**Teacher Performance Evaluation Instrument**

As approved by the SMEA on 5/12/15.

**Evaluation Overview**

The Scales Mound CUSD #211 evaluation instrument is designed to enhance professional practices of educators so as to positively impact student learning. The purpose of evaluation is to create a climate to ensure quality instruction and enhance professional growth. The focus of the instrument is to promote continuous development of teachers’ knowledge and skills. We believe this is best accomplished by creating a collaborative partnership between teachers and evaluators.

The goal of an evaluation is to:

* determine future employment
* continually improve student learning evidenced by teaching effectiveness
* support teachers’ potential as professionals
* promote productive dialogue between professional educators concerning teacher performance
* provide teachers with specific feedback regarding their strengths and ways to enhance their performance
* identify and recognize exemplary teaching practices
* support the District’s mission to educate students to be life long learners who are responsible and productive citizens.

A Framework for Teaching by Charlotte Danielson is the basis for the Scales Mound School District Teacher Evaluation System. The Framework for Teaching is a research-based set of professional practice components that are grounded in a constructivist view of learning and teaching. The Framework is a valuable tool to be used as the foundation for professional conversations among practitioners, as they seek to enhance their skill in the complex task of teaching.

The Framework will serve as the foundation of the Scales Mound School District’s recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation process, thus linking all these activities together and helping teachers become more effective practitioners.

The professional practices teachers are to utilize to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Within the domains, there are 22 components that further define the teaching process, with four levels of performance for each.

For the purpose of this evaluation instrument, the term ‘”teacher” refers to all certified employees including: teachers, media specialists, speech therapists, counselors, and all other certified employees that are members of the collective bargaining unit. The evaluation procedure will be the same for all certified employees; however, different performance rubrics will be utilized specific to each position.

**Evaluation Practices**

The performance of all tenured certified teachers, counselors, media specialists, and speech therapists shall be evaluated at least once every other school year. The performance evaluation process will include at least two formal observations, at least one month apart, prior to March 1st.

Probationary certified teachers, counselors, media specialists, and speech therapists shall be evaluated at least once each school year. The performance evaluation process will include at least two formal observations, at least one month apart, prior to March 1st.

Part-time certified teachers, counselors, media specialists, and speech therapists shall be formally observed at least twice and evaluated at least once a school year during their first four years of employment. After this period, part time employees that receive a summative rating of excellent or proficient will be evaluated at least every other school year.

In addition to the required evaluations, principals and other administrators may conduct evaluations at any time during the school year.

A Professional Development Plan is required for a teacher in contractual continued service (tenured) that is rated “Needs Improvement.” The Professional Development Plan:

* is to be created within 30 days after the completion of an evaluation resulting in the “Needs Improvement” rating
* is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher’s ongoing professional responsibilities including his/her regular teaching assignments
* is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
* does not have a required minimum or maximum length of time (the plan can last until the Teacher is evaluated in the next school year).

A Remediation Plan is required for a teacher in contractual continued service (tenured) who is rated “Unsatisfactory” in order to correct deficiencies, provided the deficiencies can be remediated. The Remediation Plan is located in [**Appendix A**.](#AppendixA)

**Performance Evaluation Instrument**

The evaluation instrument is based upon the Charlotte Danielson Framework. The rubrics (adapted from Charlotte Danielson’s Framework for Teaching Rubrics) are located in [**Appendix B**.](#AppendixB)

**Rating System**

The following 4-tiered rating system will be utilized in the summative evaluation process. The summative evaluation form is located in Appendix B.

**Excellent:** A teacher shall earn the rating of “Excellent” if they obtain an “Excellent “ rating in at least 18 of the 22 performance components and all other components are rated as “Proficient”.

**Proficient:** A teacher shall earn the rating of “Proficient” if they obtain a rating of no lower than Proficient in at least 18 of the 22 performance components and are not rated “Unsatisfactory” in any area.

**Needs Improvement**: A teacher shall earn the rating of “Needs Improvement ” if they obtain a rating of Needs Improvement in 5 or more of the 22 performance components, unless they meet the criteria to be rated “Unsatisfactory”.

**Unsatisfactory:** A teacher shall earn the rating of “Unsatisfactory” if they obtain a rating of Unsatisfactory in 4 or more of the 22 performance components.

**Collection of Evidence of Professional Practices**

Evidence of professional practices will be collected during formal and informal observations and from portfolios submitted by the teacher.

**Formal Observations** - Observing classroom instruction is one of the most powerful practices in which evaluators engage to improve teaching and learning. Formal observations provide valuable opportunities for the teacher and evaluator to discuss the planning process, collect evidence on the teacher’s instruction and classroom environment, and dialogue with the teacher after the observation is complete. Formal observations shall begin with a preconference and end with a post conference.

The teacher will complete the Preconference Form located in [**Appendix C**](#AppendixC) prior to the preconference meeting. Information from the Preconference Form will be discussed at the preconference.

The formal observation will be scheduled in the preconference and shall be at least 30 minutes in length. The evaluator will utilize the Observation Form contained in [**Appendix D**](#AppendixD) to record evidence from the formal observation, to make comments and/or suggestions, and to record pertinent information from the portfolio. Any criticism noted on the Observation Form must contain suggestions for improvement.

The teacher will complete the Post Conference Self-Reflection Report contained in [**Appendix E**](#AppendixE) and share the results at the post conference meeting.

The comments and suggestions noted on the Observation Form will be presented to the teacher at the post conference. The teacher may attach a response to the Observation Forms within seven (7) days of the post conference. The post conference must occur within ten (10) working days of the formal observation.

**Informal Observations** - Informal observations provide the opportunity to reflect on the entire professional performance of a teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extra curricular functions. Informal observations provide valuable opportunities for more frequent interaction between the evaluator and the teacher.

Evidence of teaching, aligned with the Framework for Teaching, will be collected by the evaluator and shared in writing with the teacher within five (5) working days of the observation. Informal observations that are included in an evaluation are to be documented and shared with the teacher. Examples of documentation include walk through results, written memos, e-mails, or other writing that memorializes the observation and is shared with the teacher. The evaluator or the teacher may initiate a post observation conference following informal observations. The teacher may submit a written response the informal observation documentation within five (5) working days of receipt.

**Teacher Portfolios**

All teachers will create a portfolio to provide documentation and reflection. The portfolio can be submitted in a hard copy format, however a digital format is preferred. The portfolio will have two parts. The first part is a collection of Evidence of all Four Domains from the Charlotte Danielson’s Framework for Teaching. The evidence may be from all four Domains, but should emphasize evidence for Domain 1: Planning and Preparation and Domain 4: Professional Responsibilities. Secondly, the portfolio will include an Individual Growth Plan.

**Evidence of the Four Domains**

Part one of the portfolio is organized around the four Domains with artifacts selected from the domains totaling a minimum of 12 artifacts and a maximum of 24. Artifacts should represent each domain, with an emphasis in Domains 1 and 4. Artifacts can be taken from a variety of sources and should represent key features of the educator’s practice. A list of possible artifacts is available in [**Appendix F**](#AppendixF). Each artifact must include an artifact tag. The artifact tags are included in [**Appendix G**](#AppendixG). All artifacts must be presented to the evaluator before February 1st.

**Individual Growth Plan**

Part two of the portfolio is organized around the formulation of an Individual Growth Plan located in [**Appendix H**](#AppendixH). The Scales Mound School District’s Individual Growth Plan process asks teachers to develop an individual growth goal based on Danielson’s Framework for Effective Teaching. The goal a teacher selects should focus on at least one component of the Domains in the Danielson Framework. The goal must be specific, important, based upon the improvement of instruction and enhancement of student learning, measureable, and be timely. The teacher and evaluator must approve the Individual Growth Plan. The Plan should address the following:

* A description of the specific area of teaching/student learning that needs to be improved and include a rationale for the selection.
* The action steps that will lead to the attainment of the identified goal
* A list of resources needed for the goal.
* A description of the process and data that will be used to measure the progress and attainment of the growth goal.

**Evaluation Conference**

An Evaluation Conference will be conducted with the teacher and evaluator before March 15th. At this time, the evaluator will present the completed Final Summative Evaluation Form from [**Appendix I**.](#AppendixI) The teacher will have an opportunity to ask questions and give feedback during the conference. The teacher will also have an opportunity to attach a written response within five (5) working days of the Evaluation Conference. The Final Summative Evaluation Form will be placed in the teacher’s personnel file.

**A Timeframe for the Growth Planning Process**

A teacher will work with his/her evaluator to review the Individual Growth Plan, and complete the Individual Growth Plan Form in [**Appendix H**.](#AppendixH) First year teachers will not be required to write a plan until their second year. All other teachers will be required to submit a plan on or before September 1st of each school year. Tenured teachers may submit a plan spanning two years. Steps in the development and implementation of the plan include:

* Writing Individual Growth Plan goal
* Designing an action plan
* Implementing the action steps for the Individual Growth Plan goal
* Reflecting on the success of the goal
* Assessing goal attainment

**Appendix A**

**Remediation Plan**

1. The Plan shall provide, within 30 calendar days after an evaluation has been reduced to writing resulting in a rating of unsatisfactory, for the development and initiation by the district of a remediation plan designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable.
2. The remediation plan shall include expectations for improvement and will provide for ninety (90) school days of remediation in the classroom.
3. The tenured teacher’s performance must be evaluated at a midpoint and at the end of the remediation period, immediately following the receipt of a remediation plan. Each evaluation shall assess the teacher’s performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall review of the teacher’s performance during the remediation period.
4. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for corrections are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation.
5. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required to, use the forms provided for the annual evaluation of teachers in the school district’s evaluation plan.
6. Tenured teachers who fail to complete any applicable remediation plan with a rating equal to or better than “proficient” shall be subject to dismissal.
7. Upon implementation of PERA, the school board has the option of using an alternative dismissal procedure, as defined in the law.
8. Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory.
9. The consulting teacher shall participate in developing the remediation plan, but he final decision as to the content of the evaluation shall be solely the evaluator’s.
10. The participation of the consulting teacher shall be voluntary.
11. The qualified consulting teacher shall be one who has received a rating of excellent on his or her most recent evaluation, has a minimum of five years of experience in teaching, and has knowledge relevant to the assignment of the teacher under remediation.
12. The consulting teacher shall be chosen from a list developed by the district or, in districts with an exclusive bargaining agent, the bargaining agent may, if it chooses, supply a roster of at least 5 qualified teachers from which the consulting teacher is to be selected, or names of all teachers so qualified if that number is less than 5.
13. Where no consulting teacher is available in a district, the district shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall thereupon provide a consulting teacher who meets the requirements of subsection (b)(2) of this section.
14. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher.
15. The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.
16. The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation, unless a collective bargaining agreement provides otherwise.
17. The consulting teacher shall be informed, through conferences with the qualified administrator and the teacher under remediation, of the results of the evaluations in order to continue to provide assistance to the teacher under a remediation plan.

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**Appendix B – Teaching Rubrics**

Form I: Domain 1: Planning and Preparation

**Faculty Name:**

**Domain 1: Planning and Preparation**

The teacher sets goals, plans instruction, and assesses student progress based upon knowledge of content, students, resources, and the curriculum. Planning and assessment focus upon implementation of the district curriculum through meaningful classroom experiences utilizing available resources.

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| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| *1a: Demonstrating knowledge of content and pedagogy*  U NI P E | In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning,  although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the  discipline or to the students. | The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | The teacher displays extensive knowledge of the  important concepts in the discipline and how these  relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice  reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| *1b: Demonstrating knowledge of students*  U NI P E | The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. | The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. | The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources  about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and  cultural heritages. | The teacher understands the active nature of student  learning and acquires information about levels of  development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. |
| *1c: Setting instructional outcomes*  U NI P E | The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as  student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some  students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline  and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.  Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student  learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. |
| *1d: Demonstrating knowledge of resources*  U NI P E | The teacher is unaware of resources to assist student learning beyond materials provided by the school  or district, nor is the teacher aware of resources for expanding one’s own professional skill. | The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge. | The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s  professional skill, and seeks out such resources. | The teacher’s knowledge of resources for classroom use  and for extending one’s professional skill is extensive,  including those available through the school or district, in  the community, through professional organizations and  universities, and on the Internet. |
| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| *1e: Designing coherent instruction*  U NI P E | Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in  active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a  recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. | The sequence of learning activities follows a coherent  sequence, is aligned to instructional goals, and is designed  to engage students in high-level cognitive activity. These  are appropriately differentiated for individual learners.  Instructional groups are varied appropriately, with some  opportunity for student choice. |
| *1f: Designing student assessment*  U NI P E | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear.  The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes. | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment  criteria and standards are clear. The teacher has a welldeveloped strategy for using formative assessment and has designed particular approaches to be used. | All the instructional outcomes may be assessed by  the proposed assessment plan, with clear criteria for  assessing student work. The plan contains evidence of  student contribution to its development. Assessment  methodologies have been adapted for individual students  as the need has arisen. The approach to using formative  assessment is well designed and includes student as well  as teacher use of the assessment information. |

Record comments below to clarify items marked above.

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**Domain 2: The Classroom Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a class environment that encourages social interaction, active engagement in learning, and self-motivation. The classroom is managed efficiently and effectively. There is a positive, supportive classroom atmosphere and time is used productively.

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| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| *2a: Creating an environment of respect and rapport*  U NI P E | Patterns of classroom interactions, both between teacher and students and among students, are mostly  negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies,  favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to  respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying  neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate  to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between the teacher and students  and among students are highly respectful, reflecting  genuine warmth, caring, and sensitivity to students as  individuals. Students exhibit respect for the teacher and  contribute to high levels of civility among all members  of the class. The net result is an environment where  all students feel valued and are comfortable taking  intellectual risks. |
| *2b: Establishing a culture for learning*  U NI P E | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or  little or no investment of student energy in the task at hand. Hard work and the precise use of language are  not expected or valued. Medium to low expectations for student achievement are the norm, with high  expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is  the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn.  Classroom interactions support learning, hard work, and the precise use of language. | The classroom culture is a cognitively busy place,  characterized by a shared belief in the importance of  learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. |
| *2c: Managing classroom procedures*  U NI P E | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no  evidence of the teacher’s management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions,  or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow  established routines, and volunteers and paraprofessionals perform their duties. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or  handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. | Instructional time is maximized due to efficient and  seamless classroom routines and procedures. Students  take initiative in the management of instructional groups  and transitions, and/or the handling of materials and  supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class. |

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| **Component** | **Unsatisfactory** | **Needs Improvement** | | **Proficient** | **Excellent** |
| *2d: Managing student behavior*  U NI P E | There appear to be no established standards of conduct, or students challenge them. There is little  or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or  disrespectful of student dignity. | | Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is  consistent, proportionate, and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an  active role in monitoring their own behavior and/or that  of other students against standards of conduct. Teacher  monitoring of student behavior is subtle and preventive.  The teacher’s response to student misbehavior is sensitive  to individual student needs and respects students’ dignity. |
| *2e: Organizing physical space*  U NI P E | The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. | | The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of  physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture  arrangement is appropriate to the learning activities and uses physical resources, including computer technology,  effectively. | The classroom environment is safe, and learning is  accessible to all students, including those with special  needs. The teacher makes effective use of physical  resources, including computer technology. The teacher  ensures that the physical arrangement is appropriate to  the learning activities. Students contribute to the use  or adaptation of the physical environment to advance  learning. |

Record comments below to clarify items marked above.

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**Domain 3: Instructional Delivery**

The teacher presents lessons that demonstrate an understanding and use of a variety of instructional strategies, questioning techniques, and resources to promote student learning, and to encourage student development of basic skills, critical thinking, and problem solving. Discussions engage students and relate background experiences to lesson objectives. Activities are purposefully planned to accommodate student differences. Presents clear lesson objectives and thorough explanations of new content, relating concepts to student experiences and previously learned material.

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| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| *3a: Communicating with students*  U NI P E | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content  contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of  grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving  students confused. | 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. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses  vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is  scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student  intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding. | The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies,  both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. |
| *3b: Using questioning and discussion techniques*  U NI P E | The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid  succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. | The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. | While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.  The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | The teacher uses a variety or series of questions or  prompts to challenge students cognitively, advance highlevel thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. |
| *3c: Engaging students in learning*  U NI P E | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach  possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the  pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of  “downtime.” | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their  understanding. |
| *3d: Using assessment in instruction*  U NI P E | Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. | Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few  students assess their own work. | Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in  self-assessment. | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and  specific and advances learning. Students self-assess  and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings. |
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| *3e: Demonstrating flexibility and responsiveness*  U NI P E | The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content. | The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response  to assessment is minimal or ineffective. | The teacher successfully accommodates students’  questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. |

Record comments below to clarify items marked above.

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**Domain 4: Professional Responsibilities**

The teacher understands the role of communication in education, as well as developing and maintaining collaborative relationships with colleagues, parents/guardians and the community to support student learning. The teacher is expected to maintain standards of professional conduct, set goals and grow professionally to support district initiatives as well as continuing development in his/her area of expertise and meeting policy requirements.

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| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| *4a: Reflecting on teaching*  U NI P E | The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. | The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. | The 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. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| *4b: Maintaining accurate records*  U NI P E | The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.  The teacher’s records for noninstructional activities are in disarray, the result being errors and confusion. | The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. | The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and  noninstructional records is fully effective. | The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. |
| *4c: Communicating with families*  U NI P E | The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal.  The teacher does not respond, or responds insensitively, to parental concerns. | The 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. Moreover, the communication that does take place may not be culturally sensitive to those families. | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally  sensitive manner. The teacher makes some attempts to engage families in the instructional program. | The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful. |
| *4d: Participating in the professional community*  U NI P E | The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. | The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. | The teacher’s relationships with colleagues are  characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | The teacher’s relationships with colleagues are  characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The 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. |
| *4e: Growing and developing professionally*  U NI P E | The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to  assume professional responsibilities. | The teacher participates to a limited extent in  professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice,  including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. | The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation  about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. | The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the  profession. |
| *4f: Showing professionalism*  U NI P E | The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. | The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve student are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher’s decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. | The teacher displays high standards of honestly, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all student receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision-making. The teacher complies fully with school and district regulations. | The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. |

Record comments below to clarify items marked above.

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[Back to beginning.](#Beginning)

**Library/Media Specialists**

**Domain 1: Planning and Preparation**

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| **COMPONENT** | **Unsatisfactory** | **needs improvement** | **Proficient** | **excellent** |
| **1a:  Demonstrating knowledge of literature and current trends in library/media practice and information technology**  U NI P E | Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology. | Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology. | Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology. | Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology. |
| **1b:  Demonstrating knowledge of the school’s program and student information needs within that program**  U NI P E | Library/media specialist demonstrates little or no knowledge of the school’s content standards and of students’ needs for information skills within those standards. | Library/media specialist demonstrates basic knowledge of the school’s content standards and of students’ needs for information skills within those standards. | Library/media specialist demonstrates thorough knowledge of the school’s content standards and of students’ needs for information skills within those standards. | Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school’s academic program. |
| **1c:  Establishing goals for the library/media program appropriate to the setting and the students served**  U NI P E | Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students. | Library/media specialist’s goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. | Library/media specialist’s goals for the media program are clear and appropriate to the situation in the school and to the age of the students. | Library/media specialist’s goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues. |
| **1d:  Demonstrating knowledge of resources, both within and beyond the school and district,  and access to such resources as ­interlibrary loan.**  U NI P E | Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school’s program. |
| **1e:  Planning the library/ media program integrated with the overall school program**  U NI P E | Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall ­structure. | Library/media specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | Library/media specialist’s plan is well designed to support both teachers and students in their information needs. | Library/media specialist’s plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers. |
| **1f:  Developing a plan to evaluate the library/media program**  U NI P E | Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Library/media specialist has a rudimentary plan to evaluate the library/media program. | Library/media specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Library/media specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

Record comments below to clarify items marked above.

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**Library/Media Specialists**

**Domain 2: The Environment**

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| **COMPONENT** | **Unsatisfactory** | **needs improvement** | **Proficient** | **excellent** |
| **2a:  Creating an ­environment of respect and rapport**  U NI P E | Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. | Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among students in the library. |
| **2b:  Establishing a culture for investigation and love of literature**  U NI P E | Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required. | Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it. | Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature. | Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values. |
| **2c:  Establishing and ­maintaining library ­procedures**  U NI P E | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center. |
| **2d:  Managing student behavior**  U NI P E | There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. | It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. | Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist’s response to student misbehavior is appropriate and respectful to students. | Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist’s monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| **2e:  Organizing physical space to enable smooth flow**  U NI P E | Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. | Library/media specialist’s efforts to make use of the physical environment are uneven, resulting in occasional confusion. | Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear sign­age, and adequate space devoted to work areas and computer use. | Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting. |

Record comments below to clarify items marked above.

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**Library/Media Specialists**

**Domain 3: Instructional Delivery**

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| **COMPONENT** | **Unsatisfactory** | **needs improvement** | **Proficient** | **excellent** |
| **3a:  Maintaining and extending the library collection in accordance with the school’s needs and within budget limitations**  U NI P E | Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among ­different areas. | Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. | Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas. | Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas. |
| **3b:  Collaborating with teachers in the design of instructional units and lessons**  U NI P E | Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. | Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| **3c:  Engaging students in enjoying literature and in learning information skills**  U NI P E | Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. | Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials. | Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers. |
| **3d:  Assisting students and teachers in the use of technology in the library/media center**  U NI P E | Library/media specialist declines to assist students and teachers in the use of technology in the library/media center. | Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so. | Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center. | Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center. |
| **3e:  Demonstrating flexibility and responsiveness**  U NI P E | Library/media specialist adheres to the plan, in spite of evidence of its inadequacy. | Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change. | Library/media specialist makes revisions to the library/media program when they are needed. | Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input. |

Record comments below to clarify items marked above.

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**Library/Media Specialists**

**Domain 4: Professional Responsibilities**

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| **COMPONENT** | **Unsatisfactory** | **needs improvement** | **Proficient** | **excellent** |
| **4a:  Reflecting on practice**  U NI P E | Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving. | Library/media specialist’s reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved. | Library/media specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved. | Library/media specialist’s reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success. |
| **4b:  Preparing and submitting reports and budgets**  U NI P E | Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late. | Library/media specialist’s efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time. | Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time. | Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time. |
| **4c:  Communicating with the larger community**  U NI P E | Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community. | Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community. | Library/media specialist engages in outreach efforts to parents and the larger community. | Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit. |
| **4d:  Participating in a professional community**  U NI P E | Library/media specialist’s relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. | Library/media specialist’s relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| **4e:  Engaging in professional  development**  U NI P E | Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. | Library/media specialist’s  participation in professional development activities is limited  to those that are convenient or  are required. | Library/media specialist seeks out opportunities for professional development based on an individual assessment of need. | Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4f:  Showing professionalism**  U NI P E | Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws. | Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws. | Library/media specialist displays  high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws. | Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws. |

Record comments below to clarify items marked above.

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[Back to beginning.](#Beginning)

**School Counselor**

Form I: Domain 1: Planning and Preparation

**Domain 1: Planning and Preparation**

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

Record comments below to clarify items marked above.

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**School Counselor**

**Domain 2: The Environment**

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

Record comments below to clarify items marked above.

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**School Counselor**

**Domain 3: Delivery of Services**

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

Record comments below to clarify items marked above.

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**School Counselor**

**Domain 4: Professional Responsibilities**

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

Record comments below to clarify items marked above.

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[Back to beginning.](#Beginning)**Therapeutic Specialist**

**Domain 1: Planning and Preparation**

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| --- | --- | --- | --- | --- |
| **COMPONENT** | **Unsatisfactory** | **needs improvement** | **Proficient** | **excellent** |
| **1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license**  U NI P E | Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. | Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. | Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. | Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. |
| **1b:  Establishing goals for the therapy program appropriate  to the setting and the students served**  U NI P E | Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. | Specialist’s goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. | Specialist’s goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. | Specialist’s goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. |
| **1c:  Demonstrating knowledge of district, state, and federal regulations and guidelines**  U NI P E | Specialist demonstrates little or no knowledge of special education laws and procedures. | Specialist demonstrates basic knowledge of special education laws and procedures. | Specialist demonstrates ­thorough knowledge of special education laws and procedures. | Specialist’s knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. |
| **1d:  Demonstrating knowledge of resources, both within and beyond the school and district**  U NI P E | Specialist demonstrates little or no knowledge of resources for students available through the school or district. | Specialist demonstrates basic knowledge of resources for students available through the school or district. | Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| **1e:  Planning the therapy program, integrated with the regular school program, to meet the needs of individual students**  U NI P E | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | Specialist has developed a plan that includes the important aspects of work in the setting. | Specialist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program. |
| **1f: Developing a plan to evaluate the therapy program**  U NI P E | Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Specialist has a rudimentary plan to evaluate the therapy program. | Specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

Record comments below to clarify items marked above.

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**Therapeutic Specialist**

**Domain 2: The Environment**

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| **COMPONENET** | **Unsatisfactory** | **needs improvement** | **Proficient** | **excellent** |
| **2a:  Establishing rapport with students**  U NI P E | Specialist’s interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center. | Specialist’s interactions are a mix of positive and negative; the specialist’s efforts at developing rapport are partially successful. | Specialist’s interactions with students are positive and respectful; students appear comfortable in the testing and treatment center. | Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. |
| **2b:  Organizing time effectively**  U NI P E | Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Specialist’s time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. |
| **2c:  Establishing and maintaining clear procedures for referrals**  U NI P E | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. | Specialist has established procedures for referrals, but the details are not always clear. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. |
| **2d:  Establishing standards of conduct in the treatment center**  U NI P E | No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment. | Standards of conduct appear to have been established for the testing and treatment center. Specialist’s attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established for the testing and treatment center. Specialist’s monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. |
| **2e:  Organizing physical space for testing of students and providing therapy**  U NI P E | The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available. | The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. | The testing and treatment center is well organized; materials are available when needed. | The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed. |

Record comments below to clarify items marked above.

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**Therapeutic Specialist**

**Domain 3: Instructional Delivery**

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| **COMPONENT** | **Unsatisfactory** | **needs improvement** | **Proficient** | **excellent** |
| **3a:  Responding to referrals and evaluating student needs**  U NI P E | Specialist fails to respond to referrals or makes hasty assessments of student needs. | Specialist responds to referrals when pressed and makes adequate assessments of student needs. | Specialist responds to referrals and makes thorough assessments of student needs. | Specialist is proactive in responding to referrals and makes highly competent assessments of student needs. |
| **3b:  Developing and implementing  treatment plans to maximize students’ success**  U NI P E | Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. | Specialist’s plans for students are partially suitable for them or sporadically aligned with identified needs. | Specialist’s plans for students are suitable for them and are aligned with identified needs. | Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| **3c:  Communicating with families**  U NI P E | Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. | Specialist’s communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. | Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. |
| **3d:  Collecting information; writing reports**  U NI P E | Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. |
| **3e:  Demonstrating flexibility and  responsiveness**  U NI P E | Specialist adheres to the plan or program, in spite of evidence of its inadequacy. | Specialist makes modest changes in the treatment program when confronted with evidence of the need for change. | Specialist makes revisions in the treatment program when they are needed. | Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. |

Record comments below to clarify items marked above.

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**Therapeutic Specialist**

**Domain 4: Professional Responsibilities**

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| **COMPONENT** | **Unsatisfactory** | **needs improvement** | **Proficient** | **excellent** |
| **4a:  Reflecting on practice**  U NI P E | Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. | Specialist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. | Specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. | Specialist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies. |
| **4b:  Collaborating with teachers and administrators**  U NI P E | Specialist is not available to staff for questions and planning and declines to provide background material when requested. | Specialist is available to staff for questions and planning and provides background material when requested. | Specialist initiates contact with teachers and administrators to confer regarding individual cases. | Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. |
| **4c:  Maintaining an effective data-management system**  U NI P E | Specialist’s data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. | Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. | Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. |
| **4d:  Participating in a professional community**  U NI P E | Specialist’s relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. | Specialist’s relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. | Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| **4e:  Engaging in professional  development**  U NI P E | Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Specialist’s participation in professional development activities is limited to those that are convenient or are required. | Specialist seeks out opportunities for professional development based on an individual assessment of need. | Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4f:  Showing professionalism, including integrity, advocacy, and maintaining confidentiality**  U NI P E | Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. |

Record comments below to clarify items marked above.

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[Back to beginning.](#Beginning)

**Appendix C**

**Pre-Observation Conference – Teacher**

Teacher:

Grade Level(s):

Subject(s):

Observer: Date:

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

**Demonstrating Knowledge of Students (1b)**

Briefly describe your students, including those with special needs. How do you plan to teach to each student’s

level of understanding?

**Demonstrating Knowledge of Resources (1d)**

When preparing this lesson, what resources did you use? (materials, collaboration, etc.)

**Designing Coherent Instruction (1e)**

How does this learning “fit” into the sequence for this class? (Ex. Introducing the topic, mastering, etc.)

**Assessment (Domain 1 and 3)**

How will you know whether the students have learned what you intend? (formal and/or informal)

**Student Learning (Domains 2 and 3)**

How will you engage students in the learning? How will you make the objective(s) clear to students? What will the students be doing? Will the students work in groups/individually/large group? Bring any relevant materials to the pre-observation conference.

**Pre-Observation Conference – School Counselor**

Teacher: Grade Level(s):

Observer: Date:

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| --- | --- | --- | --- |
| ***Conversation Components*** | | ***Observable Components*** | |
| Domain 1  Planning and Preparation | Domain 4  Professional Responsibilities | Domain 2  Classroom Environment | Domain 3  Delivery of Service |
| 1a – Demonstrating knowledge of district curriculum & school programming  1b – Demonstrating knowledge of students (how well do you know your students)  1c – Demonstrating knowledge and use of developmentally appropriate counseling techniques  1d – Demonstrating knowledge of and access to resources  1e – Assessing student learning | 4a – Reflection on practice  4b – Maintaining and using appropriate data to guide practice  4c – Communicating with families about student progress, procedures curriculum and standards  4d – Contributing to the school and district  4e – Growing and developing  Professionally  4f – Demonstrating professional counseling ethics as described in national/ state/district standards  4g – Establishing professional collaboration | 2a – Creating an environment of respect and rapport  2b – Establishing a positive climate  2c – Managing procedures and resources  2d – Organizing physical space | 3a – Communicating clearly and accurately  3b – Using questioning and discussion techniques  3c – Providing feedback and responses to parents, students, and staff  3d – Demonstrating appropriate level of responsiveness in advocating for student needs  3e – Implementing counseling activities |

**Demonstrating Knowledge of Students (1b)**

Briefly describe the student(s) you will be working with during my observation:

What strategies have you used or will you be using to establish a positive rapport with the student(s)?

**Attach a lesson plan that addresses the following:**

What are your learning outcomes for the lesson?

What do you want the students to understand?

How will you engage students in the learning?

What will the students do?

Provide any worksheets or other materials the students will be using.

List any particular behavior(s) management techniques you would like the evaluator to focus on during this observation.

**Pre-Observation Conference - Librarian/Media Specialist**

Teacher: Grade Level(s):

Observer: Date:

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| ***Conversation Components*** | | ***Observable Components*** | |
| Domain 1  Planning and Preparation | Domain 4  Professional Responsibilities | Domain 2  Classroom Environment | Domain 3  Delivery of Service |
| 1a – Demonstrating knowledge of literature and current trends in library/media or educational practice  1b – Demonstrating knowledge of current trends in informational and  educational technologies  and in library/media practice  1c – Demonstrating knowledge of the school’s program and student information needs within that program  1d – Establishing goals for the library program appropriate to the setting and the students served  1e – Establishing goals for educational technology appropriate to the setting and the students served  1f – Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan  1g – Planning the library/media program integrated with the overall school program  1h – Planning the integration of educational technology within the overall school program  1i – Developing a plan to evaluate the library and educational technology programs. | 4a – Reflection on practice  4b – Preparing and submitting reports and budgets  4c – Communicating with the larger community  4d – Participating in a professional community  4e – Engaging in professional development  4f – Showing professionalism | 2a – Creating an Environment of  Respect and Rapport  2b – Establishing a culture for investigation and a love of literature  2c – Establishing a culture for technology use and integration of it into the classroom  2d – Establishing and maintaining media/educational  technology procedures  2e – Managing student behavior  2f – Organizing physical space to enable smooth flow and optimal access to tools | 3a – Maintaining and extending the library collection and educational technologies in accordance with the school’s needs and within budget limitations  3b – Collaborating with teachers in the design of instructional units and lessons  3c – Engaging students in enjoyment of literature  3d – Engaging staff and students in the successful use of educational technology  3e – Assisting students and teachers in the use of technology in the library and throughout the building.  3f – Demonstrating flexibility and responsiveness |

**Demonstrating Knowledge of Students (1c, 1d, 1e)**

Briefly describe the students. How do you plan to teach to each student’s level of understanding

**Demonstrating Planning (1g, 1h)**

How does this lesson fit into the school’s overall library/technology program.

**Attach a lesson plan that addresses the following:**

What are your learning outcomes for the lesson?

What do you want the students to understand?

How will you engage students in the learning?

What will the students do?

Provide the address for any websites that students will use and/or any other materials.

**Classroom Environment (Domain 2)**

List any particular environmental factors you would like the evaluator to focus on during this observation.

**Pre-Observation Conference – Therapeutic Specialists**

Teacher: Grade Level(s):

Observer: Date:

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| --- | --- | --- | --- |
| ***Conversation Components*** | | ***Observable Components*** | |
| Domain 1  Planning and Preparation | Domain 4  Professional Responsibilities | Domain 2  Classroom Environment | Domain 3  Instruction |
| 1a – Demonstrating knowledge of current trends in specialty area and professional development  1b – Demonstrating knowledge of school & district programs and levels of teacher skill in delivering program  1c – Establishing goals for the instructional support program appropriate to setting and teacher served  1d – Demonstrating knowledge of resources  1e – Planning program integrated with school program  1f – Developing a plan to evaluate the program | 4a – Reflection on practice  4b – Preparing and submitting budgets and reports  4c – Coordinating work with other instructional specialists  4d – Participating in a professional community  4e – Engaging in professional development  4f – Showing professionalism, including integrity and confidentiality | 2a – Creating an environment of trust and respect  2b - Establishing a culture for ongoing instructional improvement  2c – Establishing clear  procedures to gain access to instructional support  2d – Establishing and maintaining professional behavior and interactions  2e - Organizing physical space | 3a – Collaborating with teachers in the design of instructional units and lessons  3b – Engaging teachers in learning new instructional skills  3c - Sharing expertise with staff  3d – Locating resources for teachers to support instructional improvement  3e – Demonstrating flexibility and responsiveness |

**Demonstrating Planning (1e)**

**Demonstrating Knowledge of Resources (1d)**

**Designing Coherent Instruction (3a)**

**Assessment (1f)**

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**Appendix D**

**Observation Report - Teacher**

Name of Staff Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pre-conference Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Domain 1 – Planning and Preparation | Evidence: |
| 1. Demonstrating knowledge of content and pedagogy 2. Demonstrating knowledge of students 3. Selecting instructional goals 4. Demonstrating knowledge of resources 5. Designing coherent instruction 6. Assessing student learning |  |
| Comments: | |
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| Domain 2 – Environment | Evidence: |
| 1. Creating an environment of respect and rapport 2. Establishing a culture for learning 3. Managing classroom procedures 4. Managing student behavior 5. Organizing physical space |  |
| Comments: | |
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| Domain 3 – Instruction / Delivery of Services | Evidence: |
| 1. Communication clearly and accurately 2. Using questioning/discussion techniques 3. Engaging in student in learning 4. Using assessment for instruction 5. Demonstrating flexibility and responsiveness |  |
| Comments: | |
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| Domain 4 – Professional Responsibilities | Evidence: |
| 1. Reflecting on professional practices 2. Maintaining accurate records 3. Communicating with families 4. Contributing to the school and district 5. Growing and developing professionally 6. Demonstrating professionalism |  |
| Comments: | |
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Signatures: Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attach this form to the Summative Evaluation Report

**Observation Report – Library/Media Specialist**

Name of Staff Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pre-conference Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Domain 1 – Planning and Preparation | Evidence: |
| a. Demonstrating knowledge of literature and current trends in library/media practice and information technology  b. Demonstrating knowledge of the school’s program and student information needs within that program  c. Establishing goals for the library/media program appropriate to the setting and the students served  d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan  e. Planning the library/media program integrated with the overall school program  f. Developing a plan to evaluate the library/media program |  |
| Comments: | |
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| Domain 2 – Environment | Evidence: |
| a. Creating an environment of respect and rapport  b. Establishing a culture for investigation and love of literature  c. Establishing and maintaining library procedures  d. Managing student behavior  e. Organizing physical space to enable smooth flow |  |
| Comments: | |
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| Domain 3 – Instruction / Delivery of Services | Evidence: |
| a. Maintaining and extending the library collection in accordance with the school’s needs and within budget limitation  b. Collaborating with teachers in the design of instructional units and lessons  c. Engaging students in enjoying literature and in learning information skills  d. Assisting students and teachers in the use of technology in the library/media center  e. Demonstrating flexibility and responsiveness |  |
| Comments: | |
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| Domain 4 – Professional Responsibilities | Evidence: |
| a. Reflecting on practice  b. Preparing and submitting reports and budgets  c. Communicating with the larger community  d. Participating in a professional community  e. Engaging in professional development |  |
| Comments: | |
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Signatures: Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attach this form to the Summative Evaluation Report

**Observation Report – School Counselor**

Name of Staff Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pre-conference Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Domain 1 – Planning and Preparation | Evidence: |
| a. Demonstrating knowledge of counseling theory and techniques  b. Demonstrating knowledge of child and adolescent  c. Establishing goals for the counseling program appropriate to the setting and the students served  d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district  e. Planning the counseling program, integrated with the regular school program  f. Developing a plan to evaluate the counseling program |  |
| Comments: | |
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| --- | --- |
| Domain 2 – Environment | Evidence: |
| a. Creating an environment of respect and rapport  b. Establishing a culture for productive communication  c. Managing routines and procedures  d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school  e. Organizing physical space |  |
| Comments: | |
|  | |

|  |  |
| --- | --- |
| Domain 3 – Instruction / Delivery of Services | Evidence: |
| a. Assessing student needs  b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs  c. Using counseling techniques in individual and classroom programs  d. Brokering resources to meet needs  e. Demonstrating flexibility and responsiveness |  |
| Comments: | |
|  | |

|  |  |
| --- | --- |
| Domain 4 – Professional Responsibilities | Evidence: |
| a. Reflecting on practice  b. Maintaining records and submitting them in a timely fashion  c. Communicating with families  d. Participating in a professional community  e. Engaging in a professional development  f. Showing professionalism |  |
| Comments: | |
|  | |

Signatures: Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attach this form to the Summative Evaluation Report

**Observation Report – Therapeutic Specialist**

Name of Staff Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pre-conference Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Domain 1 – Planning and Preparation | Evidence: |
| a. Demonstrating knowledge and skill in the specialist therapy areas; holding the relevant certificate or license  b. Establishing goals for the therapy program appropriate to the setting and the students served  c. Demonstrating knowledge of district, state, and federal regulations and guidelines  e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students  f. Developing a plan to evaluate the therapy program |  |
| Comments: | |
|  | |

|  |  |
| --- | --- |
| Domain 2 – Environment | Evidence: |
| a. Establishing a rapport with students  b. Organizing time effectively  c. Establishing and maintaining clear procedures for referrals  d. Establishing standards of conduct in the treatment center  e. Organizing physical space for testing of students and providing therapy |  |
| Comments: | |
|  | |

|  |  |
| --- | --- |
| Domain 3 – Instruction / Delivery of Services | Evidence: |
| a. Responding to referrals and evaluating student needs  b. Developing and implementing treatment plans to maximize students’ success  c. Communicating with families  d. Collecting information; writing reports  e. Demonstrating flexibility and responsiveness |  |
| Comments: | |
|  | |

|  |  |
| --- | --- |
| Domain 4 – Professional Responsibilities | Evidence: |
| a. Reflecting on practice  b. Collaborating with teachers and administrators  c. Maintaining an effective data-management system  d. Participating in a professional community  e. Engaging in professional development  f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality |  |
| Comments: | |
|  | |

Signatures: Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attach this form to the Summative Evaluation Report

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**Appendix E**

**Post Observation Self-Reflection Form - Teacher**

Teacher: School: Grade Level(s): Subject(s): Observer: Date:

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

***After reflecting upon the lesson and documentation from the evaluator, the teacher will respond to the following questions and bring this form to the Post-Observation Conference.***

1. In general, how successful was the lesson? How do you know the students learned what you intended?

2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of

engagement and understanding?

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

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

5. Other pertinent information:

**Post Observation Self-Reflection Form – School Counselor**

Teacher: School: Grade Level(s): Subject(s): Observer: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Conversation Components*** | | ***Observable Components*** | |
| *Domain 1*  *Planning and Preparation* | *Domain 4*  *Professional Responsibilities* | *Domain 2*  *Classroom Environment* | *Domain 3*  *Instruction* |
| 1a – Demonstrating knowledge of district curriculum & school programming  1b - Demonstrating knowledge of students  1c – Demonstrating knowledge and use of developmentally appropriate counseling techniques  1d - Demonstrating knowledge of access to resources  1e – Assessing student learning | 4a - Reflecting on practice  4b - Maintaining and using appropriate data to guide practice  4c - Communicating with families about student progress, procedures, curriculum, &  standards  4d – Contributing to the school and district  4e - Growing and developing professionally  4f – demonstrating professional counseling ethics as described in national/state/district standards.  4g – Establishing professional collaboration | 2a - Creating an environment of respect and rapport  2b - Establishing a positive climate  2c - Managing procedures and resources  2d – Organizing physical space | 3a - Communicating clearly and accurately  3b - Using questioning and discussion techniques  3c – Providing feedback and responses to parents, students, and staff  3d – Demonstrating appropriate level of responsiveness in advocating for student needs  3e – Implementing counseling activities. |

***After reflecting upon the lesson and documentation from the evaluator, the teacher will respond to the following questions and bring this form to the Post-Observation Conference.***

1. In general, how successful was the lesson? How do you know the students learned what you intended?

2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?

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

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

5. Other pertinent information:

**Post Observation Self-Reflection Form – Librarian/Media Specialist**

Teacher: School: Grade Level(s): Subject(s): Observer: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Conversation Components*** | | ***Observable Components*** | |
| *Domain 1*  *Planning and Preparation* | *Domain 4*  *Professional Responsibilities* | *Domain 2*  *Classroom Environment* | *Domain 3*  *Instruction* |
| 1a – Demonstrating Knowledge of literature and current rends  in library/media or educational practice  1b – Demonstrating knowledge of current trends in informational and  educational technologies  and in library/media practice  1c – Demonstrating knowledge of the school’s program and student information needs within that program  1d – Establishing goals for the library program appropriate to the setting and the students served  1e – Establishing goals for educational technology appropriate to the setting and the students served  1f – Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan  1g – Planning the library/media program integrated with the overall school program  1h – Planning the integration of educational technology within the overall school program  1i – Developing a plan to evaluate the library and | 4a – Reflection on practice  4b – Preparing and submitting reports and budgets  4c – Communicating with the larger community  4d – Participating in a professional community  4e – Engaging in professional development  4f – Showing professionalism | 2a – Creating an Environment of  Respect and Rapport  2b – Establishing a culture for investigation and a love of literature  2c – Establishing a culture for technology use and integration of it into the classroom  2d – Establishing and maintaining media/educational  technology procedures  2e – Managing student behavior  2f – Organizing physical space to enable smooth flow and optimal access to tools | 3a – Maintaining and extending the library collection and educational technologies in accordance with the school’s needs and within budget limitations  3b – Collaborating with teachers in the design of instructional units and lessons  3c – Engaging students in enjoyment of literature  3d – Engaging staff and students in the successful use of educational technology  3e – Assisting students and teachers in the use of technology in the library and throughout the building.  3f – Demonstrating flexibility and responsiveness |

***After reflecting upon the lesson and documentation from the evaluator, the teacher will respond to the following questions and bring this form to the Post-Observation Conference.***

1. In general, how successful was the lesson? How do you know the students learned what you intended

2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?

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

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

5. Other pertinent information

**Post Observation Self-Reflection Form – Therapeutic Specialist**

Teacher: School: Grade Level(s): Subject(s): Observer: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Conversation Components*** | | ***Observable Components*** | |
| Domain 1  Planning and Preparation | Domain 4  Professional Responsibilities | Domain 2  Classroom Environment | Domain 3  Instruction |
| 1a – Demonstrating knowledge of current trends in specialty area and professional development  1b – Demonstrating knowledge of school & district programs and levels of teacher skill in delivering program  1c – Establishing goals for the instructional support program appropriate to setting and teacher served  1d – Demonstrating knowledge of resources  1e – Planning program integrated with school program  1f – Developing a plan to evaluate the program | 4a – Reflection on practice  4b – Preparing and submitting budgets and reports  4c – Coordinating work with other instructional specialists  4d – Participating in a professional community  4e – Engaging in professional development  4f – Showing professionalism, including integrity and confidentiality | 2a – Creating an environment of trust and respect  2b - Establishing a culture for ongoing instructional improvement  2c – Establishing clear  procedures to gain access to instructional support  2d – Establishing and maintaining professional behavior and interactions  2e - Organizing physical space | 3a – Collaborating with teachers in the design of instructional units and lessons  3b – Engaging teachers in learning new instructional skills  3c - Sharing expertise with staff  3d – Locating resources for teachers to support instructional improvement  3e – Demonstrating flexibility and responsiveness |

***After reflecting upon the lesson and documentation from the evaluator, the teacher will respond to the following questions and bring this form to the Post-Observation Conference.***

1. In general, how successful was the lesson? How do you know the students learned what you intended?

2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?

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

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

5. Other pertinent information:

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**Appendix F**

**List of Possible Artifacts**

|  |  |
| --- | --- |
| **Portfolio Section** | **Sample Artifacts** |
| Domain 1 – Planning and Preparation | Lesson Plans/Units  Unit Plans  Grade level, team or subject area maps  Assessment plan and assessments  Projects / Reports  Student Achievement Data  Grading Plan and Grade Book  Classroom Expectations  Substitute Plans  Back to School Night handouts  Guiding Questions for Planning Conference  And/or others, if appropriate |
| Domain 2 – Learning Environment | Physical layout of room/area  Seating arrangements  Classroom rules and routines  Rubrics  Syllabus  Bulletin Boards (interactive, instructional and affective)  Student projects  Data collected from student/parent survey  And/or others, if appropriate |
| Domain 3 – Instruction / Delivery of Service | Units  Extension/enrichment activities  Review/reinforcement activities  Modifications for special needs  Differentiation plan  Flexible grouping plans  Student work samples  Homework assignments and guides  Curriculum integration efforts  Assessments  Projects / Reports  Student achievement data  And/or others, if appropriate |
| Domain 4 – Professional Responsibilities | Professional involvement (ex: building committees, district committees, professional organizations)  Participation in courses, conferences, workshops (in-district, out-of-district)  Presentations at meetings  Professional readings  Group planning notes (team, grade level, subject area)  Parent communications (notes, letters, phone call logs, surveys, forms, etc.)  Journals/Logs  Yearly attendance  And/or others, if appropriate |

[Back to beginning.](#Beginning)**Appendix G**

**Artifact Tag for Professional Portfolio**

***Purpose:***

The purpose of an artifact tag is to document your reflection on portfolio entries. The process of developing your portfolio is as important as the products in it. It is the process and the reflections that help us learn from our practice and directly connect our work to student and educator learning and growth.

***Directions:***

1. Create an artifact tag for each entry in your portfolio.
2. Use one tag per artifact and remember you will have 12-24 artifacts total. (Each domain should be represented with at least one artifact, however artifacts should emphasize Domains 1 and 4.)
3. There is a separate tag for each domain.
4. Fill in the tag and insert your artifact.
5. You can save this as one large word document by copy and pasting the artifact tags as needed, utilize Google drive in the same fashion, or create a hard copy in which each artifact tag is attached to the artifact.
6. Portfolio will be shared with the evaluator.

**Artifact Tag for Professional Portfolio**

|  |  |  |
| --- | --- | --- |
| **Educator:** | | |
| **Domain 1 – Planning and Preparation** | | |
| **Sample Artifacts (choose one):** | **Title of Artifact:** | **Date Collected:** |
| Lesson Plans/Units |  |  |
| Unit Plans |  |  |
| Grade level, team or subject area maps |  |  |
| Assessment plan and assessments |  |  |
| Projects/Reports |  |  |
| Student Achievement Data |  |  |
| Grading Plan and Grade Book |  |  |
| Classroom Expectations |  |  |
| Substitute Plans |  |  |
| Back to School Night handouts |  |  |
| Guiding Questions for Planning Conference |  |  |
| Others appropriate to Domain 1 |  |  |
|  |  |  |
|  |  |  |
| **Why I selected this piece and what I learned from this piece…** | | |

**Insert artifact here:**

**Artifact Tag for Professional Portfolio**

|  |  |  |
| --- | --- | --- |
| **Educator:** | | |
| **Domain 2 – Learning Environment** | | |
| **Sample Artifacts (choose one):** | **Title of Artifact:** | **Date Collected:** |
| Physical layout of room/area |  |  |
| Seating arrangements |  |  |
| Classroom rules and routines |  |  |
| Rubrics |  |  |
| Syllabus |  |  |
| Bulletin Boards  (interactive, instructional, and affective) |  |  |
| Student projects |  |  |
| Data collected from student/parent survey |  |  |
| Others appropriate to Domain 2 |  |  |
|  |  |  |
|  |  |  |
| **Why I selected this piece and what I learned from this piece…** | | |

**Insert artifact here:**

**Artifact Tag for Professional Portfolio**

|  |  |  |
| --- | --- | --- |
| **Educator:** | | |
| **Domain 3 – Instruction/Delivery of Service** | | |
| **Sample Artifacts (choose one):** | **Title of Artifact:** | **Date Collected:** |
| Units |  |  |
| Extension/enrichment activities |  |  |
| Review/reinforcement activities |  |  |
| Modifications for special needs |  |  |
| Differentiation plan |  |  |
| Flexible grouping plans |  |  |
| Student work samples |  |  |
| Homework assignments and guides |  |  |
| Curriculum integration efforts |  |  |
| Assessments |  |  |
| Projects/Reports |  |  |
| Student achievement data |  |  |
| Others appropriate to Domain 3 |  |  |
|  |  |  |
|  |  |  |
| **Why I selected this piece and what I learned from this piece…** | | |

**Insert artifact here:**

**Artifact Tag for Professional Portfolio**

|  |  |  |
| --- | --- | --- |
| **Educator:** | | |
| **Domain 4 – Professional Responsibilities** | | |
| **Sample Artifacts (choose one):** | **Title of Artifact:** | **Date Collected:** |
| Professional involvement (building or district committees, professional organizations) |  |  |
| Participation in courses, conferences, workshops (in or out of district) |  |  |
| Presentations at meetings |  |  |
| Professional readings |  |  |
| Group planning notes  (team, grade level, subject area) |  |  |
| Parent communications (notes, letters, phone call logs, surveys, forms, etc.) |  |  |
| Journal/Logs |  |  |
| Yearly attendance |  |  |
| Others appropriate to Domain 4 |  |  |
|  |  |  |
|  |  |  |
| **Why I selected this piece and what I learned from this piece…** | | |

**Insert artifact here:**

[**Back to beginning.**](#Beginning)

**Appendix H**

**Individual Growth Plan**

|  |  |  |
| --- | --- | --- |
| Name | Position | Duration of Plan |
|  |  |  |

GROWTH GOAL STATEMENT: The educator must develop an Individual Growth Goal based on Danielson’s Framework for effective teaching. Write a goal statement that is specific, measurable, aligned/attainable, results-oriented, and time-bound to the two-year cycle.

|  |
| --- |
| **Framework for Teaching Domain/Component(s) addressed:** |

|  |
| --- |
| **SMART GOAL:** |

ACTION PLAN: Describe your steps to obtain the goal.

|  |  |  |  |
| --- | --- | --- | --- |
| Action Step | Timeline | Evidence/ Data  Collection | Support Needed |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

Evaluator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Appendix I –**

**Final Summative Evaluation Form – Teacher**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_

Formal Observation Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Informal Observation Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1 – Planning and Preparation** | | | | | **Domain 2 – Classroom Environment** | | | | |
| Components: | U | NI | P | E | Components: | U | NI | P | E |
| 1a: Demonstrating knowledge of content and pedagogy. |  |  |  |  | 2a: Creating an environment of respect and rapport. |  |  |  |  |
| 1b: Demonstrating knowledge of students. |  |  |  |  | 2b: Establishing a culture for learning. |  |  |  |  |
| 1c: Setting instructional outcomes. |  |  |  |  | 2c: Managing classroom procedures. |  |  |  |  |
| 1d: Demonstrating knowledge of resources. |  |  |  |  | 2d: Managing student behavior. |  |  |  |  |
| 1e: Designing coherent instruction. |  |  |  |  | 2e: Organizing physical space. |  |  |  |  |
| 1f: Designing student assessments. |  |  |  |  |  |  |  |  |  |
| **Overall Domain Rating:** |  |  |  |  | **Overall Domain Rating:** |  |  |  |  |
| **Domain 4 – Professional Responsibilities** | | | | | **Domain 3 - Instruction** | | | | |
| Components: | U | NI | P | E | Components: | U | NI | P | E |
| 4a: Reflecting on Teaching. |  |  |  |  | 3a: Communicating with students. |  |  |  |  |
| 4b: Maintaining accurate records. |  |  |  |  | 3b: Using questioning and discussion techniques. |  |  |  |  |
| 4c: Communicating with families. |  |  |  |  | 3c: Engaging students in learning. |  |  |  |  |
| 4d: Participating in a professional learning community. |  |  |  |  | 3d: Using assessment in instruction. |  |  |  |  |
| 4e:. Growing and developing professionally. |  |  |  |  | 3e: Demonstrating flexibility and responsiveness. |  |  |  |  |
| 4f: Demonstrating professionalism |  |  |  |  |  |  |  |  |  |
| **Overall Domain Rating:** |  |  |  |  | **Overall Domain Rating:** |  |  |  |  |
| **Overall Summative Rating:**  A Professional Growth Plan with the  Performance Objective of:   * achieved * continuing * revised * did not meet * not applicable | | | | | **Comments:**  **Recommendation:**   * recommend without reservation * recommend continued probationary contract * do not rehire | | | | |

We have conducted a conversation on the rubrics and formative ratings. The teacher has the right to attach written comments within seven (7) school days of completion of this form for inclusion in his/her personnel file maintained in the district office. Signature indicates only that the teacher has read and understands the evaluation.

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

Evaluator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Final Summative Evaluation Form – Library/Media Specialist**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_

Formal Observation Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Informal Observation Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1 – Planning and Preparation** | | | | | **Domain 2 – Classroom Environment** | | | | |
| Components: | U | NI | P | E | Components: | U | NI | P | E |
| 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology. |  |  |  |  | 2a: Creating an environment of respect and rapport. |  |  |  |  |
| 1b: Demonstrating knowledge of the school’s program and student information needs within that program. |  |  |  |  | 2b: Establishing a culture for investigation and love of literature. |  |  |  |  |
| 1c: Establishing goals for the library/media program appropriate to the setting and the students served. |  |  |  |  | 2c: Establishing and maintaining library procedures. |  |  |  |  |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan. |  |  |  |  | 2d: Managing student behavior. |  |  |  |  |
| 1e: Planning the library/media program integrated with the overall school program. |  |  |  |  | 2e: Organizing physical space to enable smooth flow. |  |  |  |  |
| 1f: Developing a plan to evaluate the library/media program. |  |  |  |  |  |  |  |  |  |
| **Overall Domain Rating:** |  |  |  |  | **Overall Domain Rating:** |  |  |  |  |
| **Domain 4 – Professional Responsibilities** | | | | | **Domain 3 - Instruction** | | | | |
| Components: | U | NI | P | E | Components: | U | NI | P | E |
| 4a: Reflecting on practice. |  |  |  |  | 3a: Maintaining and extending the library collection in accordance with the school’s needs and within budget limitations. |  |  |  |  |
| 4b: Preparing and submitting reports and budgets. |  |  |  |  | 3b: Collaborating with teachers in the design of instructional units and lessons. |  |  |  |  |
| 4c: Communicating with the larger community. |  |  |  |  | 3c: Engaging students in enjoying literature and in learning information skills. |  |  |  |  |
| 4d: Participating in a professional community. |  |  |  |  | 3d: Assisting students and teachers in the use of technology in the library/media center. |  |  |  |  |
| 4e: Engaging in professional development. |  |  |  |  | 3e: Demonstrating flexibility and responsiveness. |  |  |  |  |
| 4f: Showing professionalism. |  |  |  |  |  |  |  |  |  |
| **Overall Domain Rating:** |  |  |  |  | **Overall Domain Rating:** |  |  |  |  |
| **Overall Summative Rating:**  A Professional Growth Plan with the  Performance Objective of:   * achieved * continuing * revised * did not meet * not applicable | | | | | **Comments:**  **Recommendation:**   * recommend without reservation * recommend continued probationary contract * do not rehire | | | | |

We have conducted a conversation on the rubrics and formative ratings. The teacher has the right to attach written comments within seven (7) school days of completion of this form for inclusion in his/her personnel file maintained in the district office. Signature indicates only that the teacher has read and understands the evaluation.

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

Evaluator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Final Summative Evaluation Form – School Counselor**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_

Formal Observation Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Informal Observation Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1 – Planning and Preparation** | | | | | **Domain 2 – Classroom Environment** | | | | |
| Components: | U | NI | P | E | Components: | U | NI | P | E |
| 1a: Demonstrating knowledge of counseling theory and techniques. |  |  |  |  | 2a: Creating an environment of respect and rapport. |  |  |  |  |
| 1b: Demonstrating knowledge of child and adolescent development. |  |  |  |  | 2b: Establishing a culture for productive communication. |  |  |  |  |
| 1c: Establishing goals for the counseling program appropriate to the setting and the students served. |  |  |  |  | 2c: Managing routines and procedures. |  |  |  |  |
| 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district. |  |  |  |  | 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school. |  |  |  |  |
| 1e: Planning the counseling program, integrated with the regular school program. |  |  |  |  | 2e: Organizing physical space. |  |  |  |  |
| 1f: Developing a plan to evaluate the counseling program. |  |  |  |  |  |  |  |  |  |
| **Overall Domain Rating:** |  |  |  |  | **Overall Domain Rating:** |  |  |  |  |
| **Domain 4 – Professional Responsibilities** | | | | | **Domain 3 - Instruction** | | | | |
| Components: | U | NI | P | E | Components: | U | NI | P | E |
| 4a: Reflecting on practice. |  |  |  |  | 3a: Assessing student needs. |  |  |  |  |
| 4b: Maintaining records and submitting them in a timely fashion. |  |  |  |  | 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs. |  |  |  |  |
| 4c: Communicating with families. |  |  |  |  | 3c: Using counseling techniques in individual and classroom programs. |  |  |  |  |
| 4d: Participating in a professional community. |  |  |  |  | 3d: Brokering resources to meet needs. |  |  |  |  |
| 4e: Engaging in professional development. |  |  |  |  | 3e: Demonstrating flexibility and responsiveness. |  |  |  |  |
| 4f: Showing professionalism. |  |  |  |  |  |  |  |  |  |
| **Overall Domain Rating:** |  |  |  |  | **Overall Domain Rating:** |  |  |  |  |
| **Overall Summative Rating:**  A Professional Growth Plan with the  Performance Objective of:   * achieved * continuing * revised * did not meet * not applicable | | | | | **Comments:**  **Recommendation:**   * recommend without reservation * recommend continued probationary contract * do not rehire | | | | |

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

Evaluator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Final Summative Evaluation Form – Therapeutic Specialist**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_

Formal Observation Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Informal Observation Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1 – Planning and Preparation** | | | | | **Domain 2 – Classroom Environment** | | | | |
| Components: | U | NI | P | E | Components: | U | NI | P | E |
| 1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license. |  |  |  |  | 2a: Establishing rapport with students. |  |  |  |  |
| 1b: Establishing goals for the therapy program appropriate to the setting and the students served. |  |  |  |  | 2b: Organizing time effectively. |  |  |  |  |
| 1c: Demonstrating knowledge of district, state, and federal regulations and guidelines. |  |  |  |  | 2c: Establishing and maintaining clear procedures for referrals. |  |  |  |  |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district. |  |  |  |  | 2d: Establishing standards of conduct in the treatment of center. |  |  |  |  |
| 1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students. |  |  |  |  | 2e: Organizing physical space for testing of students and providing therapy. |  |  |  |  |
| 1f: Developing a plan to evaluate the therapy program. |  |  |  |  |  |  |  |  |  |
| **Overall Domain Rating:** |  |  |  |  | **Overall Domain Rating:** |  |  |  |  |
| **Domain 4 – Professional Responsibilities** | | | | | **Domain 3 - Instruction** | | | | |
| Components: | U | NI | P | E | Components: | U | NI | P | E |
| 4a: Reflecting on practice. |  |  |  |  | 3a: Responding to referrals and evaluating student needs.. |  |  |  |  |
| 4b:Collaborating with teachers and administrators. |  |  |  |  | 3b: Developing and implementing treatment plans to maximize students’ success.. |  |  |  |  |
| 4c: Maintaining an effective data-management system. |  |  |  |  | 3c: Communicating with families. |  |  |  |  |
| 4d: Participating in a professional community. |  |  |  |  | 3d: Collecting information; writing reports. |  |  |  |  |
| 4e: Engaging in professional development. |  |  |  |  | 3e: Demonstrating flexibility and responsiveness. |  |  |  |  |
| 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality. |  |  |  |  |  |  |  |  |  |
| **Overall Domain Rating:** |  |  |  |  | **Overall Domain Rating:** |  |  |  |  |
| **Overall Summative Rating:**  A Professional Growth Plan with the  Performance Objective of:   * achieved * continuing * revised * did not meet * not applicable | | | | | **Comments:**  **Recommendation:**   * recommend without reservation * recommend continued probationary contract * do not rehire | | | | |

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Evaluator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Back to beginning.](#Beginning)