcomes feedback from colleagues.</p> <p>Specialist participates actively in assisting other colleagues.</p>	<p>Specialist seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Specialist seeks out feedback.</p> <p>Specialist initiates important activities to contribute to the profession.</p>

**Possible evidence / Critical attributes to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>Specialist is not involved in any activity that might enhance knowledge or skill.</li> <li>Specialist purposefully resists discussing performance with supervisors or colleagues.</li> <li>Specialist ignores invitations to join professional organizations or attend conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist participates in professional activities when they are required or when provided by the school district.</li> <li>Specialist reluctantly accepts feedback from supervisors and colleagues.</li> <li>Specialist contributes in a limited fashion to educational professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist seeks regular opportunities for continued professional development.</li> <li>Specialist welcomes colleagues and supervisors into the instructional space for the purpose of gaining insight from their feedback.</li> <li>Specialist actively participates in professional organizations designed to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to the characteristics of "proficient":</li> <li>Specialist seeks regular opportunities for continued professional development, including initiating action research.</li> <li>Specialist actively seeks feedback from supervisors and colleagues.</li> <li>Specialist takes an active leadership role in professional organizations in order to contribute to the teaching profession.</li> </ul>

**4f) Showing Professionalism**

- Does the specialist have a reputation as someone who can be trusted?
- Does the specialist frequently remind participants during committee or planning work that the learner is our highest priority?
- Does the specialist support learners, even in the face of difficult situations or conflicting policies?
- Does the specialist challenge existing practice in order to put learners first?
- Does the specialist consistently fulfill program district mandates regarding policies and procedures?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist displays dishonesty in interactions with colleagues, learners, and the public.</p> <p>Specialist is not alert to learners' needs and contributes to program practices that result in some learners' being ill served by the program.</p> <p>Specialist makes decisions and recommendations based on self-serving interests.</p> <p>Specialist does not comply with program, district, state and federal regulations.</p>	<p>Specialist is honest in interactions with colleagues, learners, and the public.</p> <p>Specialist attempts, though inconsistently, to serve learners.</p> <p>Specialist unknowingly contributes to some learners' being ill served by the program.</p> <p>Specialist's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Specialist complies minimally with program, district, state and federal regulations, doing just enough to get by.</p>	<p>Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, learners, and the public.</p> <p>Specialist is active in serving learners, working to ensure that all learners receive a fair opportunity to succeed.</p> <p>Specialist maintains an open mind in team or departmental decision-making.</p> <p>Specialist complies fully with program, district, state and federal regulations.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Specialist takes a leadership role and is highly proactive in serving learners, seeking out resources when needed.</p> <p>Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all learners, particularly those traditionally underserved, are honored in the program.</p> <p>Specialist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>● Specialist is dishonest.</li> <li>● Specialist does not notice needs of learner.</li> <li>● Specialist engages in practices that are self-serving.</li> <li>● Specialist willingly rejects program, district, state and/or federal regulations.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist is honest.</li> <li>● Specialist notices the needs of learners but is inconsistent in addressing them.</li> <li>● Specialist does not notice that some school practices result in poor conditions for learners.</li> <li>● Specialist makes decisions professionally, but on a limited basis.</li> <li>● Specialist complies with program, district, state and/or federal regulations.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist is honest and known for having high standards of integrity.</li> <li>● Specialist actively addresses learner needs.</li> <li>● Specialist actively works to provide opportunities for learner success.</li> <li>● Specialist willingly participates in team and departmental decision-making.</li> <li>● Specialist complies completely with program, district, state and/or federal regulations.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to the characteristics in "proficient":</li> <li>● Specialist is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>● Specialist is highly proactive in serving learners.</li> <li>● Specialist makes a concerted effort to ensure that opportunities are available for all learners to be successful.</li> <li>● Specialist takes a leadership role in team and departmental decision-making.</li> <li>● Specialist takes a leadership role regarding program, district, state and/or federal regulations.</li> </ul>

## Domain 5: Demonstration of Student Learning and Growth

### SLG Quality Review Checklist

Before SLG 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-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?

#### Student Learning and Growth Goals

Is the SLG goal written as a "growth" goal vs. "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 Goals

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?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.

# David Douglas School District

## Therapeutic Specialist

### Evaluation Rubric

2014-2015

**Positions May Include:** OT/PT/SLPs (for school age), School Psychologists, Behavioral Specialists, and Evaluation Team

**Domain 1 Planning and Preparation**

**Standard 1a: Knowledge of Content and Professional Practices**

- Do the specialist's actions reflect best practices?
- Does the specialist adapt to meet the needs/level of the child, parents, and/or colleagues?
- Does the specialist use clear and accurate explanations?
- Does the specialist answer questions from children, parents, and/or colleagues accurately?
- When appropriate, does the specialist give feedback that enhances learning?
- Does the specialist use interdisciplinary connections in plans and practice?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
In planning and practice, the specialist makes content errors or does not attempt to facilitate behavior change in the receiving child, parent and/or colleague.	Specialist is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.	Specialist displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.	Specialist displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.
The specialist's practices, interventions, and/or assessments are not specific to the needs of the receiving child, parent or teacher.	The specialist's practices, interventions, and/or assessments are specific to the needs of the receiving child, parent and/or colleague some of the time.	The specialist's practices, interventions, and/or assessments are specific to the needs of the receiving child, parent and/or colleague consistently.	Specialist's therapeutic knowledge and skills exemplify best practices.

**Possible evidence / Critical attributes to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Specialist makes content errors.	Specialist does not teach connections between skills.	Specialist identifies important concepts and their relationships to one another, and consistently provides clear explanations of the content.	In addition to the characteristics of "proficient":
Specialist does not consider prerequisite skills and concepts when planning.	Specialist's knowledge of skills and concepts is inaccurate or incomplete.	Answers questions accurately and provides learning enhancing feedback.	Specialist cites intra- and interdisciplinary content relationships.
Specialist's plans use inappropriate strategies for the discipline.	Practices include limited scaffolding when needed and/or some may not be appropriate to the needs of the child, parent and/or colleague.	Seeks out content-related professional development.	Specialist is proactive in uncovering misconceptions and addressing them before proceeding.

**Standard 1b: Demonstrating Knowledge of Child/Family/Environment**

- Has the specialist inquired about child’s strengths, interests, and needs and/or family or colleagues needs and concerns and when appropriate incorporated that information into planning for intervention and/or assessment?
- Does the specialist take language and cultural differences into consideration?
- Does the specialist advocate for the needs of the child, family and/or colleagues, and make use of school, district, and community resources when appropriate?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist has little or no awareness of how children learn and/or has little or no understanding of typical development and behavior.</p> <p>Specialist has little or no awareness of the importance of understanding the child’s level of development and the child’s background, culture, skills, language proficiency, interests, and special needs.</p>	<p>Specialist indicates awareness of how children learn and has a basic understanding of typical development and behavior.</p> <p>Specialist indicates awareness of the importance of understanding the child’s level of development and the child’s background, culture, skills, language proficiency, interests, and special needs.</p>	<p>Specialist understands the active nature of child learning which is anchored by a thorough understanding of typical development and behavior.</p> <p>Specialist seeks knowledge of the child’s level of development and of the child’s background, culture, skills, language proficiency, interests, and special needs from several sources.</p>	<p>Specialist actively seeks knowledge of the child’s level of development and of the child’s background, culture, skills, language proficiency, interests, and special needs from multiple sources.</p> <p>Specialist takes a leadership role in reviewing and revising program/district therapeutic practices as it relates to intervention and assessment.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist does not try and ascertain the child’s level of development, strengths, and needs and does not consider the students medical or learning needs</p> <p>Specialist is not aware of child interests or cultural heritage.</p>	<p>Child’s level of development, needs and strengths are cited but not incorporated into intervention and/or assessment and/or documentation is limited.</p> <p>Documentation of pertinent information about the child’s background, culture, language proficiency, and interests, is limited and/or is rarely incorporated into intervention or assessment.</p> <p>The specialist is aware of medical issues and/or the special needs of the child, but does not make appropriate adaptations.</p>	<p>The child’s level of development, strengths, and needs are taken into consideration when planning intervention and/or assessment, and are documented clearly.</p> <p>Pertinent information about the child’s background, culture, skills, language proficiency, interests, and special needs from several sources is documented.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The Specialist uses ongoing methods to assess the child’s skills levels and designs intervention accordingly.</p> <p>The Specialist takes language and cultural differences into consideration when interpreting results from testing and planning intervention and this is well documented in reports and intervention plans.</p>

**Standard 1c: Establishing Goals or Plans**

- Does the specialist create intervention plans that are clear and appropriate to the educational setting and age/developmental level of the student?
- Does the specialist use interdisciplinary connections in plans and practice?
- Does the specialist use assessment/data as a basis for creating goals?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Goals/plans are not established or are missing required parts, such as, method of assessment.</p> <p>Goals or plans are not appropriate to the educational or typical setting and the age, cultural, and developmental needs of the child only some of the time.</p>	<p>Goals or plans are appropriate in isolation, but some may lack clarity and/or may lack viable methods of assessment.</p> <p>Goals or plans are appropriate to the educational or typical setting and the age, cultural, and developmental needs of the child most of the time.</p>	<p>All goals or plans are clear, and suggest viable methods of assessment.</p> <p>Goals or plans are appropriate to the educational or typical setting and the age, cultural, and developmental needs of the child.</p>	<p>All goals or plans are clear, inform learning extensions, and define viable methods of assessment.</p> <p>Goals or plans are highly appropriate to the educational or typical setting and the age, cultural, and developmental needs of the child.</p> <p>The goals or plans clearly reflect collaboration with the relevant stakeholders.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Goals or plans are not individualized to the child's needs</p>	<p>Goals or plans are not always educationally appropriate and/or lack clarity, scaffolding and/or increments.</p>	<p>Goals or plans reflect appropriate expectations with clearly written scaffolding and/or increments.</p> <p>Goals or plans cover a range of needs and/or address all areas of need, and are individualized to the child.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Goals and plans follow the appropriate pedagogical and make reference to the Core Curriculum</p>

**Standard 1d: Demonstrating Knowledge of Resources**

- Does the specialist use district-provided materials?
- Does the specialist use a variety of resources to supplement practice (plans, intervention, assessment)?
- Does the specialist utilize professional development to improve professional practice?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
Specialist demonstrates little or no knowledge of resources for children,	Specialist demonstrates basic knowledge of resources for children and families through the program.	Specialist demonstrates thorough knowledge of resources for children, families, and colleagues through the program and district.	Specialist demonstrates extensive knowledge of resources for children, families, and colleagues through the program and both inside and outside the district.

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
Although aware of needs of child, family or colleague, the specialist does not inquire about possible resources.	The specialist locates materials and resources for children that are available through the school district but does not pursue any other avenues.	<p>Resources are multidisciplinary.</p> <p>Specialist expands knowledge via professional learning groups, organizations, and/or courses.</p> <p>Specialist provides resource lists to children, families, or colleagues.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The specialist has ongoing relationship with colleges and universities that support child learning.</p> <p>The specialist maintains log of resources for child reference.</p> <p>The specialist facilitates child contact with resources outside the setting.</p>

**Standard 1e: Developing Intervention and/or Behavior Plans**

- Does the specialist use assessment information, and/or family/teacher concerns as a basis for development of the intervention or behavior plan and associated activities?
- Does the plan start at the child's present levels and include scaffolding steps for skill development and generalization in a coherent manner?
- Does the specialist differentiate through child choice, utilizing varied resources, and flexible learning groups (when appropriate)?
- Does the specialist develop and deliver appropriate intervention that takes into account the individual learner (strengths, interests, and needs)?
- Does specialist incorporate into the intervention or plan activities that are aligned with the stated goals or desired outcomes?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>The series of learning experiences is not aligned with the goals and plans, does not represent a coherent structure, and offers no variety.</p> <p>The intervention or plans are not related to identified needs and have unrealistic time allocations.</p>	<p>Some of the learning activities and materials are related to the goals and plans, but with no differentiation for different children.</p> <p>The intervention or plan is loosely related to children's needs and abilities.</p>	<p>Specialist coordinates knowledge of evidence-based practice in coherent services and practices.</p> <p>The learning activities have reasonable time allocations, a clean structure, and reflect the children's goals and plans.</p>	<p>Plans represent the coordination of in-depth knowledge of evidence based practice, understanding of different children' needs, and available resources (including technology), resulting in a series of activities designed to engage children while addressing the children's specific needs and abilities (goals and plans).</p> <p>Learning activities are differentiated appropriately for individual learners with some opportunity for child choice.</p>

**Possible evidence / Critical attributes to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>Learning activities are boring and/or not well aligned to the goals and plans</p> <p>Materials are not engaging or do not match goals and plans.</p> <p>Activities are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable to goals and plans, but there is limited variety.</p> <p>Activities structure is uneven or may be unrealistic in terms of time expectations.</p>	<p>Specialist devises a variety of engaging learning activities using appropriately challenging materials and resources.</p> <p>Goals/objectives/plans are broken down into a logical sequence of smaller achievable objectives that include clearly written criteria to assess successful completion.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Specialist is highly creative in devising a variety of highly effective and engaging learning activities using multiple materials and resources.</p> <p>Documentation of progress overtime clearly demonstrates an understanding and use of varied strategies, accommodations, or supports used when needed to modify the treatment plan to improve desired outcomes.</p>

**Standard 1f: Designing Child Assessments**

- Does the specialist use assessments that inform intervention?
- Does the specialist use modified assessments available for individual children as needed?
- Does the specialist adequately support the child/family through the process of disability determination?
- Does the specialist use the testing environment optimally?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria.</p> <p>Specialist has no plan to use assessment results in planning future instruction</p>	<p>Assessment criteria and standards have been developed, but they are not clear and/or consistent.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>Specialist's plan for child assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of children.</p> <p>Assessment criteria and standards are clear.</p> <p>Specialist has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Specialist's plan for child assessment has clear criteria and standards that show evidence of child contribution to their development.</p> <p>Assessment methodologies have been adapted for individual children, as needed.</p> <p>The approach to using formative assessment is well designed and includes child as well as specialist use of the assessment information.</p> <p>Specialist intends to use assessment results to plan future instruction for individual children.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design plan and practice plans for the whole class, not individual children.</p>	<p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some children as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Plan and practice plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Assessments provide opportunities for child choice.</p> <p>Children participate in designing assessments for their own work.</p> <p>Specialist-designed assessments are authentic with real-world application, as appropriate.</p> <p>Children develop rubrics according to specialist-specified learning objectives.</p> <p>Children are actively involved in collecting information from formative assessments and provide input.</p>

**Domain 2 Setting Environment**

**Standard 2a:** Creating an Environment of Respect and Rapport

- Does the specialist facilitate respectful talk and behaviors?
- Does the specialist ensure that all participants are actively engaged?
- Does the specialist exhibit awareness and respect for diverse backgrounds?
- Does the specialist use space and proximity to others appropriately and effectively?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Patterns of setting interactions, both between the specialist and children and among children, are mostly negative, inappropriate, or insensitive to children' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.	Patterns of setting interactions, both between the specialist and children and among children, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for children' ages, cultures, and developmental levels.  Specialist attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Specialist-child, specialist-family, and/or specialist-colleague interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the children.  Specialist responds successfully to disrespectful behavior among children. The net result of the interactions is polite and respectful, but impersonal.	Setting interactions among the specialist and individual are highly respectful, reflecting genuine warmth and caring and sensitivity  Individuals exhibit respect for the specialist and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with children as individuals.

**Possible evidence / Critical attributes to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
Specialist uses disrespectful talk towards children; child's body language indicates feelings of hurt or insecurity.  Children use disrespectful talk towards one another with no response from the specialist.  Specialist displays no familiarity with or caring about individual children' interests or personalities.	Specialist attempts to respond to disrespectful behavior with individuals  Specialist attempts to make connections with individuals, but reactions indicate that the efforts are not completely successful or are unusual.	Talk between specialist and others is uniformly respectful.  Specialist responds to disrespectful behavior among children.  Specialist makes genuine connections with individual children.  Specialist demonstrates knowledge and caring for children.	In addition to the characteristics of "proficient":  When necessary, students demonstrate the ability to correct one another in their conduct  Students cooperate with expected tasks.  The specialist's response to a child's incorrect response respects the child's dignity.

**Standard 2b: Establishing a Culture for Learning**

- Does the specialist have high expectations, supported through both verbal and nonverbal behaviors?
- Does the specialist communicate the value and purpose of the work?
- Does the specialist expect and recognize quality, effort, and persistence?
- Does the specialist facilitate full participation?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The setting culture is characterized by a lack of specialist or child commitment to learning and/or little or no investment of child energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations are the norm, with high expectations for learning reserved for the few</p>	<p>The setting culture is characterized by little commitment to learning by specialist or children.</p> <p>The specialist appears to be only going through the motions, and children indicate that they are interested in completion of a task, rather than quality.</p> <p>The specialist conveys that success is the result of natural ability rather than hard work</p>	<p>The setting culture is a place where learning is valued for all;; high expectations for learning are the norm.</p> <p>The specialist conveys that with hard work participants can be successful.</p> <p>Children understand their role as learners and consistently expend effort to learn.</p> <p>Setting interactions support learning and hard work.</p>	<p>The setting culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The specialist conveys high expectations for all children and inspires hard work.</p> <p>Participants assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The specialist conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The specialist conveys to at least some children that the work is too challenging for them.</p> <p>Children exhibit little or no pride in their work.</p>	<p>Specialist's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off."</p> <p>High expectations are conveyed for only some.</p> <p>Participants comply with the specialist's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p>	<p>The specialist communicates the importance of learning and the assurance that with hard work all children can be successful in it.</p> <p>The specialist demonstrates a high regard for an individual's abilities, and high level of effort</p>	<p>In addition to the characteristics of "proficient", the specialist shows a genuine passion for the subject.</p> <p>Participants indicate that they are not satisfied unless they have complete understanding. Questions and comments indicate a desire to understand the content</p> <p>Participants recognize the efforts of others and take initiative in improving the quality of their work product.</p>

**Standard 2c: Managing Procedures**

- Does the specialist ensure that there is smooth functioning of all routines?
- Does the specialist maintain little or no loss of time?
- Does the specialist design and implement routines that support transition and instruction?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Much instructional time is lost through inefficient setting routines and procedures.</p> <p>There is little or no evidence that the specialist is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p>	<p>Some instructional time is lost due to partially efficient procedures for transitions and handling of materials.</p> <p>With regular guidance and prompting, participants follow established routines.</p>	<p>There is little loss of instructional time because of effective setting routines and procedures.</p> <p>The specialist's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, all follow established setting routines.</p>	<p>Instructional time is maximized because of efficient setting routines and procedures.</p> <p>Participants contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and automatic</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Children not working with the specialist are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the specialist.</p> <p>Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</p> <p>Setting routines function unevenly.</p>	<p>Everyone is productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Setting routines function smoothly.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Individuals take the initiative with their peers to ensure that their time is used productively.</p> <p>Participants take responsibility to ensure that transitions and other routines are accomplished smoothly.</p> <p>Participants take initiative in distributing and collecting materials efficiently.</p>

**Standard 2d: Managing Child Behavior**

- Does the specialist have clear standards of conduct that are referred to regularly?
- Does the specialist foster positive relationships and address concerning behavior appropriately?
- Does the specialist reinforce positive behavior?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>There appear to be no established standards of conduct and little or no specialist monitoring of child behavior.</p> <p>Response to children’s misbehavior is repressive or disrespectful of child dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Specialist tries, with uneven results, to monitor child behavior and respond to child misbehavior.</p>	<p>The specialist monitors child behavior against established standards of conduct.</p> <p>Specialist response to child misbehavior is consistent, proportionate, respectful to children, and effective.</p>	<p>Children take an active role in monitoring their own behavior and that of other children against standards of conduct.</p> <p>Specialist’s monitoring of child behavior is subtle and preventive.</p> <p>Specialist’s response to child misbehavior is sensitive to individual child needs and respects children’ dignity.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The setting environment is chaotic, with no apparent standards of conduct.</p> <p>The specialist does not monitor child behavior.</p> <p>Some children violate setting rules, without apparent specialist awareness.</p> <p>When the specialist notices child misbehavior, s/he appears helpless to do anything about it.</p>	<p>Specialist attempts to maintain order in the setting but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Specialist attempts to keep track of child behavior, but with no apparent system.</p> <p>The specialist’s response to child misbehavior is inconsistent, at times very harsh, other times lenient.</p>	<p>Standards of conduct appear to have been established.</p> <p>The specialist frequently monitors child behavior.</p> <p>Specialist’s response to child misbehavior is effective.</p> <p>Specialist acknowledges good behavior.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The specialist establishes a behavior monitoring system involving collaborations with other team members that supports positive behaviors</p>

**Standard 2e: Organizing Physical Space**

- Does the specialist provide a pleasant, inviting atmosphere?
- Does the specialist ensure a safe environment?
- Does the specialist maintain accessibility for all children?
- Is the specialist's furniture arrangement suitable for the learning activities?
- Does the specialist effectively use physical resources, including computer technology, by both specialist and children?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>The physical environment is unsafe, or many children don't have access to learning resources.</p> <p>There is poor coordination between the plan and practice activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The setting is safe, and essential learning is accessible to most children.</p> <p>The specialist's use of physical resources, including computer technology, is moderately effective.</p> <p>Specialist makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The setting is safe, and accessible to all including those with special needs; the specialist ensures that the physical arrangement is appropriate to the activities.</p> <p>Specialist makes effective use of physical resources, including computer technology.</p> <p>Specialist makes effective use of a physical space to enhance attention and participation</p>	<p>The setting is safe, and learning is accessible to all children</p> <p>Specialist makes effective use of physical resources, including computer technology. The specialist ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Children contribute to the use or adaptation of the physical environment to advance learning.</p>

**Possible evidence / Critical attributes to look for:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>There are physical hazards in the setting, endangering child safety.</p> <p>Available technology is not being used, even if its use would enhance the plan and practice.</p>	<p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The specialist makes limited use of available technology and other resources.</p>	<p>The setting is safe, and all children are able to see and hear.</p> <p>The setting is arranged to support the instructional goals and learning activities.</p> <p>The specialist makes appropriate use of available technology.</p>	<p>In addition to the characteristics of "proficient".</p> <p>Modifications are made to the physical environment to accommodate children with special needs.</p> <p>There is total alignment between the goals of the plan and practice and the physical environment.</p> <p>Specialists and children make extensive and imaginative use of available technology.</p>

**Domain 3:Instruction**

**Standard 3a:** Communicating with children

- Does the specialist exhibit clarity of the purpose of the plan and practice?
- Does the specialist give clear directions and procedures specific to the plan and practice activities?
- Does the specialist use correct spoken and written language throughout instruction or assessment?
- Does the specialist use instructional materials that are clear and grammatically correct?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The instructional purpose of the plan and practice is unclear to children, and the directions and procedures are confusing.</p> <p>The specialist's explanation of the content contains major errors.</p> <p>The specialist's spoken or written language contains errors of grammar or syntax.</p> <p>The specialist's vocabulary is inappropriate, vague, or used incorrectly, leaving children confused.</p>	<p>The specialist's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>Specialist's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the children' age, culture, communication modes, or backgrounds.</p>	<p>The specialist clearly communicates instructional purpose of plan and practice, supplementing visuals with verbal information to increase comprehension.</p> <p>Specialist's explanation of content is well scaffolded, clear and accurate, and connects with children' knowledge and experience.</p> <p>During the explanation of content, the specialist invites engagement.</p>	<p>The specialist's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with children' interests.</p> <p>The specialist's spoken and written language is expressive, and the specialist finds opportunities to extend children' vocabularies.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>At no time during the plan and practice does the specialist convey to the children what they will be learning.</p> <p>Children indicate through their body language that they are confused about the learning task.</p> <p>The specialist makes a serious content error that will affect children's understanding of the plan and practice.</p> <p>Specialist's communications include errors of vocabulary or usage.</p> <p>The specialist's vocabulary is inappropriate to the age or culture of the children.</p>	<p>The specialist refers in passing to what the children will be learning</p> <p>The specialist must clarify the learning task so that children can complete it.</p> <p>The specialist makes no serious content errors but may make minor errors.</p> <p>The specialist's explanation of the content consists of a monologue or is purely procedural, with minimal participation by children.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the children.</p>	<p>Children engage with the learning task, indicating that they understand what they are to do.</p> <p>The specialist's explanation of content is clear with the use of verbal and nonverbal supports, and invites child participation and thinking.</p> <p>The specialist's vocabulary and usage are correct and appropriate to the children's ages and levels of development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The specialist points out possible areas for misunderstanding.</p> <p>Specialist explains content clearly and imaginatively</p> <p>The specialist invites children to explain the content to the class or to classmates.</p> <p>Specialist uses rich language, offering brief vocabulary plan and practices where appropriate.</p>

**Standard 3b: Questioning and Discussion Techniques**

*(This standard may not apply to all specialists.)*

- Does the specialist use questions appropriate to the situation to actively engage participants?
- Does the specialist make effective use of participant responses and ideas?
- Does the specialist use discussion in which the specialist steps out of the central, mediating role?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist's questions are not engaging, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between specialist and participants is rote, with the specialist mediating all questions and answers.</p>	<p>Specialist's questions lead to a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the specialist attempts to frame some questions designed to promote thinking and understanding, but only a few are involved.</p>	<p>The specialist may use some questions to promote thinking and understanding.</p> <p>Specialist creates a genuine discussion among participants, providing adequate time for all participants to respond and stepping aside when appropriate.</p>	<p>Specialist uses a variety of techniques to advance high level thinking discourse, and promote metacognition.</p> <p>Participants formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Participants themselves ensure that all voices are heard in the discussion.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite thinking.</p> <p>All discussion is between specialist and participants; participants are not allowed to speak directly to one another.</p>	<p>Specialist asks questions but doesn't allow adequate wait time.</p> <p>Specialist frames some questions designed to promote problem solving, but others lead to a predetermined answer or outcome.</p>	<p>Specialist uses open-ended questions, inviting others to think and/or offer multiple possible answers.</p> <p>The specialist makes effective use of wait time.</p> <p>The specialist effectively builds on responses to questions.</p> <p>Discussions enable participants to talk to one another without ongoing mediation by the specialist.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Participants initiate questions, extend the discussion, enriching it.</p> <p>Participants invite comments from others during a discussion.</p>

**Standard 3c: Engaging Children in Intervention and Assessments**

- Do the specialist’s activities align with the goals or purpose of the interaction?
- Does the specialist create enthusiasm, interest, thinking, problem solving, etc.?
- Does the specialist design learning tasks that stimulate interests and are aligned with plan and practice objectives?
- Does the specialist keep children highly motivated to work on all tasks and persistent even when the tasks are challenging?
- Does the specialist facilitate children actively “working” rather than watching while their specialist “works?” (Gradual release of responsibility: I do, We do, You do)
- Does the specialist keep suitable pacing of the plan and practice: neither dragging nor rushed, with time for closure and child reflection?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Interaction style, activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>Specialist is unaware of or does not use any strategies to promote or maintain attention, engagement, or learning.</p> <p>The pace of the plan and practice is too slow or too rushed.</p> <p>Few children are intellectually engaged or interested.</p>	<p>Interaction style, activities, and materials used are moderately engaging, and/or are partially aligned with the goal or purpose of the interaction, plan or assessment.</p> <p>Specialist uses some scaffolding, pacing, and varied levels of prompts and/or supports to promote participation and/or learning</p> <p>The specialist uses some positive behavior supports and strategies for the purpose of maintaining the child’s attention and engagement.</p>	<p>Interaction style, activities, materials, and/or groupings of children not only create interest and enthusiasm and active engagement, but are aligned with the goal or purpose of the interaction, plan or assessment.</p> <p>Specialist demonstrates skillful use of scaffolding and pacing, with varied levels of prompts and/or supports to maintain participation and/or promote learning.</p> <p>The specialist maintains the child’s attention and engagement using positive behavior supports and strategies as needed,</p>	<p>Interaction style, activities, materials, and/or groupings of children create interest and enthusiasm and a high level of active engagement, as well as being aligned with the goal or purpose of the interaction, plan or assessment.</p> <p>In addition, there is evidence of some child initiation of inquiry and of child contribution to the exploration of important content.</p> <p>Specialist demonstrates an extensive repertoire of strategies to maintain a high level of engagement and/or significant learning.</p> <p>The specialist maintains the child’s attention and engagement even when the tasks are quite challenging for the child via the seamless use of pacing and positive behavior supports and strategies.,</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The materials used ask children to perform only rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>The plan and practice drags or is rushed.</p>	<p>Children are in large part passively engaged with the content, learning primarily facts or procedures.</p> <p>Children have no choice in how they complete tasks.</p> <p>The specialist uses different instructional groupings; these are partially successful in achieving the plan and practice objectives.</p> <p>The pacing of the plan and practice is uneven—suitable in parts, but rushed or dragging in others.</p>	<p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Children have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the plan and practice objectives.</p> <p>The pacing of the activity helps maintain student participation</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Virtually all children are highly engaged in the plan and practice.</p> <p>Children have extensive choice in how they complete tasks.</p> <p>Children suggest modifications or additions to the materials being used.</p> <p>Children have an opportunity for both reflection and closure after the plan and practice to consolidate their understanding.</p>

**Standard 3d: Using Assessment in Instruction**

- Does the specialist pay close attention to evidence from the child, family, or colleague understanding?
- Does the specialist pose specifically created questions to elicit evidence of understanding?
- Does the specialist promote self-reflection by the child, family, or colleague as compared to establish criteria of goal or plan?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>There is little or no assessment or monitoring of learning and understanding; feedback is absent or of poor quality.</p> <p>Child, family and/or colleague do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p> <p>Specialist does not participate in team meetings in a positive or helpful manner or does not connect assessment data to intervention needs via suggested next steps and/or by developing written goals or plans.</p>	<p>Assessment is used sporadically to support instruction through some monitoring of progress in learning.</p> <p>Feedback is general, and few assess their own work.</p> <p>Questions, prompts, and assessments are only occasionally used to provide evidence of learning.</p> <p>Specialist participates in team meetings and connects assessment data to intervention needs via suggested next steps and/or by developing written goals or plans.</p>	<p>Assessment is used regularly during the plan and practice through monitoring of learning progress and results in accurate, specific feedback that advances learning and understanding</p> <p>The child, family and/or colleague appears 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 and understanding (response to intervention [RTI]).</p> <p>Specialist actively participates in team meetings and connects assessment data to intervention needs via suggested next steps and/or by developing written goals or plans.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment. (including RTI and dynamic assessment)</p> <p>The child, family and/or colleague appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>The child, family and/or colleague self-assess and monitor their progress.</p> <p>Specialist takes on a leadership role in an exemplary manner during participation in team meetings where assessment data is connected to intervention needs via suggested next steps and/or by developing written goals or plans,</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Feedback is absent, inappropriate, and/or ineffective in helping participants understand the goals, plans, and/or criteria</p> <p>The specialist does not ask children to evaluate their own or classmates' work.</p>	<p>There is little evidence that the child, family or colleague understands the goals, plan, or criteria.</p> <p>Specialist monitors understanding through a single method, or without eliciting evidence of understanding from all children.</p> <p>Feedback is not uniformly specific and not oriented towards future improvement of work.</p> <p>The specialist makes only minor attempts to engage children in self-assessment or peer assessment.</p>	<p>Participants indicate that they clearly understand the goals, plan, and criteria.</p> <p>The child, family, and/or colleague are invited to assess their own performance, and make improvements.</p> <p>Feedback includes specific and timely guidance</p> <p>The specialist incorporates information from the child's response to intervention into planning next steps (future goals, strategies, outcomes)</p>	<p>In addition to the characteristics of "proficient":</p> <p>There is evidence that children have helped establish the evaluation criteria.</p> <p>Specialist's monitoring of child, family and/or colleague understanding is sophisticated and continuous: the specialist is constantly "taking the pulse" of the effectiveness of the interaction.</p> <p>Feedback is specific and timely, and is provided via multiple sources of information</p>

**Standard 3e: Demonstrating Flexibility and Responsiveness**

- Does the specialist incorporate child, family, and/or colleagues' needs/interests and events of the day into the plan and practice?
- Does the specialist make adjustments in the face of child, family, and/or colleague's lack of understanding?
- Does the specialist seize a teachable moment?
- Does the specialist handle unanticipated emotional and/or challenging situations appropriately, professionally, and effectively?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist adheres to the plan in spite of evidence of poor educational outcome.</p> <p>Specialist ignores questions; when he child, family, or colleague experiences difficulty, the specialist blames the child, family, colleague or their home environment.</p>	<p>Specialist attempts to modify the plan and practice when needed and to respond to questions, needs and interests, with moderate success.</p> <p>Specialist accepts responsibility for child success but has only a limited repertoire of strategies to draw upon.</p> <p>Specialist's efforts to modify interaction style or plan to meet unexpected situational demands to meet unexpected situational demands are successful some of the time.</p>	<p>Specialist promotes successful learning and understanding, making adjustments as needed to intervention or assessment plans and accommodating questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the specialist persists in seeking approaches for intervention or assessment.</p> <p>During interactions with child, family and/or colleague, the specialist is adept at modifying interaction style or plan to meet unexpected situational demands.</p>	<p>Specialist seizes an opportunity to enhance learning, building on a spontaneous event or interest, or successfully adjusts and differentiates intervention or assessment to address individual needs or misunderstandings with child, family, or colleague.</p> <p>Specialist persists in seeking effective approaches for intervention or assessment, using an extensive repertoire of strategies and soliciting additional resources from the school or community.</p> <p>During interactions with child, family and/or colleague, specialist is highly skilled at modifying interaction style or plan to meet unexpected situational demands or emotional needs of the child, family, or colleague.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist ignores indications of boredom or lack of understanding.</p> <p>Specialist brushes aside questions.</p> <p>Specialist makes no attempt to incorporate interests or needs into intervention or assessment.</p> <p>The specialist conveys to children that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the specialist does not indicate that it is important to meet the needs of all children, families or colleagues.</p>	<p>Specialist makes perfunctory attempts to incorporate child questions and interests into the plan and practice.</p> <p>The specialist conveys a sense to children of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the specialist indicates the desire to meet the needs of some children, families or colleagues, but does not suggest strategies to do so.</p>	<p>Specialist incorporates children' interests and questions into the heart of the plan and practice.</p> <p>The specialist conveys to children that s/he has other approaches to try when the children experience difficulty.</p> <p>In reflecting on practice, the specialist cites multiple approaches undertaken to reach meet the needs of some children. families or colleagues</p>	<p>In addition to the characteristics of "proficient":</p> <p>Specialist seizes on a teachable moment to enhance a plan and practice.</p> <p>The specialist conveys to children that s/he won't consider a plan and practice "finished" until every child understands and that s/he has a broad range of approaches to use.</p> <p>In reflecting on practice, the specialist can cite others in the school and beyond whom s/he has contacted for assistance in meeting the needs of some children, families or colleagues.</p>

**Domain 4: Professional Responsibilities**

**Standard 4a: Reflecting on Practice**

- Does the specialist accurately reflect on plan and practice?
- Does the specialist use evidence-based practices?
- Does the specialist adjust their practice using a variety of strategies?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist does not know whether a plan or practice was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a plan and practice.</p> <p>Specialist has no suggestions for how a plan and practice could be improved.</p>	<p>Specialist has a generally accurate impression of a plan and practice effectiveness and the extent to which instructional outcomes were met.</p> <p>Specialist makes general suggestions about how a plan and practice could be improved.</p>	<p>Specialist makes an accurate assessment of a plan and practice’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references of evidence-based practice to support the judgment.</p> <p>Specialist makes a few specific suggestions of strategies that could be tried another time the plan and practice.</p>	<p>Specialist makes a thoughtful and accurate assessment of a plan and practice’s effectiveness and the extent to which it achieved the intended outcomes, citing many specific examples from the plan and practice and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, specialist offers specific alternative actions, complete with the probable success of different courses of action.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The specialist considers the plan and practice but draws incorrect conclusions about its effectiveness.</p> <p>The specialist makes no suggestions for improvement.</p>	<p>The specialist has a general sense of whether or not instructional practices were effective.</p> <p>The specialist offers general modifications for future instruction.</p>	<p>The specialist accurately assesses the effectiveness of strategies used.</p> <p>The specialist identifies specific ways in which a plan and practice might be improved.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Specialist’s assessment of the plan and practice is thoughtful and includes specific indicators of effectiveness.</p> <p>Specialist’s suggestions for improvement draw on an extensive repertoire.</p>

**Standard 4b: Maintaining Accurate Records**

- Does the specialist develop routines and systems that track child or colleague completion of assignments?
- Does the specialist have systems of information regarding child or colleague progress against instructional outcomes?
- Does the specialist have processes for maintaining accurate compliancy documentation and non-instructional records (behavior, effort, parent communication, attendance)?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist's system for maintaining information on child or colleague completion of assignments and child progress in learning is nonexistent or in disarray; it cannot be used to monitor child progress or to adjust service delivery</p> <p>The specialist misses state and federal legal assessment time lines</p>	<p>Specialist's system for maintaining information on child or colleague progress in learning is rudimentary and is only occasionally used to make adjustments to service delivery.</p> <p>Specialist's records for compliancy are adequate but require frequent monitoring to avoid errors.</p>	<p>Specialist's system for maintaining compliancy documentation is fully effective. Legal timelines for all required paperwork are honored, and plans or reports are written in a timely and efficient manner.</p> <p>Specialist's system for maintaining data is effective for monitoring child or colleague progress and is used on an on-going basis to update goals or to make adjustments to service delivery.</p>	<p>Specialist's system for maintaining information on child or colleague completion of assignments, child progress in learning, and non-instructional records is fully effective.</p> <p>Data management system provide feedback to the child, family, and/or teacher as to current performance and progress.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p> <p>Required documentation is missing and legal time lines are not met.</p>	<p>Record review shows that the specialist has a process for tracking some, but not all non-instructional information, and compliancy may contain some errors.</p>	<p>Record reviews reflect compliance with meeting legal timelines for all program, state, and federal requirements.</p> <p>Required documentation for family contact, billing, goals, reports, and other required record keeping is completed clearly and accurately.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Child, Family and/or teacher is engaged in contributing to data collection in measuring performance and progress.</p> <p>Excellent time-management skills are demonstrated by all documentation being completed in a seamless manner.</p>

**Standard 4c: Communicating with Families**

- Does the specialist send home timely and culturally appropriate information regarding the program and child progress?
- Does the specialist maintain two-way communication between the specialist and families?
- Does the specialist create opportunities for families to engage in the planning, learning and/or evaluation process?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist's communication with families about the program, plan, evaluation results, and/or child progress or needs is rare and/or is culturally inappropriate.</p> <p>Specialist makes no attempt to engage families in the planning, learning and/or evaluation process.</p>	<p>Specialist's communication with families about the program, plan, evaluation results, and/or child progress or needs is infrequent, has variable clarity, is one-way and/or lacks awareness of or sensitivity to the cultural norms of the family</p>	<p>Specialist communicates clearly and regularly with families about the program, plan, evaluation results, and/or child progress or needs</p> <p>Information to families is conveyed in a culturally appropriate manner.</p> <p>Specialist makes some attempts to engage families in the planning, learning and/or evaluation process.</p>	<p>Specialist's communication with families is timely and sensitive to cultural traditions, with children contributing to the communication where appropriate</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Specialist's efforts to engage families in the planning, learning and/or evaluation process are frequent and successful.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Little or no information is made available to parents.</p> <p>Families are unaware of their children's progress.</p> <p>Communication is culturally inappropriate.</p>	<p>School or district-created materials about the planning, learning and/or evaluation process are sent home occasionally, or information is sent home incomplete.</p> <p>Specialist communications are sometimes inappropriate to families' cultural norms.</p>	<p>During meetings the specialist is observed communicating information to families in a clear understandable manner.</p> <p>The specialist sends information (follow-up materials, progress or evaluation reports, resources, etc.) home on a regular basis.</p> <p>Specialist develops activities and/or materials designed to successfully promote family participation.</p>	<p>In addition to the characteristics of "proficient":</p> <p>During meetings the specialist is observed communicating information to families in a clear understandable manner, while checking in frequently with families for evidence of their understanding and to provide opportunities for input and questions.</p>

**Standard 4d: Participating in a Professional Community**

- Does the specialist regularly participate with colleagues to share and plan for child success?
- Does the specialist actively participate in the PLT (Professional Learning Team) process to inform intervention and assessment?
- Does the specialist regularly participate in professional development that emphasizes improving practice?
- Does the specialist regularly participate in school and district initiatives?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist's relationships with colleagues are negative or self-serving.</p> <p>Specialist avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Specialist avoids becoming involved in school events or school and district projects.</p>	<p>Specialist considers all school staff to be their colleagues in fulfilling duties that the school or district requires.</p> <p>Specialist becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Specialist participates in school events and school and district projects when specifically asked to do so.</p>	<p>Specialist's relationships with colleagues are characterized by mutual support and cooperation; specialist actively participates in a culture of professional inquiry.</p> <p>Specialist volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Specialist's relationships with colleagues are characterized by mutual support and cooperation, with the specialist taking initiative in assuming leadership among the team.</p> <p>Specialist takes a leadership role in promoting a culture of professional inquiry.</p> <p>Specialist 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>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The specialist's relationship with colleagues is characterized by negativity or combativeness.</p> <p>The specialist avoids professional inquiry activities.</p> <p>The specialist is never available to be involved in school activities and school district/community projects.</p>	<p>The specialist has productive relationships with colleagues.</p> <p>When specifically asked to do so, the specialist participates in activities related to professional inquiry.</p> <p>When asked, the specialist participates in school activities, as well as school district and community projects.</p>	<p>The specialist has supportive and collaborative relationships with colleagues.</p> <p>The specialist regularly participates in activities related to professional inquiry.</p> <p>The specialist frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The specialist takes a leadership role in promoting activities related to professional inquiry.</p> <p>The specialist regularly contributes to and oversees events that positively impact school life.</p> <p>The specialist regularly contributes to and serves as head of significant school district and community projects.</p>

**Standard 4e: Growing and Developing Professionally**

- Does the specialist participate in learning networks with colleagues; regular sharing of feedback?
- Does the specialist attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
Specialist engages in no professional development activities to enhance knowledge or skill.	Specialist participates in professional activities to a limited extent, when they are convenient.	Specialist seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Specialist seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Specialist resists feedback on practice performance from either supervisors or more experienced colleagues.	Specialist accepts, with some reluctance, feedback on practice performance from both supervisors and colleagues.	Specialist welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.	Specialist seeks out feedback on practice from both supervisors and colleagues.
Specialist makes no effort to share knowledge with others or to assume professional responsibilities.	Specialist finds limited ways to contribute to the profession.	Specialist participates actively in assisting other educators in learning.	Specialist initiates important activities to contribute to the profession.

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
The specialist is not involved in any activity that might enhance knowledge or skill.	The specialist participates in professional activities when they are required or when provided by the school district.	The specialist seeks regular opportunities for continued professional development.	In addition to the characteristics of “proficient”:
The specialist purposefully resists discussing performance with supervisors or colleagues.	The specialist reluctantly accepts feedback from supervisors and colleagues.	The specialist welcomes colleagues and supervisors into the setting for the purpose of gaining insight from their feedback.	The specialist facilitates opportunities for continued professional development, including initiating action research.
The specialist ignores invitations to join professional organizations or attend conferences	The specialist contributes in a limited fashion to educational professional organizations.	The specialist actively participates in professional organizations designed to contribute to the profession.	The specialist actively seeks feedback from supervisors and colleagues and uses that information to improve their practice.
	The specialist meets basic continuing education standards in their respective licensure groups.		The specialist takes an active leadership role in professional organizations in order to contribute to the practice profession.

**Standard 4f: Showing Professionalism**

- Does the specialist support children, even in the face of difficult situations or conflicting policies?
- Does the specialist challenge existing practice in order to put children first?
- Does the specialist consistently fulfill school district mandates regarding policies and procedures?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist displays dishonesty in interactions with colleagues, children, and the public.</p> <p>Specialist is not alert to children' needs and contributes to school practices that result in some children' being ill served by the school.</p> <p>Specialist makes decisions and recommendations based on self-serving interests.</p> <p>Specialist does not comply with school and district regulations and timelines.</p>	<p>Specialist is honest in interactions with colleagues, children, and the public.</p> <p>Specialist's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Specialist shows some flexibility and some participation in team or departmental meetings.</p> <p>Specialists are guided by "barely legal" ethical standards.</p> <p>Specialist complies minimally with school and district regulations and timelines, doing just enough to get by.</p>	<p>Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, children, and the public.</p> <p>Specialist is active in serving children, working to ensure that all children receive a fair opportunity to succeed.</p> <p>Specialists are guided by "best practice" ethical standards</p> <p>Specialist maintains an open mind and is flexible while participating in team or departmental decision-making.</p> <p>Specialist complies fully with school and district regulations and timelines, and supports colleagues in fulfilling their responsibilities.</p>	<p>Specialist takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Specialist is highly proactive in serving children, seeking out resources when needed. specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all children, particularly those tradition-ally underserved, are honored in the school.</p> <p>Specialist takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Specialist complies fully with school and district regulations and timelines., taking a leadership role with colleagues.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Specialist is generally unaware of the needs of children</p> <p>The specialist engages in practices that are self-serving.</p> <p>Specialist shows no or very limited flexibility and/or participation in team or departmental meetings.</p> <p>Specialist needs constant support to adequately fulfill the duties associated with service coordinator, assessment coordinator, or case management responsibilities.</p>	<p>Specialist notices the needs of children but is inconsistent in addressing them.</p> <p>Specialist does not notice that some school practices result in poor conditions for children.</p> <p>Specialist fulfills most duties associated with service coordinator, assessment coordinator, or case management responsibilities.</p>	<p>Specialist actively addresses child needs.</p> <p>Specialist actively works to provide opportunities for child success.</p> <p>Specialist efficiently and accurately fulfills all duties associated with service coordinator, assessment coordinator, or case management responsibilities.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Specialist is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>Specialist makes a concerted effort to ensure that opportunities are available for all children to be successful.</p> <p>Specialist comprehensively fulfills all duties associated with service coordinator, assessment coordinator, or case management responsibilities, and offers to help or mentor colleagues.</p>

## Domain 5: Demonstration of Student Learning and Growth

### SLG Quality Review Checklist

Before SLG 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 the baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?

#### Student Learning and Growth Goals

Is the SLG goal written as a “growth” goal vs. “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 Goals

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?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.

**David Douglas School District**

**SPED/T1 Teacher**

**Evaluation Standards and Scoring Rubric**

**2014-2015**

## Standard 1a: Knowledge of Content and Pedagogy

### Guiding Questions:

- Does the SPED/T1 Teacher have specially designed instruction that reflects important concepts in discipline?
- Does the SPED/T1 Teacher differentiate instruction to make content accessible for all students?
- Does the SPED/T1 Teacher use clear and accurate classroom explanations?
- Does the SPED/T1 Teacher have accurate answers to student, teacher, and parent questions?
- Does the SPED/T1 Teacher give feedback to students to further their learning?
- Does the SPED/T1 Teacher use interdisciplinary connections in plans and practice?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>In planning and practice, SPED/T1 Teacher makes content errors or does not correct errors made by students.</p> <p>SPED/T1 Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>SPED/T1 Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>SPED/T1 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>SPED/T1 Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>SPED/T1 Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>SPED/T1 Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>SPED/T1 Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>SPED/T1 Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>SPED/T1 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>SPED/T1 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>SPED/T1 Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<ul style="list-style-type: none"> <li>• SPED/T1 Teacher makes content errors.</li> <li>• SPED/T1 Teacher does not consider prerequisite relationships when planning.</li> <li>• SPED/T1 Teacher's plans use inappropriate</li> <li>• strategies for the discipline</li> </ul>	<p>SPED/T1 Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>SPED/T1 Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lessons and/or specially designed instruction use limited instructional strategies, and some may not be suitable to the content.</p>	<p>The SPED/T1 Teacher:</p> <ul style="list-style-type: none"> <li>• can identify important concepts of the discipline and their relationships to one another.</li> <li>• consistently provides clear explanations of the content.</li> <li>• answers student questions accurately and provides feedback that furthers their learning.</li> <li>• seeks out content-related professional development.</li> </ul>	<p>In addition to the characteristics of "proficient":</p> <p>SPED/T1 Teacher cites intra- and interdisciplinary content relationships when necessary to meet the individual needs of the student.</p> <p>SPED/T1 Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>

## Standard 1b: Demonstrating Knowledge of Students

### Guiding Questions:

- Is there formal and informal information about students gathered by SPED/T1 Teacher for use in planning instruction?
- Are student interests and needs learned and used by SPED/T1 Teacher in planning?
- Does the SPED/T1 Teacher have knowledge of student life outside of school?
- Does the SPED/T1 Teacher designs opportunities for students to share heritage?
- Does the SPED/T1 Teacher use school and district resources to support and advocate for student needs?
- Does the SPED/T1 Teacher gather any pertinent information about the child, family and environment for planning purposes?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
SPED/T1 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.	SPED/T1 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..	SPED/T1 Teacher understands the active nature of student learning and attains information about levels of development for groups of students.  The SPED/T1 Teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge.	SPED/T1 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..

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 Teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>SPED/T1 Teacher does not try to ascertain varied ability levels among students.</p> <p>SPED/T1 Teacher is not aware of student interests or cultural heritages.</p> <p>SPED/T1 Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>SPED/T1 Teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>SPED/T1 Teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The SPED/T1 Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The SPED/T1 Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p>The SPED/T1 Teacher knows, for groups of students, their levels of cognitive development.</p> <p>The SPED/T1 Teacher is aware of the different cultural groups in the class.</p> <p>The SPED/T1 Teacher has a good idea of the range of interests of students.</p> <p>The SPED/T1 Teacher has identified "high," "medium," and "low" groups of students.</p> <p>The SPED/T1 Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The SPED/T1 Teacher is aware of the special needs represented by students.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The SPED/T1 Teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The SPED/T1 Teacher seeks out information about their cultural heritage from all students.</p> <p>The SPED/T1 Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>

## Standard 1c: Setting Instructional Outcomes

### Guiding Questions:

- Does the SPED/T1 Teacher provide instruction that challenges all students at an appropriate cognitive level?
- Does the SPED/T1 Teacher use learning targets and/or individualized goals as the focus for instruction?
- Does the SPED/T1 Teacher use interdisciplinary connections in plans and practice?
- Does the SPED/T1 Teacher use assessment to inform instruction?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but SPED/T1 Teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Outcomes lack rigor. Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the “big ideas” of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>SPED/T1 Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>SPED/T1 Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>

## Standard 1d: Demonstrating Knowledge of Resources

### Guiding Questions:

- Does the SPED/T1 Teacher use district-provided and/or research based materials based on individual student needs?
- Does the SPED/T1 Teacher use a variety of resources to supplement instruction (internet, multi-media, assistive technology, range of texts)?
- Does the SPED/T1 Teacher utilize professional development to improve professional practice?
- Does the SPED/T1 Teacher utilize District Specialists (i.e. Occupational Therapist, Physical Therapist, Behavior Specialist, etc.) to address student's individual needs?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
SPED/T1 Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	SPED/T1 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.	SPED/T1 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.	SPED/T1 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.

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The SPED/T1 Teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The SPED/T1 Teacher does not seek out resources available to expand his or her own skill.</p> <p>Although aware of some student needs, the SPED/T1 Teacher does not inquire about possible resources.</p>	<p>The SPED/T1 Teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The SPED/T1 Teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The SPED/T1 Teacher locates materials and resources for students that are available through the school/District but does not pursue any other avenues.</p>	<p>Texts are at varied levels.</p> <p>SPED/T1 Teacher facilitates Internet resources.</p> <p>Resources are multidisciplinary.</p> <p>SPED/T1 Teacher expands knowledge with professional learning groups and organizations.</p> <p>SPED/T1 Teacher provides lists of resources outside the class for students to draw on.</p> <p>SPED/T1 Teacher initiates support from District Specialists.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Texts are matched to student skill level.</p> <p>The SPED/T1 Teacher has ongoing relationship with District Specialists that support student learning.</p> <p>The SPED/T1 Teacher maintains log of resources for student reference.</p> <p>The SPED/T1 Teacher pursues apprenticeships to increase discipline knowledge.</p> <p>The SPED/T1 Teacher facilitates student contact with resources outside the classroom.</p>

## Standard 1e: Designing Coherent Instruction

### Guiding Questions:

- Does the SPED/T1 Teacher use specially designed instruction to support instructional outcomes?
- Does the SPED/T1 Teacher create activities that represent high level thinking?
- Does the SPED/T1 Teacher make connections to prior learning?
- Does the SPED/T1 Teacher differentiate through student choice, utilizing varied resources, and flexible learning groups?
- Does the SPED/T1 Teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?
- Does the SPED/T1 Teacher utilize structured lesson plans?
- Does the SPED/T1 Teacher incorporate accommodations and modifications when designing individualized instruction?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>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.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>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 SPED/T1 Teacher at providing some variety.</p> <p>The lesson and/or specially designed instruction has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>SPED/T1 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 and/or specially designed instruction has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>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 is clear and allows for different pathways according to diverse student needs.</p>

## Standard 1e: Designing Coherent Instruction

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### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p> <p>Unaware of accommodations and modifications that are available.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p> <p>Aware of, but not implementing on a regular basis, accommodations and modifications that are available.</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>SPED/T1 Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson and/or specially designed instruction is well structured, with reasonable time allocations.</p> <p>Consistently incorporates accommodations and modifications into lesson design as needed.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>SPED/T1 Teacher provides a variety of appropriately challenging resources that are differentiated for students.</p> <p>Lesson plans differentiate for individual student needs.</p> <p>Reflects upon and adjusts accommodations and modifications as needed.</p>

## Standard 1f: Designing Student Assessments

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### Guiding Questions:

- Does the SPED/T1 Teacher's instruction match the standards and assessments used?
- Does the SPED/T1 Teacher use assessment to inform instruction?
- Does the SPED/T1 Teacher use a variety of performance opportunities for students?
- Does the SPED/T1 Teacher use modified assessments available for individual students as needed?
- Does the SPED/T1 Teacher have expectations clearly written, with descriptors for each level of performance?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>SPED/T1 Teacher has no plan to incorporate formative assessment in the lesson and/or specially designed instruction, nor any plan to use assessment results in designing future instruction.</p>	<p>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>SPED/T1 Teacher intends to use assessment results to plan for future instruction for the group.</p>	<p>SPED/T1 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. SPED/T1 Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>SPED/T1 Teacher intends to use assessment results to plan for future instruction for individual students.</p>	<p>SPED/T1 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 SPED/T1 Teacher use of the assessment information.</p> <p>SPED/T1 Teacher intends to use assessment results to plan future instruction for individual students.</p>

## Standard 1f: Designing Student Assessments

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### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the group, not individual students.</p>	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>SPED/T1 Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to SPED/T1 Teacher-specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>

## Standard 2a: Creating an Environment of Respect and Rapport

### Guiding Questions:

- Does the SPED/T1 TEACHER facilitate respectful talk and behaviors?
- Are the SPED/T1 TEACHER and students actively engaged within the learning environment?
- Does the SPED/T1 TEACHER exhibit awareness and respect for students' background and life outside the classroom?
- Does the SPED/T1 TEACHER move around the room and have appropriate proximity to students?
- Does the SPED/T1 TEACHER encourage students?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Patterns of classroom interactions, both between the SPED/T1 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>SPED/T1 TEACHER does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the SPED/T1 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>SPED/T1 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>SPED/T1 Teacher -student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>SPED/T1 TEACHER responds successfully to disrespectful behavior among students.</p>	<p>Classroom interactions among the SPED/T1 TEACHER and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 TEACHER uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>SPED/T1 TEACHER displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between SPED/T1 TEACHER and students is uneven, with occasional disrespect.</p> <p>SPED/T1 TEACHER attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>SPED/T1 TEACHER attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Talk between SPED/T1 TEACHER and students are uniformly respectful.</p> <p>SPED/T1 TEACHER responds to disrespectful behavior among students.</p> <p>SPED/T1 TEACHER makes superficial connections with individual students.</p>	<p>In addition to the characteristics of "proficient":</p> <p>SPED/T1 TEACHER demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>The SPED/T1 Teacher's response to a student's incorrect response respects the student's dignity.</p>

## Standard 2b: Establishing a Culture for Learning

**Guiding Questions:**

- Does the SPED/T1 TEACHER have high expectations, supported through both verbal and nonverbal behaviors?
- Does the SPED/T1 TEACHER communicate the value and purpose of the work?
- Does the SPED/T1 TEACHER expect and recognize quality?
- Does the SPED/T1 TEACHER expect and recognize effort and persistence?
- Does the SPED/T1 TEACHER expect all students to participate to the best of their ability?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The classroom culture is characterized by a lack of SPED/T1 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>The classroom culture is characterized by little commitment to learning by SPED/T1 TEACHER or students.</p> <p>The SPED/T1 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 SPED/T1 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>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 SPED/T1 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>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The SPED/T1 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>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The SPED/T1 TEACHER conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The SPED/T1 TEACHER conveys to at least some students that the work is too challenging for them.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>SPED/T1 Teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off."</p> <p>The SPED/T1 TEACHER conveys high expectations for only some students.</p> <p>Many students indicate that they are looking for an "easy path."</p>	<p>The SPED/T1 TEACHER communicates the importance of learning and the assurance that with hard work all students can be successful in it.</p> <p>The SPED/T1 TEACHER demonstrates a high regard for student abilities.</p> <p>SPED/T1 TEACHER conveys an expectation of high levels of student effort.</p> <p>SPED/T1 Teacher consistently checks for understanding.</p> <p>Students expend good effort to complete work to meet individual expectations..</p>	<p>In addition to the characteristics of "proficient":</p> <p>The SPED/T1 TEACHER communicates a genuine passion for the subject.</p> <p>SPED/T1 Teacher take initiative in improving the quality of student's work.</p>

**Standard 2c: Managing Classroom Procedures**

**Guiding Questions:**

- Does the SPED/T1 TEACHER ensure that there is smooth functioning of all routines?
- Does the SPED/T1 TEACHER maximize instructional time?
- Does the SPED/T1 Teacher have routines in place to manage student safety and/or disruptive behavior?
- Does the SPED/T1 TEACHER recognize students playing an important role in carrying out the routines?
- Does the SPED/T1 TEACHER design and implement routines that support transition and instruction?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the SPED/T1 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>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The SPED/T1 Teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The SPED/T1 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>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>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>Students not working with the SPED/T1 TEACHER are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p> <p>SPED/T1 Teacher does not have a plan in place for unsafe or disruptive behavior.</p>	<p>Small groups are only partially engaged while not working directly with the SPED/T1.</p> <p>Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p> <p>Safety plans and behavior plans are implemented unevenly.</p>	<p>Procedures for transitions and for distribution/collection of materials are established.</p> <p>Students and support staff have been taught routines and are expected to follow them.</p> <p>Student and/or staff schedules are in place and communicated.</p> <p>Safety plans and behavior plans are implemented consistently.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p> <p>Safety plans and behavior plans are implemented consistently with continuous review and modification as needed.</p>

**Standard 2d: Managing Student Behavior**

**Guiding Questions:**

- Does the SPED/T1 TEACHER have clear, posted standards of conduct that are referred to regularly?
- Does the SPED/T1 TEACHER foster positive relationships and address concerning behavior appropriately?
- Is SPED/T1 TEACHER aware of student conduct?
- Does the SPED/T1 TEACHER reinforce positive behavior?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>There appear to be no established standards of conduct and little or no SPED/T1 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>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>SPED/T1 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>Student behavior is generally appropriate.</p> <p>The SPED/T1 TEACHER monitors student behavior against established standards of conduct.</p> <p>SPED/T1 TEACHER response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>SPED/T1 Teacher takes an active role in monitoring student's behavior.</p> <p>SPED/T1s' monitoring of student behavior is subtle and preventive.</p> <p>SPED/T1 Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The SPED/T1 TEACHER does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent SPED/T1 TEACHER awareness.</p> <p>When the SPED/T1 TEACHER notices student misbehavior, s/he appears helpless to do anything about it.</p> <p>SPED/T1 Teacher does not have a plan in place for unsafe or disruptive behavior.</p>	<p>SPED/T1 TEACHER attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>SPED/T1 TEACHER attempts to keep track of student behavior, but with no apparent system.</p> <p>The SPED/T1 Teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p> <p>Safety plans and behavior plans are implemented unevenly.</p>	<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>The SPED/T1 TEACHER frequently monitors student behavior.</p> <p>SPED/T1 Teacher's response to student misbehavior is effective.</p> <p>SPED/T1 TEACHER acknowledges good behavior.</p> <p>Safety plans and behavior plans are implemented consistently.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The SPED/T1 TEACHER responds to student behavior with a variety of strategies such as proximity, visuals, gestures, and/or verbal cues.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p> <p>The SPED/T1 Teacher consistently monitors student behavior.</p> <p>Safety plans and behavior plans are implemented consistently with continuous review and modification as needed.</p>

**Standard 2e: Organizing Physical Space**

**Guiding Questions:**

- Does the SPED/T1 TEACHER provide a pleasant, inviting atmosphere within the District provided space?
- Does the SPED/T1 TEACHER ensure a safe environment?
- Does the SPED/T1 TEACHER maintain accessibility for all students?
- Is the SPED/T1 Teacher’s furniture arrangement suitable for the learning activities?
- Does the SPED/T1 TEACHER effectively use physical resources, including computer technology, by both SPED/T1 TEACHER and students?

**Standard Descriptors:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>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>The classroom is safe, and essential learning is accessible to most students.</p> <p>The SPED/T1 Teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>SPED/T1 TEACHER makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; SPED/T1 TEACHER ensures that the physical arrangement is appropriate to the learning activities.</p> <p>SPED/T1 TEACHER makes effective use of district provided physical resources, including computer technology when available.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>SPED/T1 TEACHER makes effective use of district provided physical resources, including computer technology.</p> <p>The SPED/T1 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>

**Possible evidence / Critical attributes to look for:**

Unsatisfactory	Basic	Proficient	Exemplary
<p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the SPED/T1 TEACHER or the board.</p> <p>Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can access instruction.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The SPED/T1 TEACHER makes limited use of available technology and other resources.</p>	<p>The classroom is safe, and all students can access instruction.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The SPED/T1 TEACHER makes appropriate use of available technology.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>SPED/T1s and students make extensive and imaginative use of available technology.</p>

**Standard 3a: Communicating with Students**

**Guiding Questions:**

- Does the SPED/T1 TEACHER give clear directions and procedures specific to the lesson activities?
- Does the SPED/T1 TEACHER use correct spoken and written language throughout instruction?
- Does the SPED/T1 TEACHER use instructional materials that are clear and grammatically correct?
- Does the SPED/T1 TEACHER engage and inspire students through use of embellishments and imaginative use of language?

**Standard Descriptors:**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>The directions and procedures are confusing and the teacher does not attempt to clarify.</p> <p>The SPED/T1 Teacher's explanation of the content contains major errors.</p> <p>The SPED/T1 Teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The SPED/T1 Teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The SPED/T1 Teacher's attempt to explain the instructional procedures must be clarified after initial student confusion.</p> <p>The SPED/T1 Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The SPED/T1 Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>SPED/T1 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>SPED/T1 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 SPED/T1 TEACHER invites student intellectual engagement.</p> <p>SPED/T1 Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages, interests, and ability level.</p>	<p>The SPED/T1 TEACHER's directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The SPED/T1 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>SPED/T1 Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages, interests, and ability level. while finding opportunities to extend students' vocabularies.</p>

## Standard 3a: Communicating with Students

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Students indicate through their questions that they are confused about the learning task.</p> <p>The SPED/T1 TEACHER makes a serious content error that will affect students' understanding of the lesson.</p> <p>SPED/T1 Teacher's communications include errors of vocabulary or usage.</p> <p>The SPED/T1 Teacher's vocabulary is inappropriate to the age, culture, or ability of the students.</p>	<p>The SPED/T1 TEACHER must clarify the learning task so that students can complete it.</p> <p>The SPED/T1 TEACHER makes no serious content errors but may make a minor error.</p> <p>The SPED/T1 Teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>	<p>If the tactic is appropriate, the SPED/T1 TEACHER models the process to be followed in the task.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>The SPED/T1 TEACHER makes no content errors.</p> <p>The SPED/T1 TEACHER checks for understanding.</p> <p>The SPED/T1 Teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The SPED/T1 Teacher's vocabulary and usage are correct and completely suited to the lesson and ability of the students.</p> <p>The SPED/T1 Teacher's vocabulary is appropriate to the students' ages and levels of development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The SPED/T1 TEACHER points out possible areas for misunderstanding.</p> <p>All students seem to understand the presentation.</p> <p>The SPED/T1 TEACHER checks for understanding consistently and reteaches as needed.</p> <p>SPED/T1 TEACHER uses rich language, offering brief vocabulary lessons where appropriate.</p>

## Standard 3b: Questioning and Discussion Techniques

### Guiding Questions:

- Does the SPED/T1 TEACHER use questions of appropriate cognitive challenge?
- Does the SPED/T1 TEACHER make effective use of student responses and ideas?
- Does the SPED/T1 TEACHER scaffold discussion in order to facilitate participation?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 Teacher's questions are of inappropriate cognitive challenge.</p> <p>Interaction between SPED/T1 TEACHER and students is unfocused and/or off topic. SPED/T1 TEACHER does not mediate questions and answers and bring back onto topic.</p> <p>SPED/T1 Teacher does not attempt to engage all students.</p>	<p>SPED/T1 Teacher's questions are sometimes of appropriate cognitive challenge.</p> <p>Interaction between SPED/T1 TEACHER and students is sometimes unfocused and/or off topic. SPED/T1 TEACHER tries to mediate questions and answers and bring back onto topic.</p> <p>SPED/T1 Teacher tries to engage most students.</p>	<p>SPED/T1 Teacher's questions are frequently of appropriate cognitive challenge.</p> <p>Interaction between SPED/T1 TEACHER and students is mostly focused, on topic, and efficient.</p> <p>SPED/T1 TEACHER frequently mediates questions and answers and brings students back on topic.</p> <p>SPED/T1 Teacher tries to engage all students.</p>	<p>SPED/T1 Teacher's questions are of consistently appropriate cognitive challenge.</p> <p>Interaction between SPED/T1 TEACHER and students is consistently focused, on topic, and efficient.</p> <p>SPED/T1 TEACHER consistently mediates questions and answers and brings students back on topic.</p> <p>SPED/T1 Teacher engages all students to the best of the students' abilities.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Questions are inappropriate or non-existent.</p> <p>Students are not engaged in questions and discussions.</p> <p>SPED/T1 Teacher disregards student's response.</p>	<p>SPED/T1 TEACHER frames some questions designed to promote student thinking.</p> <p>SPED/T1 Teacher inconsistently acknowledges student's response.</p> <p>SPED/T1 TEACHER calls on some students, but only a few actually participate in the discussion.</p>	<p>SPED/T1 TEACHER uses open-ended questions, inviting students to think and/or offer multiple possible answers when appropriate.</p> <p>The SPED/T1 TEACHER makes effective use of wait time.</p> <p>The SPED/T1 TEACHER effectively builds on student responses to questions.</p> <p>Questions are appropriate for students' cognitive levels.</p> <p>Most students are engaged in questions and discussions.</p> <p>Many students actively engage in the discussion.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Questions are appropriate for students' cognitive levels.</p> <p>The SPED/T1 TEACHER uses wait time to maximize engagement.</p> <p>All students are engaged in questions and discussions.</p>

## Standard 3c: Engaging Students in Learning

### Guiding Questions:

- Do the SPED/T1 Teacher's activities align with the goals of the lesson?
- Does the SPED/T1 TEACHER create enthusiasm, interest, thinking, problem-solving, etc.?
- Does the SPED/T1 TEACHER design/present learning tasks that engage student thinking and are aligned with lesson objectives?
- Does the SPED/T1 TEACHER keep students highly motivated to work on all tasks and persistent even when the tasks are challenging?
- Does the SPED/T1 TEACHER facilitate students actively "working" rather than watching while their SPED/T1 TEACHER "works?" (Gradual release of responsibility: I do, We do, You do)
- Does the SPED/T1 TEACHER keep suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<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 engaged or interested.</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 engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and appropriate content and are supported in that engagement by SPED/T1 TEACHER scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be engaged.</p>	<p>Virtually all students are engaged in appropriate content through well-designed learning tasks and suitable scaffolding by the SPED/T1 TEACHER and fully aligned with the instructional outcomes.</p> <p>Where appropriate, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>When appropriate, the pacing of the lesson provides students the time needed to engage with and reflect upon their learning and to consolidate their understanding.</p> <p>When appropriate, students may have some choice in how they complete tasks and may serve as resources for one another.</p>

## Standard 3c: Engaging Students in Learning

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### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Few students are engaged in the lesson.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p> <p>Instructional groups are inflexible. Teacher maintains learning tasks regardless of limited student engagement.</p>	<p>Some students are engaged in the lesson.</p> <p>Students are in large part passively engaged with the content.</p> <p>The SPED/T1 TEACHER uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives.</p> <p>The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.</p>	<p>Most students are engaged in the lesson.</p> <p>When appropriate, students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be engaged.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>SPED/T1 responds immediately to student’s reactions to learning task and modifies accordingly.</p> <p>SPED/T1 Teacher reflects on and modifies instruction based on student engagement.</p>

## Standard 3d: Using Assessment in Instruction

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### Guiding Questions:

- Does the SPED/T1 TEACHER pay close attention to evidence of student understanding?
- Does the SPED/T1 TEACHER pose specifically created questions to elicit evidence of student understanding?
- Does the SPED/T1 TEACHER circulate to monitor student learning and to offer feedback?
- Does the SPED/T1 TEACHER encourage students to assess their own work against established criteria?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>SPED/T1 Teacher is not using appropriate and consistent assessment criteria.</p>	<p>Assessment is used sporadically by SPED/T1 TEACHER and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, SPED/T1 Teacher appears to be only partially aware of the assessment criteria used to evaluate students' work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by SPED/T1 TEACHER and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>SPED/T1 Teacher is aware of appropriate and consistent assessment criteria.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>SPED/T1 Teacher is using appropriate and consistent assessment criteria.</p> <p>Feedback from SPED/T1 TEACHER is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>

## Standard 3d: Using Assessment in Instruction

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### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The SPED/T1 TEACHER gives no indication of what high-quality work looks like.</p> <p>The SPED/T1 TEACHER makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global.</p> <p>SPED/T1 TEACHER uses no strategies to elicit information about individual student understanding.</p>	<p>SPED/T1 TEACHER monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Feedback to students is not uniformly specific and not oriented towards future improvement of work.</p> <p>SPED/T1 TEACHER uses limited strategies to elicit information about individual student understanding.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work.</p> <p>The SPED/T1 TEACHER elicits evidence of student understanding during the lesson.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>SPED/T1 TEACHER uses multiple strategies to elicit information about individual student understanding.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>SPED/T1 TEACHER monitoring of student understanding is sophisticated and continuous: the SPED/T1 TEACHER is constantly “taking the pulse” of the class.</p> <p>SPED/T1 TEACHER makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely.</p> <p>Students are encouraged to monitor their own understanding, either on their own initiative or as a result of tasks set by the SPED/T1 Teacher.</p>

## Standard 3e: Demonstrating Flexibility and Responsiveness

### Guiding Questions:

- Does the SPED/T1 TEACHER make adjustments in the face of students' lack of understanding?
- Does the SPED/T1 TEACHER seize a teachable moment?
- Does the SPED/T1 TEACHER modify instruction based on feedback from staff (general education teacher, instructional assistant, specialist, etc.) working with student(s)?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 TEACHER adheres to the instructional plan in spite of evidence of poor student understanding.</p> <p>SPED/T1 TEACHER ignores student questions; when students experience difficulty, the SPED/T1 TEACHER blames the students or their home environment.</p> <p>SPED/T1 Teacher is not responsive to staff working with student(s).</p>	<p>SPED/T1 TEACHER attempts to modify the lesson when needed and to respond to student questions with moderate success.</p> <p>SPED/T1 TEACHER accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p> <p>SPED/T1 Teacher is moderately responsive to staff working with student(s).</p>	<p>SPED/T1 TEACHER promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions and needs.</p> <p>Drawing on a broad repertoire of strategies, the SPED/T1 TEACHER persists in seeking approaches for students who have difficulty learning.</p> <p>SPED/T1 Teacher is responsive to staff working with student(s).</p>	<p>SPED/T1 TEACHER seizes an opportunity to enhance learning, building on a spontaneous event, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>SPED/T1 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.</p> <p>SPED/T1 Teacher elicits feedback from staff working with student(s).</p>

## Standard 3e: Demonstrating Flexibility and Responsiveness

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 TEACHER ignores indications of student boredom or lack of understanding.</p> <p>SPED/T1 TEACHER brushes aside student questions.</p> <p>The SPED/T1 TEACHER conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the SPED/T1 TEACHER does not indicate that it is important to reach all students.</p> <p>SPED/T1 Teacher does not address concerns and/or questions from staff working with students.</p>	<p>SPED/T1 Teacher's efforts to modify the lesson are only partially successful.</p> <p>SPED/T1 TEACHER makes perfunctory attempts to incorporate student questions into the lesson.</p> <p>The SPED/T1 TEACHER conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the SPED/T1 Teacher indicates the desire to reach all students, but does not suggest strategies to do so.</p> <p>SPED/T1 Teacher sometimes addresses concerns and/or questions from staff working with students.</p>	<p>When necessary, the SPED/T1 TEACHER makes adjustments to the lesson to enhance understanding by groups of students.</p> <p>SPED/T1 TEACHER incorporates students' interests and questions into the heart of the lesson.</p> <p>The SPED/T1 TEACHER conveys to students that s/he has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the SPED/T1 TEACHER cites multiple approaches undertaken to reach students having difficulty.</p> <p>SPED/T1 Teacher consistently addresses concerns and/or questions from staff working with students.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The SPED/T1 Teacher's adjustments to the lesson are designed to assist individual students.</p> <p>SPED/T1 TEACHER seizes on a teachable moment to enhance a lesson.</p> <p>The SPED/T1 TEACHER conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.</p> <p>In reflecting on practice, the SPED/T1 TEACHER can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p> <p>SPED/T1 Teacher frequently addresses and elicits concerns and/or questions from staff working with students.</p>

## Standard 4a: Reflecting on Teaching

### Guiding Questions:

- Does the SPED/T1 TEACHER accurately reflect on a lesson based on evidence?
- Does the SPED/T1 TEACHER cite adjustments to practice, drawing on a repertoire of strategies?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 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>SPED/T1 TEACHER has no suggestions for how a lesson could be improved.</p>	<p>SPED/T1 TEACHER has a generally accurate impression of a lesson's effective-ness and the extent to which instructional outcomes were met.</p> <p>SPED/T1 TEACHER makes general suggestions about how a lesson could be improved.</p>	<p>SPED/T1 TEACHER makes an accurate assessment of a lesson's effective-ness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>SPED/T1 TEACHER makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>SPED/T1 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, SPED/T1 TEACHER offers specific alternative actions, complete with the probable success of different courses of action.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The SPED/T1 TEACHER considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The SPED/T1 TEACHER makes no suggestions for improvement.</p>	<p>The SPED/T1 TEACHER has a general sense of whether or not instructional practices were effective.</p> <p>The SPED/T1 TEACHER offers general modifications for future instruction.</p>	<p>The SPED/T1 TEACHER accurately assesses the effectiveness of instructional activities used.</p> <p>The SPED/T1 TEACHER identifies specific ways in which a lesson might be improved.</p>	<p>In addition to the characteristics of "proficient":</p> <p>SPED/T1 Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>SPED/T1 Teacher's suggestions for improvement draw on an extensive repertoire.</p>

## Standard 4b: Maintaining Accurate Records

### Guiding Questions:

- Does the SPED/T1 TEACHER develop routines and systems that track student completion of assignments/lessons?
- Does the SPED/T1 TEACHER have systems of information regarding student progress towards goals?
- Does the SPED/T1 TEACHER have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?
- Does the SPED TEACHER maintain accurate and timely special education paperwork (IEP, Eligibility, BSP, Progress Reports, etc..)?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>SPED/T1 Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p> <p>SPED Teacher is unaware of special education paperwork requirements.</p>	<p>SPED/T1 Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>SPED/T1 Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p> <p>SPED Teacher is aware of special education paperwork and rarely misses deadlines.</p>	<p>SPED/T1 Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>SPED Teacher maintains accurate and timely special education paperwork.</p>	<p>SPED/T1 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>SPED Teacher plans ahead to effectively maintain accurate and timely special education paperwork.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>There is no system for either instructional or non-instructional records.</p> <p>The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p> <p>Special Education paperwork is disorganized and incomplete.</p>	<p>The SPED/T1 Teacher's process for tracking student progress is cumbersome to use.</p> <p>The SPED/T1 TEACHER has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</p> <p>Special Education paperwork is accessible and current.</p>	<p>The SPED/T1 Teacher's process for recording student work completion is efficient and effective.</p> <p>The SPED/T1 TEACHER has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The SPED/T1 Teacher's process for recording non-instructional information is both efficient and effective.</p> <p>Special Education paperwork is accurate, current, and organized.</p>	<p>In addition to the characteristics of "proficient":</p> <p>SPED Teacher plans ahead to effectively maintain accurate and timely special education paperwork through forecasting meetings, advanced notice of key staff member, and individual educational plans.</p>

## Standard 4c: Communicating with Families

### Guiding Questions:

- Does the SPED/T1 TEACHER send home/share culturally appropriate information regarding the instructional program and student progress?
- Does the SPED/T1 TEACHER facilitates two-way communication between the SPED/T1 TEACHER, general education teachers, and families?
- Does the SPED/T1 TEACHER facilitate opportunities for families to engage in the learning process and contribute to the individual education planning process?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 TEACHER communication with families about the instructional program and individual students is sporadic or culturally inappropriate.</p> <p>SPED/T1 TEACHER makes no attempt to engage families in the instructional program or individual education planning process.</p>	<p>SPED/T1 TEACHER makes sporadic attempts to communicate with families about the instructional program or individual education planning process.</p> <p>The communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>SPED/T1 TEACHER communicates frequently with families about the instructional program and conveys information about individual student progress or individual education planning process.</p> <p>SPED/T1 TEACHER makes some attempts to engage families in the instructional program or individual education planning process.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>SPED/T1 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>SPED/T1 Teacher's efforts to engage families in the instructional program or individual education planning process are frequent and successful.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children's progress.</p> <p>Communication is culturally inappropriate.</p> <p>No attempts to involve the families in the individual education planning process.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information is sent home by SPED/T1s about the instructional program.</p> <p>SPED/T1 TEACHER maintains school-required grade book but does little else to inform families about student progress.</p> <p>SPED/T1 TEACHER communications are sometimes inappropriate to families' cultural norms.</p> <p>Inconsistent attempts to involve the families in the individual education planning process.</p>	<p>Information about the instructional program is available on a regular basis.</p> <p>The SPED/T1 TEACHER sends information about student progress home on a regular basis.</p> <p>SPED/T1 TEACHER develops activities designed to successfully engage families in their children's learning, as appropriate.</p> <p>Consistent attempts to involve the families in the individual education planning process.</p>	<p>In addition to the characteristics of "proficient":</p> <p>On a regular basis, students develop materials to inform their families about the instructional program.</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Multiple methods of involving families in the individual education planning process (letters home, email, certified mail, etc..).</p>

## Standard 4d: Participating in a Professional Community

### Guiding Questions:

- Does the SPED/T1 TEACHER regularly participate with colleagues to share and plan for student success?
- Does the SPED/T1 TEACHER actively participate in the PLT (Professional Learning Team) process to inform instruction?
- Does the SPED/T1 TEACHER regularly participate in professional development that emphasizes improving practice?
- Does the SPED/T1 TEACHER regularly participate in school and district initiatives?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 Teacher's relationships with colleagues are negative or self-serving.</p> <p>SPED/T1 TEACHER avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>SPED/T1 TEACHER avoids becoming involved in school events or school and district projects.</p>	<p>SPED/T1 TEACHER maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>SPED/T1 TEACHER becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>SPED/T1 TEACHER participates in school events and school and district projects when specifically asked to do so.</p>	<p>SPED/T1 Teacher's relationships with colleagues are characterized by mutual support and cooperation; SPED/T1 TEACHER actively participates in a culture of professional inquiry.</p> <p>SPED/T1 TEACHER volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>SPED/T1 Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the SPED/T1 TEACHER taking initiative in assuming leadership among the faculty.</p> <p>SPED/T1 TEACHER takes a leadership role in promoting a culture of professional inquiry.</p> <p>SPED/T1 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>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The SPED/T1 Teacher's relationship with colleagues is characterized by negativity or combativeness.</p> <p>The SPED/T1 TEACHER purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The SPED/T1 TEACHER avoids involvement in school activities and school district and community projects.</p>	<p>The SPED/T1 TEACHER has pleasant relationship with colleagues.</p> <p>When invited, the SPED/T1 TEACHER participates in activities related to professional inquiry.</p> <p>When asked, the SPED/T1 TEACHER participates in school activities, as well as school district and community projects.</p>	<p>The SPED/T1 TEACHER has supportive and collaborative relationships with colleagues.</p> <p>The SPED/T1 TEACHER regularly participates in activities related to professional inquiry.</p> <p>The SPED/T1 TEACHER frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The SPED/T1 TEACHER takes a leadership role in promoting activities related to professional inquiry.</p> <p>The SPED/T1 TEACHER regularly contributes to and oversees events that positively impact school life.</p> <p>The SPED/T1 TEACHER regularly contributes to and serves as head of significant school district and community projects.</p>

## Standard 4e: Growing and Developing Professionally

### Guiding Questions:

- Does the SPED/T1 TEACHER participate in learning networks with colleagues; regular sharing of feedback?
- Does the SPED/T1 TEACHER attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 TEACHER engages in no professional development activities to enhance knowledge or skill.</p> <p>SPED/T1 TEACHER resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>SPED/T1 TEACHER makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>SPED/T1 TEACHER participates in professional activities to a limited extent when they are convenient.</p> <p>SPED/T1 TEACHER accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>SPED/T1 TEACHER finds limited ways to contribute to the profession.</p>	<p>SPED/T1 TEACHER seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>SPED/T1 TEACHER welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>SPED/T1 TEACHER participates actively in assisting other educators.</p>	<p>SPED/T1 TEACHER seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>SPED/T1 TEACHER seeks out feedback on teaching from both supervisors and colleagues.</p> <p>SPED/T1 TEACHER initiates important activities to contribute to the profession.</p>

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>The SPED/T1 TEACHER is not involved in any activity that might enhance knowledge or skill.</p> <p>The SPED/T1 TEACHER purposefully resists discussing performance with supervisors or colleagues.</p> <p>The SPED/T1 TEACHER ignores invitations to join professional organizations or attend conferences.</p>	<p>The SPED/T1 TEACHER participates in professional activities when they are required or when provided by the school district.</p> <p>The SPED/T1 TEACHER reluctantly accepts feedback from supervisors and colleagues.</p> <p>The SPED/T1 TEACHER contributes in a limited fashion to educational professional organizations.</p>	<p>The SPED/T1 TEACHER seeks regular opportunities for continued professional development.</p> <p>The SPED/T1 TEACHER welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</p> <p>The SPED/T1 TEACHER actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The SPED/T1 TEACHER seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The SPED/T1 TEACHER actively seeks feedback from supervisors and colleagues.</p> <p>The SPED/T1 TEACHER takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>

## Standard 4f: Showing Professionalism

### Guiding Questions:

- Does the SPED/T1 TEACHER have a reputation as someone who can be trusted?
- Does the SPED/T1 TEACHER frequently remind participants during committee or planning work that students are the highest priority?
- Does the SPED/T1 TEACHER support students, even in the face of difficult situations or conflicting policies?
- Does the SPED/T1 TEACHER challenge existing practice in order to put students first?
- Does the SPED/T1 TEACHER consistently fulfill school district mandates regarding policies and procedures?

### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 TEACHER displays dishonesty in interactions with colleagues, students, and the public.</p> <p>SPED/T1 TEACHER is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>SPED/T1 TEACHER makes decisions and recommendations based on self-serving interests. SPED/T1 TEACHER does not comply with school and district regulations.</p>	<p>SPED/T1 TEACHER is honest in interactions with colleagues, students, and the public.</p> <p>SPED/T1 TEACHER attempts, though inconsistently, to serve students. SPED/T1 TEACHER does not knowingly contribute to some students' being ill served by the school.</p> <p>SPED/T1 Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>SPED/T1 TEACHER complies minimally with school and district regulations, doing just enough to get by.</p>	<p>SPED/T1 TEACHER displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>SPED/T1 TEACHER is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>SPED/T1 TEACHER maintains an open mind in team or departmental decision making.</p> <p>SPED/T1 TEACHER complies fully with school and district regulations.</p>	<p>SPED/T1 TEACHER takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>SPED/T1 TEACHER is highly proactive in serving students, seeking out resources when needed. SPED/T1 TEACHER makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those tradition-ally underserved, are honored in the school.</p> <p>SPED/T1 TEACHER takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>SPED/T1 TEACHER complies fully with school and district regulations, taking a leadership role with colleagues.</p>

## Standard 4f: Showing Professionalism

### Possible evidence / Critical attributes to look for:

Unsatisfactory	Basic	Proficient	Exemplary
<p>SPED/T1 TEACHER is dishonest.</p> <p>SPED/T1 TEACHER does not notice the needs of students.</p> <p>The SPED/T1 TEACHER engages in practices that are self-serving.</p> <p>The SPED/T1 TEACHER willfully rejects school district regulations.</p>	<p>SPED/T1 TEACHER is honest.</p> <p>SPED/T1 TEACHER notices the needs of students but is inconsistent in addressing them.</p> <p>SPED/T1 TEACHER does not notice that some school practices result in poor conditions for students.</p> <p>SPED/T1 TEACHER makes decisions professionally, but on a limited basis.</p> <p>SPED/T1 TEACHER complies with school district regulations.</p>	<p>SPED/T1 TEACHER is honest and known for having high standards of integrity.</p> <p>SPED/T1 TEACHER actively addresses student needs.</p> <p>SPED/T1 TEACHER actively works to provide opportunities for student success.</p> <p>SPED/T1 TEACHER willingly participates in team and departmental decision making.</p> <p>SPED/T1 TEACHER complies completely with school district regulations.</p>	<p>In addition to the characteristics of "proficient":</p> <p>SPED/T1 TEACHER is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>SPED/T1 TEACHER is highly proactive in serving students.</p> <p>SPED/T1 TEACHER makes a concerted effort to ensure that opportunities are available for all students to be successful.</p> <p>SPED/T1 TEACHER takes a leadership role in team and departmental decision making.</p> <p>SPED/T1 TEACHER takes a leadership role regarding school district regulations.</p>

## Domain 5: Demonstration of Student Learning and Growth

### SLG Quality Review Checklist

Before SLG 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-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?

#### Student Learning and Growth Goals

Is the SLG goal written as a “growth” goals vs. “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 Goals

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?

#### Standard Descriptors:

Unsatisfactory	Basic	Proficient	Exemplary
This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.

